

RELATIONSHIP OF ZOOM LEARNING METHODS WITH THE STRESS LEVEL OF THE TEACHER IN THE PERIOD COVID-19 PANDEMIC AT SMP NEGERI 6 MEDAN IN 2022

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Abstract

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The COVID-19 pandemic has caused changes to the learning methods used, which previously has to be done face-to-face, now have to be done online. Indirect online learning systems can be taken for granted by teachers, where each teacher must make new habits in its implementation, causing a psychological impact called stress. This study aims to identify the relationship between zoom learning and teacher stress levels during the COVID-19 pandemic at SMP Negeri 6 Medan in 2022. The research method uses a correlation design with a cross sectional design. The study population are 41 people with a total sample of 41 people. The sampling technique used total sampling. Data collection, collected directly by using a questionnaire. The results show that the zoom learning method was in the medium category (44.4%) and the teacher's stress level was in the medium category (48.9%). The results of the Fisher Exact Test found $p\text{-value} = 0.003 (>0.005)$, meaning that there is a relationship between the zoom learning method and the stress level of teachers during the COVID-19 pandemic at SMP Negeri 6 Medan in 2022, it is expected that respondents can practice using the Zoom meeting application, so that can increase knowledge in the zoom learning method and can manage stress.

Keywords: Zoom Learning Method, Stress Level, COVID-19 pandemic, learning methods

1. INTRODUCTION

Since the outbreak of the pandemic caused by the Corona virus in Indonesia, the government has taken many ways to prevent its spread. One of them is through a circular letter from the Ministry of Education and Culture, Directorate of Higher Education No. 1 of 2020 concerning preventing the spread of Covid-19 in tertiary institutions. Through this circular letter, the Ministry of Education and Culture gave instructions to universities to organize distance learning and advised students to study from their respective homes (Firman, 2020).

As of November 4, 2021, the total confirmed cases of Covid-19 in the world were 247,968,227 cases with 5,020,204 deaths in 204 Affected Countries and 151 Community Transmission Countries, the Government of the Republic of Indonesia has reported 4,246,802 people confirmed positive for Covid-19 and there are 143,500 deaths related to Covid-19 have been reported and 4,091,938 patients have recovered from the disease. Transmission of Covid-19 from one individual to another has been shown by symptoms of fever, sore throat, cough, shortness of breath, and there are several individuals who are positive for Covid-19 without symptoms (RI Ministry of Health, 2021 in Riazul & Harri, 2021).

Demands and obstacles during the online learning process cause stress for teachers and students. Various academic demands that must be completed either by teachers or students cause them to experience stress. The inability to adapt to these circumstances makes them experience stress (Harahap et al., 2020 in Larasati et al., 2021).

Because of the limitations that create stress on the teacher or the teacher. Stress is a condition that can be caused by uncontrolled physical, environmental and social situations and is one of the reactions or psychological responses of humans when faced with things that are felt to have crossed the line or considered difficult to deal with. Academic stress is defined as a condition in which a person is

unable to deal with academic demands and perceives academic demands as distractions (Barseli & Ifdil, 2017).

Based on an initial survey conducted by research on 5 respondents at SMPN 6 MEDAN with interviews regarding the relationship between the zoom learning method and teacher stress levels during the Covid-19 pandemic at SMPN 6 MEDAN in 2022, it was found that 2 respondents (40%) experienced stress while teaching using zoom, 1 respondent (20%) experienced stress due to internet access problems, 1 respondent (20%) had never experienced stress while teaching using zoom, 1 respondent (20%) experienced stress because they could not use IT.

2. METHODS

The research method used in this research uses correlation with the cross sectional approach method. Cross sectional approach is a type of research that emphasizes the time of measurement or observation of independent and dependent variable data only once at a time with the aim of describing the status of the phenomenon or the relationship of the phenomenon at a certain point in time.

3. RESULTS AND DISCUSSION

Data requirements (time new Roman, bold, 11)

Based on table it was obtained that the majority of 20 respondents (44.5%) learned the zoom learning method in the medium category, 15 respondents (33%) the zoom learning method was in the high category, and a minority of 10 respondents (22.5%) the zoom learning method was in the high category. The results showed that the frequency distribution of the teacher zoom learning method at SMP Negeri 6 Medan

Table 1. Frequency Distribution of the Teacher Zoom Learning Method at Medan 6 Public Middle School in 2022

Metode Pembelajaran Zoom	<i>f</i>	%
Tinggi	15	33,3
Sedang	20	44,4
Rendah	10	22,2
Total	45	100

Based on the table, the results showed that of the 45 research samples, the majority experienced moderate stress, 22 respondents (48.9%), 14 respondents (31.1%) experienced mild stress, and a small proportion experienced severe stress. as many as 9 respondents (20%).

Table 2. Frequency Distribution of Teacher Stress Levels at Medan 6 Public Middle School in 2022

Tingkat Stres	<i>f</i>	%
Berat	9	20
Sedang	22	48,9
Ringan	14	31,1
Total	45	100

Table 3. The Relationship between the Learning of the Zoom Learning Method and the Stress Level of Medan 6 Public Middle School Teachers in 2022

Metode Pembelajaran Zoom	Berat		Tingkat Stres				Total		P-Value
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Tinggi	0	0,0	6	13,3	9	20,0	15	100	0,003
Sedang	4	8,9	11	24,4	5	11,1	20	100	
Rendah	5	11,1	5	11,1	0	0,0	10	100	
Total	9	20,0	22	48,9	14	31,1	45	100	

Based on the table, the results of cross-tabulations were obtained between the relationship between the zoom learning method and the teacher's stress level that of the 45 samples, there were no high and heavy stress categories in the learning method, followed by 6 respondents (13.3%) with the high zoom learning method experiencing moderate levels of stress, and 9 respondents (20.0%) with the high zoom learning method experienced a mild level of stress. Furthermore, from 20 respondents, 4 respondents (8.9) with the zoom learning method were experiencing high levels of stress, followed by 11 respondents (24.4) with the zoom learning method experiencing moderate stress levels, and 5 respondents (11.1%) with the zoom learning method is experiencing a mild level of stress. Furthermore, from 10 respondents, 5 respondents (11.1%) with the low zoom learning method experienced a high level of stress, followed by 5 respondents (11.1%) with the low zoom learning method experienced moderate stress levels, and none at light stress levels. Thus the results of the statistical test showed that the results of the Fisher's exact test obtained significant results $P = 0.003$ because the p-value was smaller than $\alpha = <0.05$, it was concluded that there was a relationship between the zoom learning method and the stress level of teachers during the Covid-19 pandemic at SMP Negeri 6 Medan Year 2022.

Based on the research conducted, the results of statistical tests using the Fisher's exact test obtained a p-value of 0.003 ($p < 0.05$). This shows that there is a relationship between online learning methods and the stress level of teachers during the Covid-19 pandemic at SMP Negeri 6 Medan in 2022, thus H_a is accepted.

The author assumes that since the emergence of the Covid-19 virus, there are differences in the activities or activities of daily life, where the government recommends reducing activities that involve many people, this is where the change in learning occurs, which is usually done face-to-face, now it is done online. It is these changes that we have to implement and they are not easy to do, they also stress teachers.

Changes in learning methods used during the Covid-19 pandemic which were different from before which were carried out face-to-face now had to be done online causing habits in the learning system to be taken for granted by teachers where each teacher had to carry out new habits which sometimes made stress in its implementation, thus causing a psychological impact called work stress. In addition, there is a demand to be creative and innovative in using technology which burdens teachers who are used to teaching conventionally. In addition, the lack of ability to control students due to long distances and difficulties in delivering material due to various obstacles can also create work stress for teachers.

The author's assumption is supported by Far-Far (2021) it is known that the highest level of work stress experienced by teachers of SD Muhammadiyah 06 Palembang is the moderate level of work stress category with 22 respondents. This is also in line with Pertiwi et al (2019) who obtained respondents from public elementary schools in the Central Bogor sub-district where the results showed that most of the respondents also experienced work stress at a moderate level of 81.5%. The same results were also obtained by Afni (2021) where most of the respondents in his research were also in the moderate level of work stress category.

4. CONCLUSION

The Zoom Learning Method for Teachers at Medan 6 Public Middle School in 2022 is in the medium category as many as 20 respondents (44.4%). The stress level for teachers at SMP Negeri 6 Medan in 2022 is in the moderate category, as many as 22 respondents (48.9%). The results were obtained using the Fisher's exact test with a p-value = 0.003 where $p < 0.05$ which means there is a relationship between the Zoom Learning Method and Teacher Stress Levels during the Covid-19 Pandemic at SMP Negeri 6 Medan in 2022.

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