

**THE CORRELATION BETWEEN SELF CONTROL AND PEER SOCIAL SUPPORT WITH STUDENT STRESS LEVELS DURING ONLINE LEARNING IN PANDEMIC COVID-19****Evi Ni'matuzzakiyah**

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ABSTRACT

Students are required to be able to develop themselves to the maximum in various problems. During the current pandemic, students are faced with the problem of online learning where the academic burden is not the same as when they did face-to-face learning before the pandemic. There are several problems that students complain about; family economic problems, unstable internet network problems, and the many assignments from lecturers that they have to complete. This causes them to feel bored and experience fatigue in participating in online learning. Objective: This study aims to determine the relationship between self-control and peer social support with stress level in Public Health STIKes Surya Global Yogyakarta students during online learning in COVID-19 pandemic. Method: The design of this study is a quantitative descriptive design with a cross sectional approach. The sample is 65 samples of students using purposive sampling. Data were analyzed using Chi square. Results: There is a significant correlation between self-control and the stress level with $p = 0.003 < \alpha = 0.05$. Conclusions: there is also a significant correlation between peer social support and the stress level with $p = 0.003 < \alpha = 0.05$.

Keywords: online learning; pandemic covid-19; peer social support; self-control; stress levels

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INTRODUCTION

The corona virus disease 2019 (Covid-19) outbreak which has hit 215 countries in the world, presents its own challenges for educational institutions, especially universities. To fight Covid-19, the government has prohibited gatherings, social restrictions (social distancing) and physical distancing (physical distancing), wearing masks and always washing hands. Through the Ministry of Education and Culture, the Government has prohibited universities from conducting face-to-face (conventional) lectures and ordered them to hold lectures or learning online (Kemendikbud Dikti Circular Letter No. 1 of 2020). Universities are required to be able to organize online learning (Hamida & Sadiqin, 2020). In the process of implementation, online lectures cause several problems. Many students complain that online-based lectures make them less understanding of the lecture materials delivered, and the assignment of more assignments than usual lectures. Therefore, not a few students experience stress due to this online lecture system (Hanifah, 2020).

Stress has become a part of student academic life due to various internal and external factors that are burdened by students. Students are particularly vulnerable to problems associated with academic stress when transitions occur at an individual and social level. Therefore, it becomes very important to understand the sources and impacts of academic stress to be developed into an adequate and efficient intervention strategy. (Hamzah, 2020). Stress is a condition that can be caused by uncontrolled physical demands, environment, and social situations. The prevalence of stress events is quite high where almost more than 350 million people in the world experience stress and is a disease with the 4th rank in the world according to WHO (Ambarwati, Pinilih & Astuti, 2017).

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According to research conducted by Komalasari (2018) that stress can be viewed from the point of view of psychology, an individual's ability to manage stress can be related to many factors, namely self-concept, social support from family, peers, and the environment and so on. One of the factors of individual coping mechanism strategy in managing stress is self-concept. Self-concept is basically a person's views and expectations about how a person views himself, the self that he aspires to and how he is in actual reality both physically and psychologically (Hurlock, 2008). The self-concept is divided into positive and negative self-concepts. Positive self-concept is if a person has a view of physical conditions, appearance, health and personal conditions who have optimism in living life while negative self-concept is when someone looks down on conditions attached to his physical, appearance, health condition and is pessimistic in living life (Muhith , 2015). Self-control is a control of the behavior of a person who tends to act positively in thinking. The purpose of controlling behavior here is to carry out various considerations before deciding something to act to suit or be comfortable with other people (Ghufron & Risnawati, 2017). There are three aspects of self control; behavioral control, cognitive control, and decisional control (Ghufron & Risnawati, 2017).

Peer social support is Actual supportive behavior from friends and relatives (Cobb & Jones, 1994; Niven, 2012). There are three aspects of peer social support; real support, hope support, and emotional support (Niven, 2012). Stress is an adjustment response, influenced by individual differences and or psychological processes which are a consequence of any action from outside (environmental) situations or events that impose excessive psychological and or physical demands on a person (Lukluk & Bandiyah, 2011).

METHOD

The design of this research is descriptive quantitative with a cross sectional approach. The population in this study were all students of the fifth semester of Public Health Study Program STIKes Surya Global Yogyakarta as many as 181 students. The sampling technique in this study is to use purposive sampling. The sample in this study amounted to 64.41 people and was rounded up to 65 people taken using the Slovin formula. The research was conducted at the College of Public Health Sciences. The research process was carried out from December 2020 to January 2021. The research instrument uses the Guttman Scale for two independent variables, namely Self-Control and Peer Social Support, while the dependent variable is Stress Level using a Likert scale. Data were analyzed using Chi square

RESULTS

Table 1
Distribution of Respondents' Self-Control (n=65)

Self Control	f	%
Not control	15	23,1
Control	50	76,9

Based on the table above, it can be seen that the distribution of self-control in the fifth semester of public health students in January 2021 showed that there were 15 respondents who could not control themselves with a percentage of 23.1% and those who could control themselves were 50 respondents with a percentage of 76.9%. The distribution of peer social support variable as follows:

Table 2.
Distribution of Respondents' peer social support (n=65)

Peer social support	f	%
Support	26	40
Not support	39	60

Based on the table above, it can be seen that the distribution of peer social support in the fifth semester of public health students in January 2021 showed that respondents who received social support from peers were 26 respondents with a percentage of 40% and those who did not receive support from peers were 39 respondents with percentage 60%. The distribution of stress level variable as follow:

Table 3.
Distribution of Respondents' stress level

Stress level	f	%
Normal	29	44,6
Moderete	22	33,8
Severe	14	21,5

Based on the table above, it can be seen that the distribution of stress levels in the fifth semester of public health students in January 2021 showed that respondents who had normal conditions were 29 respondents with a percentage of 44.6%, while respondents with moderate stress levels were 22 respondents with a percentage of 33.8. % and respondents with severe stress levels were 14 respondents with a percentage of 21.5%. So it can be concluded that most of the respondents have normal stress levels. As for Crosstabulation Test of correlation between Self-Control and Stress Levels as follow:

Table 4.
Crosstabulation Test of correlation between Self-Control and Stress Levels of Public Health Students During Online Learning in Covid-19 Pandemic

Self Control		Stress Level			Total
		Severe	Moderate	Normal	
Not Control	Count	8	3	4	15
	Expected	53,3%	20,0%	26,7%	100%
	Count %	12,3%	4,6%	6,2%	23,1%
Within Kontrol Diri					
Control	Count	6	19	25	50
	Expected	12%	38%	50%	100%
	Count %	9,2%	29,2%	38,5%	76,9%
% within Kontrol Diri					
Total	Count	14	22	29	65
	Expected	21,5%	33,8%	44,6%	100,0%
	Count %	100,0%	100,0%	100,0%	100,0%
Within Kontrol Diri					

The table above shows that out of 65 respondents, 15 people (23.1%) could not control themselves, namely 8 people who had severe stress levels, 3 people who had moderate stress levels, and 4 people who had normal stress levels. While the respondents who can control themselves as many as 50 people (76.9%), namely 6 people have a severe stress level, 19 people have a moderate stress level, and there are 25 people who have a normal stress level. As for Crosstabulation Test of correlation between Peer Social Support and Stress Levels as follow:

Table 5.
Crosstabulation Test of correlation between Peer Social Support and Stress Levels of Public Health Students During Online Learning in Covid-19 Pandemic

Peer Social Support		Stress Level			Total
		Severe	Moderate	Normal	
Not support	Count	13	8	18	39
	Expected	33.3%	20.5%	46.2%	100%
	Count %	20%	12,3%	27,7%	60%
Within Kontrol Diri					
Support	Count	1	14	11	26
	Expected	3,8%	53,8%	42,3%	100%
	Count %	1,5%	21,5%	16,9%	40%
% within Kontrol Diri					
Total	Count	14	22	29	65
	Expected	21,5%	33,8%	44,6%	100,0%

Based on the crosstabs above, it can be explained that respondents who do not get social support from peers and have a severe stress level are 13 people with a percentage of 33.3%, respondents who do not get social support from peers and have a mild stress level are 8 people. with a percentage of 20.5%, while respondents who did not get social support from

peers and did not experience stress were 18 people with a percentage of 46.2%, a total of 39 people with a percentage of 60% of the total number of 65 respondents. Respondents who received social support from peers with severe stress levels were 1 person with a percentage of 3.8%, respondents who received social support from peers with moderate stress levels were 14 people with a percentage of 53.8% and respondents who received social support from peers with normal stress levels are 11 people with a percentage of 42.3%, a total of 26 people with a percentage of 40% of the total number of 65 respondents. As for Chi Square Test Results from the correlation of Self-Control and Stress Levels as follow:

Table 6.

Chi Square Test Results from the correlation of Self-Control and Stress Levels of Public Health Students During Online Learning in Covid-19 Pandemic

Test result	Value	Df	Asymp. Sig. (2-sided)
<i>Pearson Chi Square</i>	11,665	2	0,003
N of Valid Cases	65		

The table above shows that the results of the chi square test with a significant level of 5% obtained a p value of 0.003 so that the p value > 0.05 then H_a is accepted and H_o is rejected, which means that there is a significant relationship between self-control and the stress level of public health students while attending online learning during the COVID-19 pandemic in 2021. As for Chi Square Test Results from the correlation of Peer Social Support and Stress Levels as follow:

Table 7.

Chi Square Test Results from the correlation of Peer Social Support and Stress Levels of Public Health Students During Online Learning in Covid-19 Pandemic

Test result	Value	Df	Asymp. Sig. (2-sided)
<i>Pearson Chi Square</i>	11,471	2	0,003
N of Valid Cases	65		

Based on the table of the results of the chi square test, the relationship between peer social support and the stress level above can be seen in the -sign column on the Pearson chi square. It shows that the -sign value is 0.003 and the value is 0.05, thus -sign < α so that significant results are obtained so that H_o is rejected, and H_a is accepted. This means that there is a relationship between peer social support and stress levels. These results imply that peer social support has a significant relationship with stress levels in students. The higher the peer social support given to a student, the lower the level of stress experienced, and conversely the lower the peer social support given to a student, the higher the level of stress that will be experienced or in other words a student who does not Students who get social support from their peers will be more prone to experiencing stress when compared to students who get social support from their peers.

This is in line with previous research conducted by Rohmah (2017) who conducted research on the effect of peer social support on stress in students working on thesis at the University of Muhammadiyah Malang, where the results showed that the hypothesis was accepted, the f value was calculated (22.854).) > f table (3.85) and probability (0.000 < 0.05), namely the influence of peer social support on stress in students working on theses. The influence states that the higher the peer social support given to students working on theses, the lower the stress level for students working on theses. This research is also in line with previous research conducted by Rahmawan and Selviana (2020) who conducted research on the relationship between adversity quotient and peer social support with the stress level of students who

completed the thesis. correlation coefficient of $(r) = 623$ with $p < .05$. This proves that there is a relationship in a positive direction, there is a relationship between peer social support and stress levels in students who are completing the thesis of the Informatics Engineering Study Program, University of X Bekasi.

Cohen & Mckay (1984) cited in Niven (2012) states that a person's support network will reduce or prevent stress. It is based on the principle that social networks provide a buffering effect against stressful events, this research can prove or support this theory. The results of this study also support the theory of Smet (1994) as quoted in Rohmah (2017) the higher social support will reduce various impacts and can reduce stress experienced by each individual and in accordance with the research conducted.

DISCUSSION

The results of the study showed that out of 65 respondents, 15 people (23.1%) could not control themselves, namely 8 people had severe stress levels, 3 people had moderate stress levels, and 4 people had normal stress levels. While the respondents who can control themselves as many as 50 people (76.9%), namely 6 people have a severe stress level, 19 people have a moderate stress level, and there are 25 people who have a normal stress level. Based on the correlation analysis, it was found that the results of the chi square test with a significant level of 5% obtained a p value of 0.003 so that the p value > 0.05 then H_a was accepted and H_o was rejected, which means that there is a relationship between self-control and stress levels of public health students at Surya Global Yogyakarta Years. 2021.

This research is in line with research conducted by Marisca, (2017) entitled The relationship between spiritual intelligence and self-control in students at Gunadarma University. The results of statistical tests show p value (0.000) smaller than 0.01, meaning that there is a very significant positive relationship between spiritual intelligence with self-control in Gunadarma University students. Another study was also conducted by Putra, Rini, and Saragih (2017) entitled the relationship between self-control and work stress with police aggressiveness. The results of the multiple correlation value show that the R value is 0.487 and the F value = 55.543 with $p = 0.000$. The value of $p < 0.05$ indicates that there is a significant relationship between self-control and work stress with police aggressiveness. Thus the research hypothesis is accepted.

Self-control is an individual skill in sensitivity to reading the situation of oneself and the environment as well as the ability to control and manage behavioral factors according to the situation and conditions to present oneself in socializing. The ability to control behavior, the tendency to attract attention, the desire to change behavior to suit others, always comfortable with others, closing their feelings (Ghufron & Risnawati, 2017). The students cannot be separated from various kinds of assignments given by lecturers, especially in the online learning process such as during the current covid-19 pandemic. Students are required to stay at home since there are regulations from the local government regarding social distancing. This does not rule out the possibility that there will be students who cannot control themselves, both in structuring online lecture schedules, adjusting to new learning conditions and atmospheres that must be completely online, disciplined time in attending online lectures, and preparing themselves and quotas to help. online learning takes place.

The stress experienced by students due to the Covid-19 outbreak is influenced by the emergence of fear of contracting Covid-19, worries when going out of the house, boredom when doing social distancing, and difficulty understanding material during online lectures.

The limitations of doing outside activities as well as the anxiety of contracting the Covid-19 virus that is shown illustrates that this outbreak causes its own stress for students. The implementation of physical distancing certainly requires adaptation for various parties, especially for students who have to conduct lectures online since the outbreak of the corona virus. Difficulties arise not only in terms of skills in using technology, but also related to a large workload considering that there are many courses that must be faced during this Covid-19 pandemic.

CONCLUSION

There is a significant correlation between self-control and the stress level of the fifth semester students of Public Health because of in general the factors that influence control, namely the internal factor that contributes to self-control is age. The older a person gets, the better the ability to control one's self from the individual. In addition, there are also external factors, including the family environment. The family environment, especially parents, determines how one's ability to control oneself, and there is also a significant correlation between peer social support and the stress level, because of the higher social support will reduce various impacts and can reduce the stress experienced by each individual.

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