

Different Academic Coping Strategies Facing Online Learning During Covid-19 Pandemic Among the Students In Counselling Department

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Abstract. The challenge for academic success in higher education is getting tougher with the implementation of study from home (SFH) in the covid-19 pandemic. One aspect that supports the success of online learning is the ability of students to survive in difficult conditions or referred to as coping skills. The objectives of this study: 1) are there any differences in student coping strategies in dealing with online learning during the covid-19 pandemic; 2) are there differences in student approach strategies in dealing with online learning during the covid-19 pandemic; 3) Are there differences in student avoidance strategies in dealing with online learning during the covid-19 pandemic; and 4) Are there differences in student social support strategies in dealing with online learning during the covid-19 pandemic. This type of research is a type of descriptive research. The sample in this study were students of the guidance and counseling study program enrolled in the 2020/2021 academic year. The research sample is 210 consisting of 100 male students and 110 female students who were selected randomly. The instrument of this study used an Academic coping strategies questionnaire from Sullivan (Sullivan, 2010) adapted. The results of the adaptation of the ACSC questionnaire through the CFA (Confirmatory Factor Analysis) test showed the Cronbach alpha value = 0.081; RMSEA = 0.072; CFI= 0.98; GFI= 0.882; CMIN/DF = 2548.63/1540; and TLI = 0.891. The results of data analysis using the ANOVA test shows the approach factor is the type of coping strategy that is most widely used by students during online learning. The coping approach strategy is most often used by students in the category of academic achievement of the five best in class.

Keywords: Different Academic Coping Strategies; Academic Coping Strategies; Students; Online learning; Covid-19 Pandemic

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INTRODUCTION

College life can be very challenging for any student. Various challenges from academic, social and personal fields require students to adapt quickly (Samson et al., 2021). Therefore, success in higher education requires high independence, self-regulation skills, and the ability to develop initiatives, especially in the academic field (Hsieh et al., 2012). The challenge for academic success in higher education is getting tougher with the implementation of study from home (SFH) in covid-19 pandemic. The results of the study (Irawan et al., 2020) show that the psychological impact experienced by many students due to online learning consists of 1) students getting bored with online learning since the first two weeks of lectures; 2) anxiety occurs in students and parents, especially those with low incomes because they have to buy internet quotas and online learning facilities; 3) mood changes in learning due to too many assignments and considered ineffective for students.

Based on the results of previous research, the cause of psychological problems experienced by many students is low initiative and low learning independence (Kartika, 2020). Initiative and independent learning are aspects of self-regulation that are applied in the form of coping strategies. According to (Heffer & Willoughby, 2017) coping strategies are individual flexibility in modifying and developing strategies in dealing with conditions. There are various types of coping strategies that students use to improve academic achievement. However, coping strategies not only assess what coping strategies are used, but also how much of these strategies are used by students.

Thus, by having an overview of the types of strategies used and how much of these strategies are used by students, teachers can distinguish students' abilities in surviving difficult situations (Heffer & Willoughby, 2017). According to Sullivan (Sullivan, 2010), coping strategies consist of three ways, namely approach, avoidance, and social support. When students have difficulties, they will look for adaptive strategies in solving to encounter called the approach strategy (Hsieh et al., 2012). While avoidance is the opposite of the approach, students with avoidance strategies tend to avoid all difficulties and avoid strategies to achieve goals (Pelín & Subasi, 2020; Skinner & Saxton, 2020). The third strategy is social support, while students face hard situations, they tend to seek help from friends and support from others, both physically and mentally (Sullivan, 2010).

The results of previous studies showed that positive coping strategies led to the ability of students to make positive adjustments and lower depression and suicide tendencies (Baloran, 2020; Savitsky et al., 2020). Conversely, negative coping strategies will lead to negative adjustments and predict depressive symptoms and low emotional regulation over time (Savitsky et al., 2020). The purpose of this study is to identify the types of coping strategies that are most widely used by students while dealing with online learning in the era of the covid-19 pandemic. The second is to identify differences in student coping strategies seen from academic achievements, divided into four categories, namely 1) below most students; 2) the

same as most students; 3) Be superior to most students; 4) students are included in the top five in the class

RESEARCH METHOD

This research design uses a multifactor correlational research design. This study aims to determine the types of student coping strategies during online learning. The population in this study are students in the guidance and counseling study program, Universitas Negeri Makassar registered in the 2020/2021 academic. The sampling method used the proportional stratified random sampling method, where homogeneous population groups are identified based on similar characteristics (Zhang et al., 2019). The sample was carried out by the following steps: 1) to record the number of students in the BK Study Program for the academic year 2020-2021. 2) Based on student data, several classes were selected from each level.

Determination of sample size using the Slovin method (Ryan, 2013) with a probability value of 0.05. So that the obtained sample size of 210 students. The sample consisted of 110 female students and 100 male students. The age range is 18-22 years old. The data collection instrument used an Academic coping strategies questionnaire from Sullivan (Sullivan, 2010) which had been adapted and tested using confirmatory factor analysis (CFA). The results of the CFA test showed the value of Cronbach alpha = 0.081; RMSEA = 0.072; CFI= 0.98; GFI= 0.882; CMIN/DF = 2548.63/1540; and TLI = 0.891. The data analysis technique in this study used a multivariate analysis test (ANOVA) with the help of the JASP for windows application.

FINDING AND DISCUSSION

Hypothesis 1: There are differences in student coping strategies in dealing with online learning during the covid-19 pandemic

Table 1. Differences in student coping strategies in facing online learning during the covid-19 pandemic pandemic.

	N	Mean	M-Square	p-Value
Academic Coping Strategies (ACSC)	210	177.378	831.523	**
Approach Factor		86.06	223.77	**
Avoidance Factor		53.877	176.47	*
Social Support		44.756	140.793	**

Notes; * $p < 0.001$; ** $p < 0.01$; * $p < 0.05$ (multivariate analysis)**

Based on table 1, the significance value for ACSC ($p < 0.01$; M-square= 831.523). So it can be concluded that there are significant differences in student coping strategies in dealing with online learning during the COVID-19 pandemic. Based on the results of the multivariate analysis shows that the student's coping strategies consisted of Approach (M-Square; 223.77; $p < 0.01$), Avoidance (M-Square; 53,877; $p < 0.05$), and social support (M-Square; 140,793; $p < 0.01$).

Hypothesis 2: There are differences in student approach strategies in dealing with online learning during the covid-19 pandemic

Table 2. Differences in student approach strategies to face online learning during the covid-19 pandemic

	N	Mean	SD	M-Square	p-Value
Approach Factor (AP)	210	86.06	9.071	223.77	**
Below most students	15	79.44	11.271		
Just like most students	122	86.476	9.172		
Better than most students	40	88.642	9.553		
Students are in the top 5 in the class	33	90.455	7.917		

Notes; * $p < 0.001$; ** $p < 0.01$; * $p < 0.05$ (multivariate analysis)**

Based on table 2, the significance value for AP ($p < 0.01$; M-square=223.77). So it can be concluded that there are significant differences in the four groups of students in this academic achievement category. Based on the results of multivariate analysis, the coping strategy with the Approach method was used by students who had academic achievement in the Student category including the top 5 in the class ($M=90,455$; $SD=7,917$). Also, students who have below academic achievement are the least using approach strategies ($M=79.44$; $SD=11.271$).

Hypothesis 3: There are differences in student avoidance strategies in dealing with online learning during the covid-19 pandemic

Table 3: Differences in student avoidance strategies in dealing with online learning during the covid-19 pandemic

	N	Mean	SD	M-Square	p-Value
Avoidance Factor (AV)	210	53.877	8.765	176.47	*
Below most students	15	53.444	8.293		
Just like most students	122	52.693	8.808		
Better than most students	40	53.695	7.846		
Students are in the top 5 in the class	33	55.182	6.400		

Notes; * $p < 0.001$; ** $p < 0.01$; * $p < 0.05$ (multivariate analysis)**

Based on table 3, the significance value of the Avoidance Factor (AV) ($p < 0.01$; M-square = 176.47). So it can be concluded that there are significant differences in avoidance scores in the four groups of students in this academic achievement category. Based on the results of multivariate analysis, avoidance coping strategies were mostly used by students who had academic achievement in the Top 5 category in the class ($M=55,182$; $SD=6,400$). In addition, the avoidance coping strategy was

slightly used by students who had academic achievement in the same category as most students ($M = 52,693$; $SD = 8,808$).

Hypothesis 4: There are differences in student social support strategies in dealing with online learning during the covid-19 pandemic

Table 4: Differences in student social support strategies in dealing with online learning during the covid-19 pandemic

	N	Mean	SD	M-Square	P-Value
Social Support (SP)	210	44.756	8.761	140.793	**
Below most students	15	39.00	10.210		
Just like most students	122	45.154	8.110		
Better than most students	40	44.154	7.712		
Students are in the top 5 in the class	33	47.909	6.363		

Notes; *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$ (multivariate analysis)

Based on table 4, the significance value on social support (SP) ($p < 0.01$; M-square = 140,793). So it can be concluded that there are significant differences in social support scores in the four groups of students in this academic achievement category. Based on the results of multivariate analysis, it was found that coping strategies by seeking social support were mostly used by students who had academic achievement in the I category, including the top 5 in the class ($M = 47,909$; $SD = 6.363$). In addition, the coping strategy by seeking social support was slightly used by students who had academic achievement in the category Below most students ($M = 39.00$; $SD = 10.210$).

DISCUSSION

Strategic academic coping is an ability that students need in dealing with various stressors faced in the academic field (Carnicer et al., 2019). Students' ability to deal with the type of stressors positively contributes to student academic achievement (Carnicer et al., 2019), emotional intelligence (López Rúa & Perez Alcántara, 2019), and self-efficacy in academics and student career planning (Kandemir et al., 2014; Kirikkanat & Soyer, 2018).

The results of previous studies showed that college students were in the early adulthood stage of development. They will face many stressors ranging from academics, social relations, finances, and daily hassles (Brougham et al., 2009). According to Sullivan (Sullivan, 2010), academic coping strategies for adolescents consist of three factors, namely approach, avoidance, and social support. When students have difficulties in learning, they will look for adaptive strategies in solving difficult situations, called the approach strategy (Hsieh et al., 2012). Several research results show that the approach strategy contributes positively to self-efficacy, goal achievement, and self-regulation (Hsieh et al., 2012; Kirikkanat & Soyer, 2018; Perry et al., 2018). The students using approach strategy take action and strategize to achieve goals rather than sitting still or avoiding difficult situations. While the avoidance approach is the opposite, the students with avoidance strategies tend to

avoid all difficulties and do not try to develop strategies to achieve goals (Pelín & Subasi, 2020; Skinner & Saxton, 2020). The third strategy is social support when the students experienced hard situations. They tend to seek friend's help and support from others, both physically and mentally (Sullivan, 2010).

Based on the research findings, a coping strategy is widely used by students in dealing with online learning during the covid-19 pandemic is the approach. The tendency of students to use an approach strategy is because online learning requires high learning independence for each student (Aryani et al., 2020). The number of assignments given during online learning and longer study times encourages students to develop time management and self-regulation skill. So that they achieve academic success in the case of graduating in each subject (Aryani et al., 2020). Self-regulation ability, of course, has a positive relationship with the approach strategy used by students to graduate in every subject in higher education (Hsieh et al., 2012; Kirikkanat & Soyer, 2018),

The third research finding is that student avoidance strategies in dealing with online learning during the covid-19 pandemic are most widely used by students who have academic achievement in the top five categories in the class. The third finding is in line with the fourth finding that social support strategies are most widely used for students who have academic achievement in the category of dealing with online learning during the COVID-19 pandemic. This finding is because students who have high academic achievement tend to focus on success graduating in the course. So that when faced with hard situations, considered to cause problems in the future, they tend to avoid difficult situations (avoidance strategies) (Lenes et al., 2020; Moilanen, 2007). In addition, the tendency of students to pass every course during online learning encourages them to build teamwork, especially on project-based lecture assignments (Luan et al., 2020). Students who build good social support in dealing with online learning contribute positively to their ability to adapt quickly to each course, reduce negative emotions, and stress (Irawan et al., 2020).

CONCLUSION

Based on the objectives, results, and discussion in this study, it can be concluded that:

1. during online learning, students tend to use academic coping strategies in the form of an approach, this finding because online learning requires high self-regulation and learning independence. The students who want to pass the course must develop strategies to overcome any learning difficulties encountered during the online learning process.
2. Coping strategies in the form of approaches are most widely used by students with top five academic achievements in class, especially in dealing with online learning. The students with high academic achievement are characterized a good self-regulation ability. Academic Self-regulation shows a coping strategy in the form of an approach.
3. Avoidance strategy is mostly used by students with top five academic achievements in class. Avoidance is used because students who have high academic achievement tend to focus on the goal of graduating in courses so that

when faced with situations that are considered to cause problems in the future, they tend to avoid difficult situations (avoidance strategy).

4. The avoidance strategy is mostly used by students with top five academic achievements in class, so the tendency of students to pass every course during online learning encourages them to build teamwork, especially on project-based lecture assignments.

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