

The Effect of Resilience on Student Psychological Distress During Pandemic

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Abstract

The COVID-19 pandemic has forced students to obey government regulations to conduct online lectures. It is not uncommon for students to feel stressed due to the many demands of lectures and worry about being infected with the virus. This study aims to determine the extent of the effect of resilience on students' psychological distress during the pandemic. Data collection techniques are non-empirical using online/in-network and offline/out-of-network. The research subjects were 200 active students who were pursuing undergraduate education in Malang. The results showed that there was a negative effect between resilience on student psychological distress during the pandemic. Psychological distress in students is a dangerous thing if it is not resolved immediately. The importance of resilience will greatly help students to prevent or overcome the stress that occurs especially during the pandemic. The advantage of this research is that it relates to most students who feel stressed so that it can become new knowledge for students or other readers.

Keywords

Resilience, psychological distress, the covid-19 pandemic.

Abstrak

Pandemi covid-19 memaksa mahasiswa untuk menaati peraturan pemerintah untuk melaksanakan perkuliahan secara daring. Tidak jarang mahasiswa merasa stres akibat banyaknya tuntutan perkuliahan dan khawatir akan tertular virus. Penelitian ini bertujuan untuk mengetahui sejauh mana pengaruh resiliensi terhadap distress psikologis mahasiswa di masa pandemi. Teknik pengumpulan data yaitu non empirik dengan cara daring/dalam jaringan dan luring/luar jaringan. Subjek penelitian sejumlah 200 mahasiswa aktif yang menempuh pendidikan S1 di Malang. Hasil penelitian menunjukkan bahwa ada pengaruh negatif antara resiliensi terhadap distress psikologis mahasiswa di masa pandemi. Distress psikologis pada mahasiswa merupakan hal yang berbahaya jika tidak segera diselesaikan. Pentingnya resiliensi akan sangat membantu mahasiswa untuk mencegah ataupun mengatasi stres yang terjadi terutama di masa pandemi. Kelebihan dari penelitian ini yaitu sangat relate dengan kebanyakan mahasiswa yang merasa stress, sehingga dapat menjadi pengetahuan baru bagi mahasiswa atau pembaca lainnya.

Kata kunci

Resiliensi, distress psikologis, pandemi covid-19.

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INTRODUCTION

Students as we know are known for the many demands that must be faced during lectures. Stress never escapes human life, students are no exception. Individuals who are faced with events that they feel are threats to their physical and psychological health can cause stress (Lukaningsih & Bandiyah, 2008). In addition, the Distance Learning Program (PBJJ) changes the learning process from face-to-face to online. This is a challenge for universities and students themselves in the field of education.

Lately, many students complain because of the many assignments and the difficulty of following the learning process. In addition, many factors cause students to become stressed, namely worrying about contracting COVID-19, feeling bored, and having difficulty understanding material during online lectures. Data obtained on May 15, 2020, in Indonesia was 16,496 confirmed Covid-19, with 490 new cases, 11,617 people being treated, 3,803 people declared cured, and 1,076 people dying. While the number of people under monitoring (ODP) reached 262,919 and patients under surveillance (PDP) were 34,360 people (Covid Cluster, 2020).

Global survey data conducted by the United Nations Educational, Scientific and Cultural Organization (2020), yielded data that 1.6 billion students worldwide had to study from home with limited conditions, and this situation had an impact on the psychological dynamics of poor learners. While the survey conducted nationally by U-Report Indonesia Matters (2020) to 4,018 students, it was found that 69% of students showed poor psychological responses related to boredom, so that students found it difficult during online learning. This is reinforced by the results of a survey on the online learning process during the COVID-19 pandemic by the Saiful Mujani Research and Consulting Institute (2020). This study involved 2,201 students aged 17 years and over and it was found that 92% of students experienced various difficulties in adjusting to the demands of online learning.

Some people feel that stress can help them be more enthusiastic at work (eustress), but some state that stress can prevent them from developing themselves (distress). This statement is supported by the results of research from the Department of Health of Western Australia, Saunders and Daly (2001), which states that the population aged 18 to 24 years has a higher level of distress than other age groups. Ages 18-24 years are included in the developmental stages of late adolescence and early adulthood.

This is supported by a statement in Santrock (2007) which states that late adolescence ends at the age of 18 to 22 years. The concepts of eustress and distress were introduced by Seyle to show various responses to stress. Lazarus explained that eustress is a positive cognitive response to stressors, the type of stress, in this case, is related to positive feelings and physical health, while distress can be in the form of severe stress related to negative feelings and physical disturbances experienced.

Le Fevre, et al explained that the main factor that determines whether stress will cause distress and eustress is the perception and interpretation of a situation from each individual (in Kupriyanov & Zhdanov, 2014). Psychological distress is something that hurts individuals who feel it, so preventing the emergence of distress is more appropriate than treating it. In higher education, students face their problems. Lahey (in Winefield, Gill, Taylor, & Pilkington, 2012) explains that psychological distress is formed from anxiety, sadness, irritability, self-awareness, emotional vulnerability related to morbidity, decreased quality and duration of life, and increased use of health services.

Psychological distress on students is dangerous if not handled properly. Many studies relating to resilience try to understand why some individuals can survive and even thrive in the stresses they experience in their lives. According to Hunger and Lienberg (Anghel, 2015), resilience or resilience as a general concept involves interactions between individuals, personality traits, past experiences, family, and community resources. Luthar, Chicchetti, and Becker stated that the focus of resilience is a dynamic process that includes positive adaptation in the context of significant adversity (McCubin, 2001).

Charney in Mahmood and Ghaffar (2014) describes resilience as a process of good adaptation in situations of trauma, tragedy, or other stressful events. Resilience is not just a personality trait, but an engagement between behaviors, thoughts, or actions that can be learned by everyone. There are two concepts related to resilience, namely resilience as a result and resilience as a process. Resilience as a result usually compares the two groups. Resilience by the former definition is described as adverse outcomes such as crime, teenage pregnancy, and drug and alcohol abuse. In addition, resilience is classified as a positive outcome such as retention in school or academic achievement, and healthy relationships. The second concept of resilience is resilience as a process that can be a factor and cause of positive or negative outcomes. Resilience is also known as a construct that moderates the relationship between risk factors and outcome variables (McCubin, 2001).

Many previous studies have proven that psychological distress is a dangerous situation (Rees, Breen, Cusack, & Hagney, 2015 and also Graber, 2015). It was explained from the results of Melani Kartika Sari's research (2020) that the *stressors* that caused the most stress to students were the difficulty in understanding the material online and the fear of contracting COVID-19. Further research shows that the majority of 21-year-old students experience stress and are caused by learning tasks (Livana, Mohammad Fatkhul Mubin, Yazid Basthomi, 2020). Niken Bayu A. (2020) obtained the results of research that is confusing and the accumulation of information is a form of stress. In 2020 Wahyu Rahardjo, Nurul Q., et al also conducted a study and obtained the results that one of the factors causing stress is the excess of information on social media fatigue.

According to research conducted by Ratriana YE Kusumiati, Arthur Huwae (2021), there is an influence of neuroticism trait personality and social support on student academic resilience during the COVID-19 pandemic. In addition, Firman-Hoffman, et al (2014) found that individuals with psychological distress had a higher risk of death than individuals who did not experience it. To overcome the risks arising from this psychological distress, it is necessary to increase individual resilience. With high resilience in individuals, a person's ability to survive and rise against bad or negative conditions experienced will become stronger.

Based on previous studies, the novelty of this research is that this research will be specified during the pandemic, then the subject of this research will be conical and significant, and also this research will be carried out in a blinded manner. In addition, it is expected to increase knowledge and develop previous research, so that the data obtained can prove that there is a significant effect of resilience on psychological distress experienced by students during the pandemic. And students should know the impact and how to overcome it on each other.

The specific purpose of this study is to determine the extent of the influence of resilience on students' psychological distress during the pandemic. The benefit of this research is that the community is expected to be able to provide the understanding and also solutions related to psychological distress, for knowledge it is hoped that this research can educate readers, especially for students in dealing with distress and resilience during a pandemic. and also for researchers themselves are expected to be able to develop the results of previous research so that the resulting data can complement the results of previous research. The priority of this study is to discuss in more detail than previous studies the relationship between the effect of resilience on distress in students to obtain a comparison. The targeted findings of this study are data from the latest research results that can prove the truth of previous studies. The expected output targets of this research are progress reports, final reports, and scientific articles in the form of original articles and posters.

METHOD

Time and Place

The research was carried out in the city of Malang and carried out using blended learning. Online research was conducted by distributing questionnaires using the Google Form, while offline research was carried out by field trips to distribute questionnaires in several campuses in Malang. In addition, in offline research, unstructured interviews will be conducted on respondents by applying predetermined health protocols. The study was conducted from the third week of June to the first week of July 2021.

Research Subjects

Respondents used in this study were active students who were pursuing undergraduate education in the city. The technique used in sampling in this study was probability sampling. The number of respondents in this study was 200 undergraduate students in the city of Malang. This amount is determined based on the table Issac & Michael with an error rate of 5%.

Instruments

1. Independent variable (X)

The independent variable (X) in this study is resilience. This resilience will be measured using the Connor Davidson Resilience Scale (CRISC 25) which will later be translated and tested. This scale consists of 25 items which are divided into five aspects, namely emotion regulation, optimism, empathy, self-efficacy, and the achievement of positive aspects. This scale is made with five ranges of answer choices, from 0 (does not at all apply) to 4 (applies very strongly) with a total score of 100 based on the situation in the last 1 month. This scale has a Cronbach alpha = 0.85 which indicates that this scale is very good (Singh & Yu, 2010). After being adapted into Indonesian and changing the range of answer choices in the form of a Likert scale and into 5 scores, namely *Sering (S)*, *Sangat Sering (SS)*, *Jarang (J)*, *Sangat Jarang (SJ)*, *Tidak Pernah (TP)*.

2. The dependent variable (Y)

The dependent variable (Y) in this study is psychological distress. To measure psychological distress, the Kessler Psychological Distress Scale (K10) is used which will be translated into Indonesian. The reliability test on K10 has been carried out using kappa scores and kappa scores ranging from 0.42 to 0.74 which indicates that K10 is a reliable instrument (The Kessler Psychological Distress Scale (K10), 2002). Items on the K10 scale are based on the level of anxiety and depressive symptoms experienced in the last 4 weeks. The scoring system used is based on a method developed by the Clinical Research Unit for Anxiety and Depression at the University of New South Wales. The results of this K10 scale score range from 10 to 50 (Winefield, et al, 2012). After being translated into Indonesian, there were slight changes made by the researcher, namely the range of answers that previously had 4 was changed to only 5 scores, namely *Sering (S)*, *Sangat Sering (SS)*, *Jarang (J)*, *Sangat Jarang (SJ)*, *Tidak Pernah (TP)*.

Data Analysis

The type of design in this research is quantitative research. According to Kuncor (in Sinambela, 2014) quantitative is a scientific approach that can be used in all sectors using quantitative studies and analysis. Quantitative methods are used to measure whether there is an effect of resilience on psychological distress. Quantitative data analysis is data processing with mathematical rules on numerical or numerical data. The analysis used in this study is simple linear regression analysis. So that the data that has been obtained will be processed using SPSS 17.

RESULTS AND DISCUSSION

Validity and Reliability

Test Validity test is used to test the accuracy of measuring instruments, can reveal the concept of symptoms/events being measured. A validity test is used to measure the validity of a questionnaire, a questionnaire is declared valid if the questions/statements on the questionnaire can reveal something that will be measured by the questionnaire. The validity test can be used with a correlation coefficient whose significance value is less than 0.30 (level of significance) indicating that these statements are valid/valid as forming indicators. While the reliability test is a tool to measure a questionnaire which is an indicator of a variable or constructs. A questionnaire is declared reliable or reliable if

one's answer to the statement is consistent or stable over time. Testing reliability in this study is to use the alpha formula. The questionnaire is declared reliable if the *Cronbach's Alpha value* is greater than 0.60. Table 4.1 Test the validity of the resilience variable

Table 4.1 test the validity of

Item	Corrected Item-Total Correlation	Description
item1	0.685	valid
item2	0.308	valid
item3	0.381	valid
item4	0.609	valid
item5	0.497	valid
item6	0.496	valid
item7	0.599	valid
item8	0.641	valid
item9	0.600	valid
item10	0.385	valid
item11	0.647	valid
item12	0.441	valid
item13	0.301	valid
item14	0.437	valid
item15	0.691	valid
item16	0.586	valid
item17	0.631	valid
item18	0.547	valid
item19	0.499	valid
item20	0.434	valid
item21	0.725	valid
item22	0.744	valid
item23	0.671	valid
item24	0.701	valid
item25	0.506	valid

Based on table 4.1 test validity, shows that the resilience variable gets valid results on all items (1-25), namely where the *Corrected item-total Correlation value* is > 0.30.

Table 4.2 Reliability Test

Variable	Alpha Cronbach	Description
Resilience (X)	0.922	reliable

Based on table 4.2 the reliability test shows that the resilience variable is reliable, namely where the value of *Cronbach's Alpha* is 0.922, which means it is reliable because *Cronbach's Alpha* > 0.60. Table 4.3 Normality test variable psychological distress.

Table 4.3 to test the validity

Item	Corrected Total Correlation	Item- Description
item1	0.556	valid
item2	0.518	valid
item3	0.652	valid
item4	0.671	valid
item5	0.615	valid
item6	0.689	valid
item7	0.704	valid
item8	0.534	valid
item9	0.455	valid
item10	0.585	valid

Based on table 4.3, the validity test shows that the psychological distress variable gets valid results on all items (1-10), namely the *Corrected item-total Correlation* > 0.30.

Table 4.4 Reliability Test

Variable	Alpha Cronbach	Description
Distress Psychology (Y)	0.873	Reliable

Based on table 4.4 the reliability test shows that the psychological distress variable is reliable, namely the value of *Cronbach's Alpha* is 0.873, which means it is reliable because *Cronbach's Alpha* > 0.60.

Normality Test Normality

The test was conducted to determine whether the data obtained were normal or not. In this study, the normality test used is the Skewness & kurtosis test, where the data is said to be normal if the value of Zskwness & Zkurtosis in both variables is in the range of 1.96 and -1.96.

Table 4.5 Normality test (Skewness & Kurtosis)

Variable	Alpha Cronbach	Statistic	Std. Error	Z	Description
Resilience	Skewness	-0.318	0.172	-1,848	Normal
	Kurtosis	-0.248	0.342	-0,725	
Distress Psychology	Skewness	-0.119	0.172	-0,691	Normal
	Kurtosis	-0.266	0.342	-0,777	

Source: SPSS 2021 data processing

Based on table 4.5 the normality test (skewness & kurtosis) shows that all variables get normal results. Where the value of Zskweness & Zkurtosis of resilience variable is -1.848 and -0.725, while the value of Zskweness & Zkurtosis of psychological distress variable is -0.691 and -0.777, which means the value of Zskweness & Zkurtosis

in both variables is in the range of 1.96 and -1.96. So, it can be concluded that the data obtained is normally distributed.

Simple Linear Regression Calculation Results Simple

Linear regression analysis in this study aims to measure the strength of the relationship between two variables, as well as to show the direction of the relationship between the dependent variable and the independent variable. Where according to Sugiyono (2004:234), the simple regression equation is formulated as follows (Kartika and Kaihatu, 2010):

$$Y = BX + C$$

Y = Resilience

B = Regression coefficient

X = Psychological distress

C = Simple regression constants

Table 4.6 simple linear regression

Variable	B	beta	T	Sig.	Description
Constant	107.600		32.088	0,000	
Resilience	-0.249	-0.171	-2.435	0,016	Significant

R = 0,171
 R Square = 2,9%
 F = 5,930

Based on table 4.6 the resulting linear regression analysis shows that there is an effect of resilience on psychological distress by $p=0.016$ ($p<0.01$). Resilience can explain psychological distress by 2.9%, the rest is influenced by other factors not examined. As for the beta regression coefficient of -0.171, it explains that the higher the resilience, the lower the psychological distress on students in the city of Malang.

The government has provided special policies for, especially students, to carry out the lecture process through technology. The online-based distance learning process is believed to provide ease of learning, make it a means to be able to communicate directly through cyberspace, and avoid physical contact to prevent the transmission of COVID-19. This is done to reduce the spread of the COVID-19 virus. This policy forces all levels in higher education to get used to the changes that occur. Moreover, the implementation of social distancing policies so that people maintain physical distance to protect themselves from the spread of the virus makes life boring. In the teaching process, the way the lecturer conveys knowledge has a significant influence on student stress (Agustin, Hidayatullah, Aminoto, & Tau, 2018), especially in the current situation.

The results of the research conducted indicate that there is a negative influence between resilience and psychological distress in students during the pandemic. The lower the resilience, the higher the distress experienced by students. So far, online learning has become a difficult challenge for students, especially the demands to adapt to the environment that must be done. If students fail to adapt, it will have an impact on stress which will hinder them from developing themselves (distress). In contrast, students who can adapt to situations of internal encouragement are related to personality and the role of sustainable social support (LaBrenz et al., 2020).

The stress experienced by students as a result of the COVID-19 pandemic is influenced by the emergence of fear of contracting the COVID-19 virus, worry when going out of the house, feeling bored while doing social distancing, and difficulty understanding material during online lectures. The limited activities outside the home and the anxiety of contracting the COVID-19 virus are evidence that this outbreak causes stress for students. The adaptation process is carried out by various parties to get used to the physical implementation. Especially for students who are required to conduct lectures online since the coronavirus. These results are following the theory that the high number of causes of student stress is caused by academic, interpersonal problems, due to learning activities, social relationships, due to encouragement and desire, and activities in groups (Fink, 2009; Yusooif & Rahim, 2010).

If seen, the dynamics of resilience shown by students are in the low category which then causes psychological distress in students formed from anxiety, sadness, irritability, self-awareness, emotional vulnerability related to morbidity, decreased quality and duration of life, and increased use of services. health (Winefield, Gill, Taylor, & Pilkington, 2012). Especially during the COVID-19 pandemic, there are many obstacles that students must face, such as piling up assignments and fears of contracting the virus. The increasing workload must be faced by students during this COVID-19 pandemic. Students who are used to face-to-face learning will bring up new problems that inevitably have to be faced. Until now, the pressure has become heavier, so students need to do various stress coping, one of which is resilience.

The results of the study prove that the importance of resilience to overcome the distress that occurs in students today. Resilience is considered a process of adaptation to situations, such as trauma situations, tragedies, or other stressful events (Charney in Mahmood and Ghaffar, 2014). Resilience is not a personality trait, but an engagement between behaviors, thoughts, or actions that can be learned by anyone. With the conclusion that students can grow resilience if they want and learn how to cultivate that resilience for self-protection to avoid stress.

A series of events that were passed late during the COVID-19 pandemic had a tremendous impact on the process of life, especially for students. Changes that occur are not only in the daily order, but personality changes are also important to be aware of. Moreover, the critical situation during the COVID-19 pandemic has caused poor mental health problems, so students will easily feel hopeless if they are not handled properly. Aristovnik et al. (2020) explained that the resilience ability raised by individuals to dangerous situations can lead to an optimal psychological recovery process. This statement is different from the current reality where the evidence is that there are still many students who have not been able to bring out the resilience that exists within them. Many students do not even understand what resilience is, so it is very difficult to apply resilience as a way out for the psychological distress experienced by students. In addition, the quality of life of each individual is also disturbed mentally and physically due to the COVID-19 pandemic, and of course, it will affect his full performance (Samlani, Lemfadli, Errami, Oubaha, & Krati, 2020).

Online learning carried out during the COVID-19 pandemic is considered less effective, because online learning is boring and students become passive during learning. Moreover, the problems that arise as a result of the COVID-19 pandemic have had an impact on mental illness or psychological pressure in the form of anxiety and depression

(Zimmermann, Bledsoe, & Papa, 2020; Ryerson, 2020). The results of research by Livana, Mubin, & Basthomi, Y. (2020) state that the majority of Indonesian students who experience stress are 21 years old and female and most of the causes of stress for Indonesian students during the COVID-19 pandemic are learning assignments.

This study illustrates that online learning is not yet efficient because students are required to spend a lot of money compared to offline tuition (Bahasoan et al., 2020), so this is a challenge for students which has an impact on fulfilling the need to attend higher education. Therefore, it is necessary to have financial facilities prepared by parents as well as ongoing assistance from the government or higher education institutions in facilitating students to remain steadfast in studying during the COVID-19 pandemic.

CONCLUSION

So far, online learning has not been effective for students, due to the lack of readiness and facilities from various parties such as the government, lecturers, and students. This lack of readiness can lead to psychological distress in students, and this is very dangerous if it is not resolved immediately. The importance of resilience will greatly help students to prevent or overcome the stress that occurs especially during the pandemic. The advantage of this research is that it is very relatable to most students who feel stressed so that it can become new knowledge for students or other readers. This research can be used as an evaluation so that online learning can be maximized in its implementation so that it is not too burdensome for students so that innovation is needed in carrying out learning so that it can continue to survive.

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