



Self-Regulation as a Response to Stress in Students during a Pandemic

Teguh Lesmana¹, Febryan²

^{1,2} Program Study Psychology, Bunda Mulia University, Indonesia
Email: teguhlesmana73@gmail.com, wisdomduelist@gmail.com

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ABSTRAK

It is undeniable, the danger of a pandemic has hampered human activities. So, to prevent the threat from this pandemic, the Indonesian government implemented Large-Scale Social Restrictions (PSBB) which also had an impact on the world of education with the implementation of online learning. Online learning during this pandemic poses several obstacles for students. These obstacles eventually cause students to experience stress. This study aims to determine the relationship between self-regulation and stress levels in Tangerang students during the pandemic. The method used is a quantitative method with a purposive sampling technique that uses a questionnaire for data collection. In this study, two questionnaires were used, namely the perceived stress scale to measure stress and the short form self-regulation questionnaire to measure self-regulation. Data were collected on 304 active student participants in the Tangerang area and analyzed using the Spearman's Rho correlation test. The results obtained from this study indicate that there is a significant negative relationship between self-regulation and student stress during the pandemic. A significant relationship can be seen from the p-value of 0.000 ($p < 0.05$) and the r-value of -0.573. The r value indicates that the relationship between the two variables has a negative direction, meaning that the higher the self-regulation, the lower the stress. Good self-regulation that individuals have will be able to cope with stress in themselves.

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Author Corresponding:

Teguh Lesmana

Program Study Psychology, Bunda Mulia University

Email: teguhlesmana73@gmail.com



BACKGROUND

The COVID-19 pandemic has occurred almost all over the world, causing activities that involve many people to be avoided, thus giving a lot of changes to almost everyone, including students. In Indonesia itself, the Large-Scale Social Restriction (PSBB) policy was implemented to suppress the spread of this virus. This causes everyone to reduce activities outside the home (Andiarna & Kusumawati, 2020). During the pandemic, online learning has now been carried out almost all over the world (Goldschmidt, 2020). So that this change in learning patterns provides its own problems for students (Argaheni, 2020).

At the beginning of the start of online learning, it could be said that it was quite effective, especially for students who felt comfortable doing online learning, but as time went on, students began to find it difficult. Difficulties experienced include the number of assignments received, dissatisfaction, causing students to feel heavy and difficult to understand the material. Some students feel that during online learning the teachers give a lot of assignments so that many students find it difficult to manage time to do these tasks. In addition, some students find it difficult to understand the material explained and students feel that just reading the material and doing assignments is not really enough (Andiarna & Kusumawati, 2020).

According to a mental health psychiatrist, Nova Riyanti Yusuf in an interview with CNN, he revealed that the current pandemic can make people anxious, stressed, depressed, and even trigger suicide due to the implementation of isolation during the pandemic (Indonesia, 2020). This can also trigger the emergence of academic stress.

There are various factors that influence the emergence of stress symptoms in students, one of which is pressures or discrepancies between the

demands received and their abilities (Utami et al., 2020). Such as a demanding task that must be completed but the learning method is limited so that it makes it difficult for students to complete it with limited abilities.

The pressure to be able to learn and understand independently, high concentration in paying attention to lecturers' explanations who are also often constrained by the network, feeling tired of piling up tasks, pressure from parents, and increasing internet quota costs make students stressed with their academic life (Andiarna & Kusumawati, 2020). Not to mention, in the results of research, adolescents who are classified as lacking in social intelligence will tend to feel more lonely (Garvin, 2018). This is what affects the symptoms of stress that are often found in students due to COVID-19.

In addition to the external factors that cause stress, internal factors also influence the emergence of stress in students. Individual characteristics, for example, such as short-tempered, ambitious, aggressive, ability to solve problems and adapt to stress (Setyawati et al., 2021). Other obstacles such as the lack of good adaptability and adjusting to the campus environment. A study shows that if the adaptability is good, the stress level in individuals will be low, and vice versa, poor adaptation can cause stress (Setiani & Haryanto, 2019). Over time, students begin to adapt to various mechanisms so that levels of stress-related hormones return to normal. However, students who are unable to adapt to online learning will cause stress-related hormone levels to increase along with the implementation of online learning (Maulana & Iswari, 2020).

Research confirms the fact that 78.3% of students experience stress with the main cause being a fairly high academic burden (Rahman et al., 2013). Meanwhile, self-regulation factors can reduce stress and frustration and facilitate the

implementation of problem solving strategies (Gollwitzer et al., 2018).

Self-regulation in good study will help a person to meet the various demands he faces. Self-regulation in learning will make individuals set goals, evaluate them, and make the necessary adaptations so that they can support academic achievement (Santrock, 2018) Self-regulation can be influenced by various factors such as individual characteristics or personality, cultural and religious teachings adhered to, motivation, beliefs themselves, as well as situations that lead to the emergence of a regulatory process (Rachmah, 2015).

Previous research on students has shown that there is a relationship between self-regulation and stress in students. This means that when students have low levels of self-regulation, their stress levels tend to be high (de la Fuente et al., 2020). The relationship between regulation and stress is also strengthened through research conducted by Marliani and colleagues (Marliani et al., 2020) that with someone having high emotional regulation, this condition plays a role in reducing the stress they face and can improve psychological well-being in the individual.

Self-regulation as an individual's ability to control thoughts, behavior and emotions is important for adolescents to face various changes in their lives (Karina & Herdiyanto, 2019). Emotion regulation itself has the meaning of how a person manages and expresses the emotions that are being felt. Emotional intelligence can be formed from a person's habit of recognizing, managing and controlling their emotions. These abilities can help individuals solve problems well. On the other hand, if you are not able to control negative emotions properly, it can cause someone to abuse drugs, drink alcoholic beverages, hurt themselves or self-harm, and even think about committing suicide (Ayu et al., 2018).

From the examples and previous explanations, we can see that self-regulation is very important, because self-regulation, quoting Bandura's statement, is the ability to control one's own behavior and the main driver of the human personality which consists of observation, research, and self-response (Istriyanti & Simarmata, 2014).

Given the phenomenon of increased academic stress in students during a pandemic, the role of self-regulation is important to discuss. The purpose of this study was to determine the relationship between self-regulation and academic stress in students during the pandemic. This research is important to do to answer the problem of academic stress on students, especially students in the Tangerang area.

In addition, the benefits of this research are expected to contribute to psychological studies, especially scientific studies in the field of educational psychology. In addition, providing information to adolescent students, especially college students, so that they can improve their self-regulation so that they can reduce stress levels that increase during the pandemic and minimize the occurrence of negative thoughts that can affect their psychological condition.

RESEARCH METHODS

Research design

This study uses a correlational quantitative approach, which is expected to reveal the relationship between self-regulation and the stress level of Tangerang students during the pandemic. In this study, we took respondent's data using a non-probability sampling technique, which is using purposive sampling in which the sampling involves certain criteria.

Research subject

Sample is a sub-group or part of the population. By studying the sample, researchers will be able to draw conclusions

that can be generalized to the research population (Creswell & Creswell, 2018). In this study, our subjects were university students, with age criteria 18-25 years old, and domiciled in the Tangerang area. The number of respondents we received as many as 304 respondents.

Research Variables and Instruments

The independent variable in this study is self-regulation. The instrument for this variable uses the Short Form Self-Regulation Questionnaire scale which explains self-regulation through two factors, namely goal orientation and impulse control. The self-regulation scale is based on favorable (items that support the concept) and unfavorable (items that do not support the concept). The items in each statement group have four alternative answer choices, namely: Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Unsuitable (STS).

SSRQ was then retested for reliability and obtained a reliability coefficient of 0.917. Filling out this questionnaire is done by selecting a value of 1 (disagree) to 5 (strongly agree) on each statement item. The SSRQ consists of 31 items, in which the scores of all items are added up to obtain a total self-regulation score. The item that we discarded is item number 24 because the distribution power of the item is below 0.3. Based on the reliability test on the SSRQ scale, it can be concluded that the SSRQ scale has a very high reliability value.

The dependent variable studied was the level of stress. Researchers used the Perceived Stress Scale (PSS) measuring instrument developed by Cohen, Kamarck, and Mermelstein in 1983 and is still relevant for use today based on previous research examining stress during a pandemic (Jiang, 2020). There are 14 items presented in the Perceived Stress Scale (PSS). The PSS score is obtained by reversing the scores on seven positive items, for example, 0=4, 1=3, 2=2, etc., and then totaled all 14 items. Items 4, 5, 6, 7, 9, 10, and 13 are items that are declared negative. PSS items and alternative answers are easy to understand. In addition, the questions are also quite general. The score of the five scales is a score of 0 for the answer "never", a score of 1 for the answer "almost never", a score of 2 for the answer "sometimes", a score of 3 for the answer "often", and a score of 4 for the answer "very often". In this study, the researcher discarded five items, namely numbers 4, 5, 9, 12, 13 because the distribution power of the items was below 0.3. The reliability value for the PSS measuring instrument based on the trial is 0.826 so that the PSS measuring instrument reliability score is very high.

RESEARCH RESULTS

This study took as many as 304 active students in the Tangerang area who were in the early adult age group (aged 17-26 years). The data on the distribution of the participants in this study are as follows.

Table 1. Data Distribution of Research Subjects

Category	Frequency	Percentage
Gender		
Male	43	14.1
Female	261	85.9
Semester		
1	47	15.46
3	117	38.49
5	54	17.76
7	67	22.04
9	19	6.25

Based on table 1, it is known the distribution of the research subject data. The subjects in this study were mostly female, with a percentage of 85.9% from 100% and with a frequency of 261 people out of a total of 304 participants. Most of the subjects in this study were third semester

students (36.2%).

Next, the researcher conducted a normality test to see whether the data were normally distributed or not, so that the researcher could choose the right correlation method based on the results of the normality test.

Table 2. Data Normality Test

	SR	Stress
N	304	304
Mean	3,4943	2,2434
Std. Deviation	0,56250	0,69886
Test Statistic	0,043	0,087
Asymp. Sig. (2-tailed)	0,200	0,000

Based on the table above which was obtained through the calculation of the one sample Kolmogorov-Smirnov test, it was found that stress has abnormally distributed data because it has a Sig value. below 0.05 (0.000). Due to the data that is not normally distributed, the researchers used Spearman's rho correlation to examine the relationship between self-regulation and stress. In addition, based on the mean value of self-regulation which has an empirical mean value of 3.49 and is greater than the

hypothetical mean on a scale of 1-5 which has a value of 3.0, it can be concluded that the tendency of self-regulation in student subjects in this study tends to be high. Meanwhile, the mean value of stress which has an empirical mean of 2.24 and is lower than the hypothetical mean on a 0-4 scale which has a value of 2.50, it can be concluded that the tendency of stress on the student subjects in this study tends to be low.

Table 3. Hypothesis Test Results

		SR	Stress
RD	Spearman'srho Correlation	1	-.573**
	Sig. (2-tailed)	.	.000
	N	304	304

** . Correlation is significant at the 0.01 level(2-tailed).

Based on the results of research conducted by researchers, self-regulation has a negative relationship with stress levels. This is because the value of Sig. which is smaller than 0.05 (0.000). The negative relationship in question is the higher the self-

regulation a person has, the lower the level of that person experiences stress. This correlation is strong, because the Spearman's rho Correlation value is in the range of 0.51 to 0.75 (-0.573).

Table 4. Gender Difference Test

	SR	Stress
Man-Whitney U	5135.500	5308.500
Wilcoxon W	6081.500	6254.500
Z	-.892	-.562
Asymp Sig (2 tail)	.372	.570

Because the data were not normally distributed, the researcher used the Mann-Whitney Test to test whether there was a difference in the relationship between self-regulation and stress by gender. Based on

the results of the study, obtained a significance value greater than 0.05, it can be concluded that there is no difference between the sexes of men and women.

Table 5. Semester Category Different Test

	Stress	SR
Kruskal Wallis H	7.828	7.021
Df	7	7
Asymp Sig	.348	.427

Researchers conducted testing based on the semester level of the respondents using Kruskal Wallis. Based on the test results, the significance value is greater than 0.05, which means there is no difference based on the semester level.

DISCUSSION

The outbreak of the Covid-19 virus in Indonesia, which continued to increase until early March 2020, eventually made the government enforce a large-scale social restriction system (PSBB) in the DKI Jakarta area and one of them in the Tangerang area. The implementation of this system automatically encourages education actors to carry out online learning, although so far several schools and universities have never done online learning.

Zimmerman (Seli Helena, 2020) suggests that self-regulation is a process in which a student activates and sustains cognitions, behaviors, and feelings that are systematically oriented towards achieving a goal.

While stress is a feeling experienced by an individual when facing a stressful situation (Dwi Ananda & Apsari, 2020).

According to Saputri Rafy, stress is the body's reaction or response to psychosocial stressors (mental pressures or life's burdens). The source of the emergence of stress is called a stressor. The cause of the emergence of stress can be due to the distribution of inappropriate cognitive assessment processes that lead to negative thoughts that result in stress (Tapper, 2021).

Based on previous research that has been carried out during the pandemic (Amanah et al., 2021) it was found that basically during the pandemic the factors that affect students' subjective well-being include expectations and the ability to work when they graduate. However, if a student is still not about to graduate and is still a student in the current semester and will wait for graduation, the ability to self-regulate during a pandemic is important. This is because during the pandemic, students are vulnerable to experiencing stress (Fauziyyah et al., 2021).

To be able to cope with stress during a pandemic, it is necessary to know in advance what stressors are experienced and based on previous research (Afini & Hanifah, 2021) it has been known that there are 2 types of stressors, namely primary stressors and

secondary stressors. The study explained that the strategies that can be chosen to deal with stress during the pandemic are to seek social support, carry out useful activities, maintain the implementation of health protocols, and sort out information related to COVID-19. From the choices found, the choice of doing useful activities can be categorized as actions aimed at dealing with the problems experienced, and can be classified as self-regulatory behavior. So actually self-regulation can be a way that helps to manage the stress experienced by students during the covid-19 pandemic.

This quantitative study was conducted by researchers to see the relationship between self-regulation and stress in students during the pandemic through the distribution of questionnaires distributed to 304 students who live in Tangerang.

By using the Spearman's rho correlation test, it was found that the significance was smaller than 0.05 ($p = 0.000$). This shows a significant relationship between self-regulation and stress. This relationship was found to be a negative relationship seen from the r value of -0.573 . That is, the higher a person's self-regulation, the lower the level of stress experienced. Vice versa, the lower the self-regulation, the higher the level of stress experienced. This correlation is strong because the value of Spearman's rho Correlation is in the range of 0.51 to 0.75 (-0.573).

The existence of a negative relationship between self-regulation and academic stress is in line with previous research conducted by (Fitriya & Lukmawati, 2016) which stated that individuals with low self-regulation can lead to a lack of ability to regulate various existing stimuli so that this inability can inhibit individuals in determining attitudes. appropriate to deal with various stimuli that arise.

Based on previous research on university students during the pandemic, it was also known that there were significant

differences in stress levels between men and women (Prowse et al., 2021), where in this study it was explained that women had higher levels of stress and depression than men. However, in a study conducted by researchers, no such results were found, where in this study there was no significant difference in the level of stress experienced between male and female students. The researcher assumes that the cause of these different results may be because the number of male and female samples obtained by the researchers in this study tends to be uneven in the number of subjects between groups being compared. In addition, in this study, the stress levels of the subjects also tended to be low and not as high as previous studies, so that maybe this could be the cause of the differences in the results that occurred in this study.

Based on previous research on university students during the pandemic, it was found that there were significant differences in self-regulation in learning between men and women (Liu et al., 2021), where in this study it was explained that women had better self-regulation in learning than men and This is because female students in the study were found to have better preparation, better academic grades, and better evaluation of learning outcomes than male students. However, in the research conducted by researchers in this study, no such results were found, where there was no significant difference in self-regulation between male and female students. Although the self-regulation studied by the researchers in this study was not self-regulation in learning in previous studies, the researchers assumed that they were the same thing because self-regulation in this study was in the context of student learning activities. The cause of this non-significant difference was assumed by the researchers because there was not an even number between the two groups being compared so that the number of female

subjects, which tended to be more than male subjects, was not ideal for an equal comparison.

Based on previous research on students during the pandemic, it was found that there was no significant difference in stress levels between first, second- and third-year students (Appleby et al., 2022), which in this study explained that all students in different years had high levels of stress. stress and anxiety are the same, but the things that become anxiety are different. Freshmen or first year students tend to be anxious about missing out on opportunities to study and gain experience at the University due to online learning. Meanwhile, anxiety and stress for second- and third-year students are anxiety about what to do after graduation for fear of losing the opportunity to work during the pandemic. The results in this study have similarities with previous studies where in this study also no significant differences were found between students in different semesters. Although researchers do not know for sure the source of stress experienced by students from each semester is the same, but researchers assume that the stress experienced by students in the early and final semesters may be the same as the stress and anxiety experienced by students in previous studies (Appleby et al., 2022)

The results of this study are different from previous research conducted in 2021 (Fauziyyah et al., 2021), where the results of this study indicate that most students who are completing their studies during the pandemic through distance learning experience stress which tends to be severe where the stress level is high. the average of Indonesian students is at the level of 55.1%. Meanwhile, the results of the research found by the researchers found that the tendency of stress in students who underwent online learning during the pandemic tended to be low. Researchers

have the assumption that the cause of the stress tendency of the students in this study is low because students are quite familiar with online learning carried out during the pandemic and know the right strategy to manage the stress they experience. This is evidenced by the high value of self-regulation owned by students in this study.

Because one of the influencing factors in reducing stress levels is self-regulation. The results of research conducted by researchers are strengthened by the results of previous studies (Andiarna & Kusumawati, 2020) which show that individuals who do not have good self-regulation can cause the individual to be unable to control his behavior, so that this condition can cause individuals to feel depressed and stressed.

CONCLUSSION

Based on the results of the research conducted, it can be concluded that self-regulation has a significant negative relationship to stress on students in Tangerang during the pandemic. The negative relationship in question is that the higher the student's self-regulation, the lower the stress level experienced by the student. Vice versa, the lower the self-regulation of students, the higher the level of stress experienced by students. Researchers found that the level of strength of the relationship between self-regulation and stress in students in Tangerang during this pandemic was strong.

This research is expected to make many people, especially students, increasingly aware that it is important for them to have good self-regulation in order to be able to overcome the feelings of stress they experience. For science, this research is expected to be a reference in creating new research related to self-regulation and stress behavior in students.

Considering the research results that have been obtained, the researcher

suggests for further research so that the location of the spread can be further expanded in scope, adding research samples so that the research results can be more representative of the population, and the proportion of the number of participants based on gender and semester level can be more balanced, for other variables that can be researched, it can be investigated the role of mindfulness as a variable that can be used to reduce stress during a pandemic and also improve self-regulation when dealing with stress.

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