

The Relationship between Coping Strategies and Academic Adjustment with Academic Stress of Students during COVID-19 Online Learning Pandemic

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Abstract

The online learning resulting from the COVID-19 pandemic has caused various problems that have led to academic stress among students. The purpose of this research is to investigate the relationship between coping strategies and academic adjustment with academic stress among students during online learning in the COVID-19 pandemic. The subjects of this study were 230 students from the 2018 and 2019 classes of the Psychology Faculty of Muhammadiyah University Surakarta who have transitioned from offline to online learning, selected using purposive sampling technique. The method used in this research is quantitative correlational. Multiple regression analysis was used to analyze the data. The results of this research indicate a significant correlation between coping strategies and academic adjustment with academic stress ($R=0.368$, $\text{sig}=0.000$). The effective contribution of coping strategies and academic adjustment to academic stress was 13.6%.

Keywords: Student, Self-Adjustment, Academic Stress, Coping Strategy

Introduction Section

Coronavirus, also known as COVID-19, is an infectious disease caused by the SARS-CoV-2 virus (World Health Organization [WHO], 2021). The first two positive cases of the virus in Indonesia were announced on March 2, 2020 by President Joko Widodo (The Jakarta Post, 2020). Based on statistics from the COVID-19 Handling Task Force (2020), as of September 14, 2021, there have been 4,185,144 confirmed cases, 68,942 active cases, and 140,138 deaths. DKI Jakarta has the highest number of cases, followed by West Java and Central Java provinces. The high number of cases presented in the statistical data above has led the government to implement various regulations aimed at reducing the spread of COVID-19. Various regulations have been approved by the government in various fields, particularly in the education sector. The Ministry of Education has proposed a distance learning plan, which began on March 16, 2020 (Yunitasari & Hanifah, 2020).

Initially, campus life was conducted face-to-face but has now shifted and is dominated by online learning (Putri & Yuline, 2021). Online learning is considered effective as it can be accessed flexibly and can increase student independence and motivation (Sadikin & Hamidah, 2020). According to Nabila (2020), other benefits of online lectures during the pandemic include avoiding COVID-19, flexible time and place, cost efficiency, varied learning, and more appreciation for time.

Despite the advantages and benefits of online learning, the abrupt transition from offline to online learning has resulted in confusion and many challenges for students during online learning (Andiarna & Kusumawati, 2020). Aji (2020) explained that there are several issues in online learning that hinder the achievement of learning objectives, namely: (1) educators and students have limitations in using information technology, (2) inadequate support for facilities and infrastructure, (3) hindered internet network access, and (4) insufficient budget allocation.

Difficulties related to personal attention are also problems faced during online learning, such as students expecting two-way interactions that are not easily applied, and online content that is too theoretical and uninteresting, making students unable to effectively practice and learn (Dhawan, 2020). Online learning poses

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problems such as students experiencing stress, feeling tired, less concerned about others, feeling incompetent in completing assignments, less interested in taking written exams, and pressure and fatigue related to studying turning into poor quality project work, late submission, and lower learning goals achievement (Basri et al., 2021). The many problems of online learning have led to a considerable number of students experiencing complaints during the COVID-19 pandemic online learning, resulting in academic stress among students.

Academic stress refers to an individual's perception of academic stressors and personal reactions in the form of physical, emotional, behavioral, or cognitive responses to these stressors (Gadzella et al., 2008). Gadzella and Masten (2005) propose two aspects of academic stress, namely (1) academic stressors, which are stimuli in the form of events or situations that demand an individual's adjustment in daily life, which are divided into five categories: (a) frustration, (b) conflict, (c) pressure, (d) change, and (e) self-imposition, and (2) reactions to academic stressors, which are individual responses in the form of physical, emotional, behavioral, and cognitive reactions to stress, consisting of (a) physiological (physical) reactions, (b) emotional reactions, (c) behavioral reactions, and (d) cognitive reactions.

Taylor (2003) suggested that there are two factors that influence academic stress, namely: (1) internal factors which include personality traits such as negative affectivity, optimism, hardiness, psychological control, self-esteem, and coping strategies, and (2) external factors such as time and money, education, living standards, social support, and stressors.

Research conducted by Fauziyyah et al. (2021) found that 55.1% of students in Indonesia experienced stress during online learning. The moderate level of stress was the most commonly experienced category among students (Harahap et al., 2020; Kirana & Juliartiko, 2021; Lubis et al., 2021). This proves that during the pandemic period when online learning is implemented, students experience academic stress.

As Taylor (2003) stated, one of the factors that influences academic stress is coping strategies. Individuals can manage the stress they are experiencing by implementing stress management known as coping strategies (Hanifah et al., 2020). In students, coping strategies are used to overcome various academic stressors, both internal and external, and to prevent maladaptive responses that can burden and disrupt the learning process (Gadzella & Masten, 2005; Maryam, 2017).

Lazarus and Folkman (1984) defined coping strategies as individual actions to deal with the stress experienced in order to prevent negative effects in the form of physiological and psychological symptoms. According to Lazarus and Folkman (1984), problem-focused coping is a strategy that involves developing new abilities and skills to face and solve problems. It consists of (a) confrontive coping, (b) planful problem-solving, and (c) seeking social support. The second aspect of coping strategies, according to Lazarus and Folkman (1984), is emotion-focused coping, which involves controlling emotional responses when facing highly stressful situations. Emotion-focused coping is often used when the stressful situation cannot be changed by the individual and includes (a) distancing, (b) self-control, (c) accepting responsibility, (d) escape-avoidance, and (e) positive reappraisal. Factors that influence coping strategies, according to Lazarus and Folkman (1984), include (1) physical health, (2) problem-solving skills, (3) positive outlook, (4) social skills, (5) social support, and (6) resources.

The inability of an individual to interact with their environment is one of the other factors that contribute to stress (Maulana & Alfian, 2021). Nixon et al. (2008) also suggested that the ability to adapt to change is a determining factor in whether a person experiences stress. Both statements are in line with Gadzella and Masten's theory (2005) that one aspect of academic stressors is change. The transition from face-to-face to online learning requires students to adapt, and therefore students need to possess this ability to cope with the COVID-19 pandemic's online learning. Difficulty and failure in adapting to online learning can have an impact on academic stress. Currently, adaptation is not only required for new students to adjust to the differences and transitions from high school to college, but the differences in the learning process between face-to-face and online learning make all students work harder to adapt.

Adapting to new, uncertain, or perceived dangerous situations involves creating a psycho behavioral regulatory system or adjustment system, according to Martin et al. (2012). Aspects of adjustment identified by Martin et al. (2012) include (1) cognitive adjustment, which is the ability to adapt one's thinking when facing a disaster or obstacle to return to or surpass one's previous psychological state, (2) behavioral adjustment, which is the ability to effectively adjust habits, behaviors, and their intensities to face a new or uncertain situation, and

(3) affective adjustment, which is the ability to effectively adjust one's emotional response to a new or uncertain situation. Martin et al. (2012) also suggest that other factors affecting adjustment include gender, age, language background, and parental education level.

Based on the presented phenomena and problems, the researcher aims to conduct a study entitled 'The Relationship between Coping Strategies and Academic Adjustment with Academic Stress of Students during Online Learning in COVID-19 Pandemic'. This is to obtain an answer to the question 'is there a relationship between coping strategies and academic adjustment to online learning with academic stress of students during the COVID-19 pandemic?'. The hypotheses of this study are divided into three, with two minor hypotheses and one major hypothesis, as follows: (1) the major hypothesis is that there is a relationship between coping strategies and academic adjustment with academic stress of students during online learning, (2) the first minor hypothesis is that there is a negative relationship between coping strategies and academic stress of students during online learning, and (3) the second minor hypothesis is that there is a negative relationship between academic adjustment and academic stress of students during online learning.

The urgency of this research lies in the significance of the issues faced by students who have transitioned from offline to online learning. Such students are more likely to experience academic stress, which can hinder their learning process and ability to adapt and cope with academic stress during the pandemic, which is further limited by the uncertain conditions.

Methods

The quantitative method with correlational type and cross-sectional design is used in this study. Three variables consisting of two independent variables and one dependent variable have been determined to be used in this study, which are: (1) coping strategy as the first independent variable (X1), (2) adjustment as the second independent variable (X2), and (3) academic stress as the dependent variable (Y).

The population of this study consists of active students of the Faculty of Psychology, Muhammadiyah University of Surakarta who have experienced a transition from offline to online learning. The sample size is 230 students from the 2018-2019 cohort who have experienced the transition from offline to online learning. Purposive sampling technique is used to select the sample, which takes into account the specifications and characteristics of the subjects in order to meet the research objectives. The sample is determined using Isaac and Michael's table, with a population of 600 and a 5% error rate.

The data collection will use the three scales of the predetermined variables, namely: (1) the coping strategy scale adopted from Brief COPE (Carver, 1997), (2) the academic adjustment scale adopted from the study by Partini et al. (2021), and (3) the academic stress scale adopted from the study by Partini et al. (2021). The reliability test used is Cronbach-Alpha. Meanwhile, the validity test used is content validity by expert judgment. The researcher tested the reliability and validity of the coping strategy scale, and found that the reliability coefficient was 0.62, indicating that the scale was reliable, and the validity coefficient for each item ranged from 0.75 to 1.00, indicating that each item had been validated. For the academic adjustment scale, the reliability coefficient was 0.71, indicating that the scale was reliable, and the validity coefficient for each item ranged from 0.75 to 0.91, indicating that each item had been validated. For the academic stress scale, the reliability coefficient was 0.94, indicating that the scale was reliable, and the validity coefficient for each item ranged from 0.75 to 0.91, indicating that each item had been validated.

The data of this study were analyzed using SPSS 16.0 to conduct assumption tests, including normality test which is used to examine the data distribution and linear regression test to determine the linear relationship between independent and dependent variables. The data of this study meet the assumption tests. The hypothesis testing was conducted using multiple regression analysis. This study also used effective contribution calculation to determine the magnitude of the independent variables' influence on the dependent variable as well as categorization to determine the level of respondents' ability or experience regarding the variables.

Result and Discussion

Based on the normality test results in the table below, it is known that the Asymp Sig. (2-tailed) value is 0.259 ($p > 0.05$; normal), indicating that the data distribution is normal and meets the assumption test

Table 1. Normality Test

	p	Interpretation
Asymp. Sig (2-tailed)	0,259 ($p > 0,05$ normal)	Normal

Based on the results of the linearity test in the table below, it is known that the relationship between coping strategies and academic stress has a sig (p) linearity of 0.003 ($p < 0.05$; linear) indicating that there is a linear relationship between coping strategies and academic stress. In addition, the relationship between academic adjustment and academic stress has a sig (p) linearity of 0.000 ($p < 0.05$; linear) indicating that there is a linear relationship between academic adjustment and academic stress.

Table 2. Linearity Test

Variables	Sig (p) Linearity	Interpretation
Coping Strategies – Academic Stress	0,003 ($p < 0,05$ linear)	Linear
Academic Adjustment – Academic Stress	0,000 ($p < 0,05$ linear)	Linear

Based on the results of the multiple regression analysis in the table below, it is known that the relationship between coping strategies and academic adjustment with academic stress obtained a significance value of 0.000 ($p < 0.05$; normal) with a coefficient value of 0.368, which means that there is a very significant relationship between coping strategies and academic adjustment with academic stress, so the major hypothesis is accepted.

Table 3. Hypothesis Test

Variables	Sig (p)	Coefficient Correlation	Interpretation
Coping Strategies – Academic Stress	0,002	-0,189 $p < 0,05$ (signifikan)	There is a significant negative relationship
Academic Adjustment – Academic Stress	0,000	-0,367 $p < 0,05$ (signifikan)	There is a significant negative relationship
Coping Strategies and Academic Adjustment – Academic Stress	0,000	0,368 $p < 0,05$ (signifikan)	There is a significant negative relationship

Based on the analysis, the relationship between coping strategies and academic adjustment with academic stress resulted in a significant value of 0.000 ($p < 0.05$; normal) with a coefficient value of 0.368, indicating a highly significant relationship between coping strategies and academic adjustment with academic stress, thus supporting the major hypothesis. On the other hand, the relationship between coping strategies and academic stress resulted in a significant negative value of 0.002 ($p < 0.05$; significant) with a coefficient value of -0.189, indicating a significant negative relationship between coping strategies and academic stress. Therefore, it can be concluded that the higher the coping strategies, the higher the academic stress, supporting the first minor hypothesis.

The relationship between academic adjustment and academic stress obtained a significance value of 0.000 ($p < 0.01$; very significant) with a coefficient value of -0.367, which means there is a very significant negative relationship between academic adjustment and academic stress. It can be concluded that the lower the academic adjustment, the higher the academic stress, therefore the second minor hypothesis is accepted.

Based on the results of the research data analysis, the effective contribution of the variables of coping strategies and academic adjustment together towards the academic stress variable is 13.6%, while the remaining 86.4% comes from other unexamined factors. There are several factors that influence academic stress, but they have not been maximally controlled by the researcher, such as gender, place of residence, and student activities outside of lectures.

Table 4. Effective Contribution

Variable	Correlation	Coefficient	Effective Contribution
Coping Strategies – Academic Stress	0,039	-0,189	0,73%
Academic Adjustment – Academic Stress	0,350	-0,367	12,8%
Coping Strategies and Academic Adjustment – Academic Stress			13,6%

Based on the research results of 230 respondents regarding academic stress, it is known that the majority of respondents experience moderate levels of academic stress, which is 113 respondents (49%). This result is consistent with the previous four studies, in which the majority of students experienced moderate levels of academic stress during online learning (Harahap et al., 2020; Harjuna & Magistarina, 2021; Kirana & Juliartiko, 2021; Lubis et al., 2021).

Table 5. Academic Stress Categorization

Interval Score	Category	Empirical Mean	Hypothetical Mean	Frequency	Percentage
$X < 75,2$	Very Low			21	9%
$75,2 \leq X \leq 103,5$	Low			63	27%
$103,5 < X \leq 131,6$	Moderate	110	117,5	113	49%
$131,6 < X < 159,8$	High			28	12%
$X > 159,8$	Very High			5	2%

The research findings based on 230 respondents revealed a correlation coefficient of -0.189 between coping strategies and academic stress with a significant p-value of 0.002 ($p < 0.05$). Based on this result, it can be inferred that there is a significant negative correlation between coping strategies and academic stress, indicating that the higher the coping strategies, the lower the academic stress. Therefore, the first research's minor hypothesis is accepted.

The research findings are consistent with Dani et al. (2012), who found a significant negative relationship between coping strategies and academic stress. Hasanah's (2017) study also confirmed the same relationship between coping strategies and stress in students. The effective contribution of coping strategies to academic stress was found to be 0.73%, with the remaining 99.27% attributed to other factors. This result supports Taylor's (2003) statement that coping strategies are one of the factors that influence academic stress. The results of the study on 230 respondents regarding coping strategies showed that the majority of respondents had a high level of coping strategies, with 188 respondents (81.7%). The measured level of coping strategies indicates that (1) there are many stressors that must be faced by students, (2) the reflective capacity of students in expressing personal information, and (3) the coping skills of students to deal with stress (Carver, 1997).

Table 6. Coping Strategies Category

Interval Score	Category	Empirical Mean	Hypothetical Mean	Frequency	Percentage
$X < 44,8$	Very Low			0	0%
$44,8 \leq X \leq 61,6$	Low			1	0,43%
$61,6 < X \leq 78,4$	Moderate		70	31	13,9%
$78,4 < X < 95,2$	High	84,9		188	81,7%

X > 95,2	Very High	10	4,4%
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The negative relationship between coping strategies and academic stress is evidenced by scores on the coping strategy scale. The higher the score on the coping strategy scale, indicating good coping abilities, the lower the likelihood of experiencing academic stress. The relationship between specific coping strategies and academic stress can also be demonstrated through previous research on coping strategies used to manage stress in general and academic stress in particular. Problem-focused coping strategies such as the use of instrumental and emotional support have been found to have a negative relationship with academic stress according to Jannah's (2021) research. Emotional-focused coping strategies such as sense of humor, religiosity, and acceptance have also been found to have a negative relationship with academic stress (Sholahuddin, 2020; Sukoco, 2014; Yhani & Karyono, 2013). Maladaptive coping strategies such as avoidant-coping strategies, such as substance use, have been found to exacerbate academic stress experienced by students (Bukoye, 2017).

The results of a study on 230 respondents regarding the relationship between academic adjustment and academic stress found a correlation coefficient of -0.367 with a sig p value of 0.000 ($p < 0.01$; very significant). Based on the test results, it can be concluded that the relationship between academic adjustment and academic stress has a negative correlation, meaning that the higher the level of academic adjustment, the lower the level of academic stress, and vice versa. Therefore, the second minor hypothesis of this study is accepted.

The results of this study are consistent with the statement that one of the factors causing individuals to experience stress is the inability to adapt to changes (Maulana & Alfian, 2021; Nixon et al., 2008; Wijono, 2006). The findings are also in line with the study by Yuni and Nurjanah (2020), which found a relationship between the level of stress and the process of adaptation in students, and the study by Christyanti et al. (2010), which stated that there is a significant negative relationship between adaptation to academic demands and the tendency towards stress.

The effective contribution of academic adjustment variable towards academic stress was found to be 12.8%, with the remaining 87.2% attributed to other factors. This is similar to two other studies which found that academic adjustment has an influence on academic stress by 10.8% and 17.9%, respectively, indicating that academic adjustment is indeed a factor that can affect academic stress (Maulana & Alfian, 2021; Saniskoro & Akmal, 2017). According to Martin et al. (2012), other variables that can affect adjustment include gender, age, language background, and parental education level.

The research found that the majority of respondents had a high level of academic adjustment, with 112 respondents (48.7%) falling into this category. Fanani and Jainurakhma (2020) stated that online learning is considered effective for students who have a moderate, high, or very high level of academic adjustment. Rasyida (2020) also noted that students who are proficient in the use of technology are proven to be more easily able to adapt to online learning.

Table 7. Academic Adjustment Categorization

Interval Score	Category	Empirical Mean	Hypothetical Mean	Frequency	Percentage
X < 33,6	Very Low			0	0%
33,6 ≤ X ≤ 46,2	Low			4	1,7%
46,2 < X ≤ 58,8	Moderate		52,5	101	43,9%
58,8 < X < 71,4	High	60		112	48,7%
X > 71,4	Very High			13	5,7%

The negative relationship between academic adjustment and academic stress can be proven by the aspects that affect academic stress. As college students in their late adolescence stage, they regulate their personal resources such as cognitive, affective, and behavioral to achieve positive academic adjustment (Martin et al., 2012). Maladaptive cognitive adjustment is proven by the significant negative relationship found between frustration as a stressor and deep processing strategy as a cognitive function (Gadzella et al., 1998). Maladaptive affective adjustment influences the aspect of academic stress in the form of psychological pressure and negative emotional responses such as depression, anxiety, and tendency to worry (Gadzella & Masten, 2005; Martin et al., 2013). In addition, good behavioral adjustment to academic stress is indicated by effective behavior in terms

of nature, habits, and intensity to face academic stress arising from the current new and uncertain learning situation (Martin et al., 2012).

Conclusion

Based on the results of the analysis and discussion in this study, it can be concluded that both the major and minor hypotheses are accepted, namely: (1) there is a highly significant relationship between coping strategies and academic adjustment with academic stress simultaneously, (2) there is a significant negative relationship between coping strategies and academic stress, which means that the higher the coping strategies possessed by students, the lower the academic stress experienced by students, and vice versa, and (3) there is a significant negative relationship between academic adjustment and academic stress, which means that the higher the academic adjustment possessed by students, the lower the academic stress experienced by students, and vice versa.

Based on the results of categorization, the majority of the 2018-2019 batch of Psychology Faculty students at Muhammadiyah University of Surakarta who have transitioned from offline to online learning have (1) high category coping strategy skills, (2) high category academic adjustment skills, and (3) moderate category academic stress.

Based on the analysis and discussion of this study, the researcher proposes various coping strategies that can be done by students, such as planning solutions to academic problems, seeking advice and help from fellow students, lecturers, and even parents, reinterpreting problems as positive experiences, and praying for academic problems to be resolved. Additionally, strategies for adapting to online learning, such as studying course materials before class through the technology or platform used to become accustomed to online learning, practicing using the technology or platform used in online learning, and collaborating with peers when completing academic assignments, are also recommended.

The suggestion for further research is to conduct a study with the same theme or variables using mixed-method research methods to obtain a broader and in-depth understanding of the relationship between variables and to reveal data that better support the phenomena and research objectives. The study subjects can also be thoroughly examined from each academic year. Subsequent researchers can also compare the previous offline learning to post-pandemic learning if face-to-face learning has become possible.

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