

Student Academic Stress on E-Learning Systems

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Abstracts: The aim of this research is to analyze the about causes of academic stress, what types of the causes, and the impact of academic stress using the Perceived Stress Scale and the student academic stress on e-learning systems model. This project employs case study research methods. The results of the studies Based to the study academic stress can have a negative impact on students' physical and mental health. These effects include fatigue, poor concentration, or anxiety. There may cause students to lose confidence in themselves and have problems concentrating. Effects from overthinking on social interactions and learning attendance. Factors that cause academic stress of students participating in e-learning system were identified by several informants, who reported that learning motivation was lost during online learning. They cited various reasons such as laziness, boredom, inability to manage time, loss of concentration and lack of engagement with studies. Several whistleblowers admitted that the environment is not peaceful, which makes it difficult to study. Internet network is very important factor of online learning because without internet network online learning is not easy. From accessing materials, completing coursework, completing assignments, and submitting assignments, almost all online learning activities require Internet access. Based on the results of the data analysis of the Perceived Stress Scale level of academic stress of students SMA Negeri 1 Lasolo Konawe Utara during online learning is placed in the medium category.

Keywords: Academic, Stress, E-Learning, System.

1. INTRODUCTION

Using computer-assisted instruction, the university of Illinois at Urbana-champaign developed e-learning in the area of education [1]. In 1990 CBT (computer-based training) was adopted to develop e-learning, and e-learning programs that developed on computer systems or in CD-ROM packaging started appearing. Written content or multimedia (video and audio) in the mov, mpeg-1, or AVI formats [2]. Online learning causes stress, and students who take online classes experience it, claims [3]. Now that the pressure is higher, many students are turning to social media as a way to relieve their stress. According to his study's conclusions [4]. Long-term stress management will create social media fatigue due to individual cognitive load and a deterioration in learning quality [5]. This is supported by a large number of research, including [6]. One of the things that online learning may have stressed out students is social media fatigue, which eventually harms student performance and learning outcomes [7]. Students who claimed that they disagree with online learning did so because their school lacked adequate resources for organizing e-learning lessons, according to early observations made of State High School students in the Kabupaten Konawe Utara. Even if they have a cell phone, it does not enable being used when learning or teaching online, similar to not having a netbook. The discomfort of students with being compelled to learn at home is another factor cited by students as a barrier to the deployment of e-learning. owing to the home environment not supporting the learning process and the lack of direct engagement with other pupils, which is often beneficial when face-to-face instruction is taking place.

According to [8]. Studies on student dissatisfaction with distance learning, students in Southeast Sulawesi are not satisfied and may even be under the influence of academic stress [9]. The researchers have the drive to analyze student academic stress on e-learning Systems at SMA Negeri 1 Lasolo Konawe Utara because of the significance of the performance on e-learning system and the overall quality of educational services.

2. METHODS

Case study is the current research method. As previously indicated [10]. Data collection methods include observations, interviews, questionnaires, and document studies. And then a qualitative analysis to back it up. Purposive sampling methods were used to choose respondents for this survey, which included up to one hundred and sixty-two students [11]. This study's method of analysis takes use of NVIVO 12 plus for windows. The researcher started by coding the outcomes of the literature review (nodes). The second step is to code the interview results (cases). Credibility, transferability, dependability, and confirmability are the elements used to assess trust. This level of confidence is achieved with the assistance of the NVIVO 12 plus program for windows in line with [12].

Technically the flow of case study illustrated in Figure 1. Which adapted from [13].

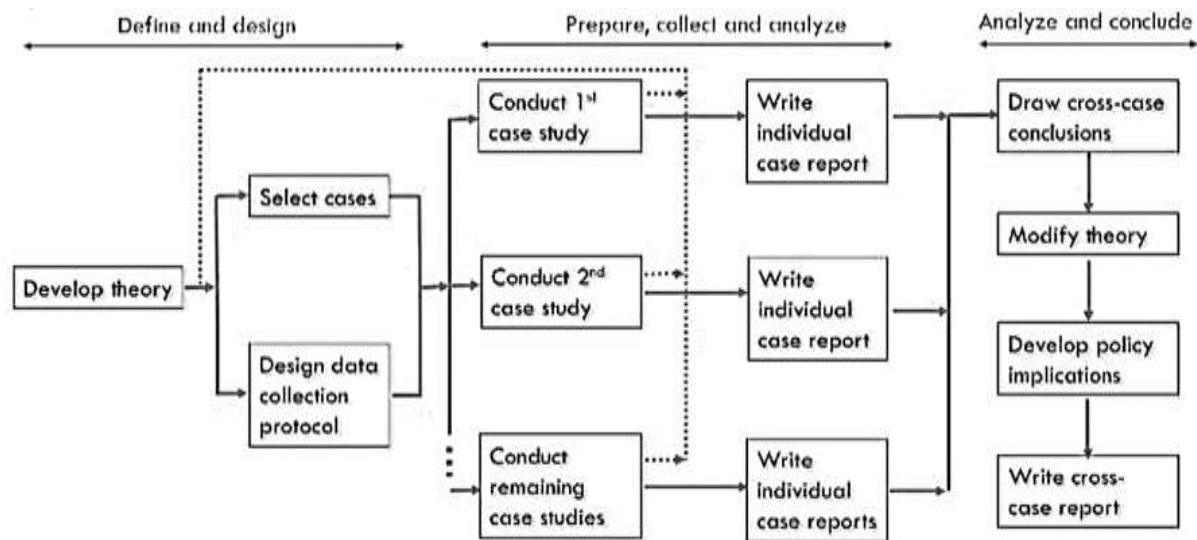


Figure 1. Yin case study procedure (Adapted from ref [13]).

3. RESULTS AND DISCUSSIONS

This section focuses on the results on student academic stress in e-learning systems, analyzed using the perceived stress scale ; (1) How often students get angry about something unexpected; (2) The extent to which students feel that they cannot control important things in their lives; (3) How often students feel anxious and depressed; (4) How confident are student's ability to solve personal problems (5) How often the student felt that things met the expectations; (6) How often the student feels unable to complete the tasks at hand; (7) How many times did learn the beats in student life (8) To what extent do students think they can solve problems better than others (9) How often do students get upset about things that are beyond your control (10) To what extent do students feel that the problems have accumulated to the point where they can no longer solve them.

In the beginning stage, the researchers distributed questionnaires to gather data about causes of academic stress, what types of the causes, and the impact of academic stress using the perceived stress scale adapted from [14] were being supplied. In this stage, the researchers distributed a paper questionnaire with questions about the academic stress, and e-learning. 162 students between 15 - 18 years old from SMA Negeri 1 Lasolo Konawe Utara responded to these questions during the academic year 2021-2022 as shown in Figure 2

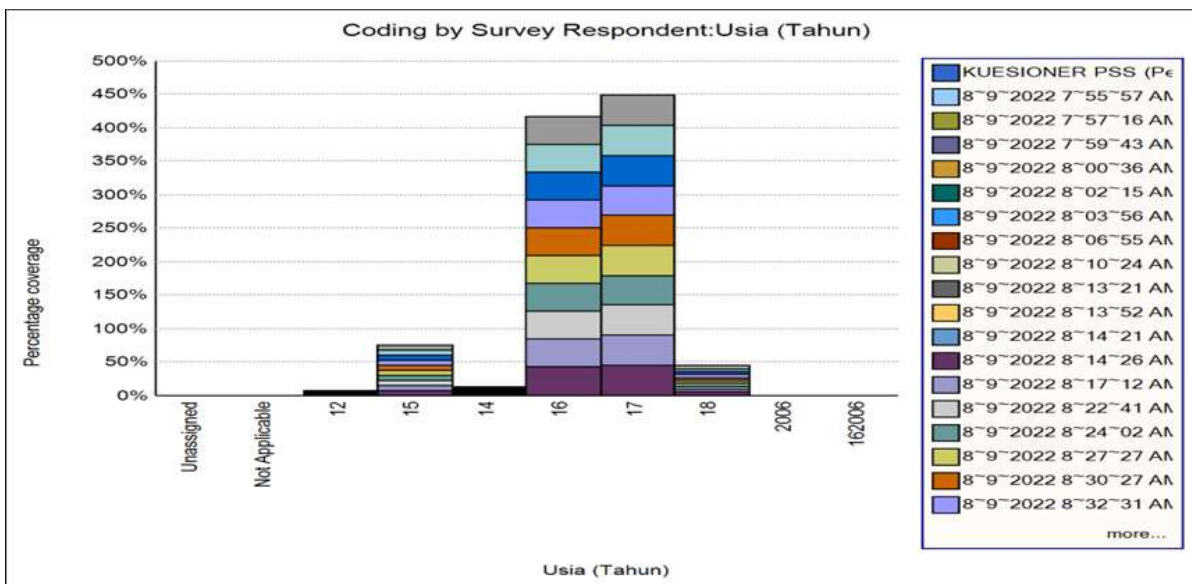


Figure 2. informants are on average 15 to 18 years old

The following step in case study research is data collection, which includes gathering information from informants through in-depth interviews in order to dive deeper into topics about academic stress and e-learning. Data is gathered by recording and field notes as shown in Figure 3



Figure 3. Word cloud coding interview results

The next step is to print copies of the papers acquired as well as performing analysis and exploring materials related to academic stress and e-learning at SMA Negeri 1 Lasolo Konawe Utara. These steps contain documentation linked to e-Learning such as learning application or content.

In the final stage, researchers collect data, reduce data, present data, and analyze data from each stage finished, and then design a case study relating to the student academic stress on e-learning systems at SMA Negeri 1 Lasolo Konawe Utara. The researchers make contact with the promoter. Both in terms of designing the instruments to be used and discussing how to handle any difficulties that may exist.

Based to study findings, The level of academic stress of students SMA Negeri 1 Lasolo Konawe Utara during online learning is placed in the medium category, because informal answers sometimes have symptoms that

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