**He Suicides because Stress of the Pandemic Education: I am So Sorry to Hear That**

**(Indonesia Senior High School Learner of Gowa Region)**

Thobias Sarbunan

Art Music Education/Faculty of Art Religion/IAKN Ambon

t.sarbunan@iaknambon.ac.id

**Abstract**

Indonesia was surprised by the news about one of a senior high school student in Gowa City, South Sulawesi Province, Indonesia, approximately a month ago, related to learning stress during the pandemic. Suddenly, from the region to the national government, all the stakeholders were quick to deal with the chaos of suicidal action that ended with a dead body hanging in the bedroom. To be honest, the suicide behavior occurred not just in the recent pandemic period, such as in Gowa, but also as my birthplace, Ambon City, Maluku Province, different of that case has ever occurred at the university level because the cause of stress, however only ended as the mass-media news, that I know as the civilian of Ambon, Maluku, also Indonesia, as our country. Again, and be realistic, the suicide case is so bad to the nation that we have been - as one of the modern civilized society and as a developing country, almost 70s years back. On the other hand, as a research community, I have to improve the awareness of sustainable growth, in particular concerning pedagogical issues. And indeed, through this article, I hope we will be accelerated to hand in hand as the education community as well as the government, to better refine our educational system and take a deep consideration about the psychological element that deeply influenced the entire education process.

**Keyword**: Descriptive, Learner, Learning, Mid of Pandemic, Stress, Suicide

**Introduction**

As my writing topic to the tragedy of suicide learner because of stress to conduct online learning. Based on (Gillett-Swan, 2017) “however, in creating individually tailored differentiated instruction for each learner within and across each cohort, additional workload pressures on those seeking to engage with the online environment can be created as teaching staff seeks to respond, often reactively, to the individual learning and engagements needs of each cohort”. Gillett-Swan, emphasizes, the barriers, “to participation that external students may experience are particularly evident in collaborative learning tasks through group work, group presentations, and group assessments. Besides, the benefits of the ability to both facilitators and peers are to offer [help in real-time]. Therefore, the adaptability of the environment in catering for individuals, and the ability for students to have a greater participatory role in the design of the learning environment, each’s a contribution to the rationale for incorporating online learning approaches in education and as a way that both students and facilitators can better support the isolated learner”.

Cleveland-Innes & Campbell (2012) argue “however, the notion of affect, defined as the extent to which one can be influenced and affected, is much different from the issue of emotion and its impact on learning—the impact that may exist in all activities and domains of learning. For some, emotions exist comprehensively in the human experience; to ignore emotion in the human response to internal and external events is to ignore a central element of the human experience. Given this new information about cognition and emotion, we developed a working hypothesis that emotion plays a role in learning and, therefore, will be present in online learning environments”. Capture by (Capdeferro & Romero, 2012) “to meet these challenges, virtual campuses are promoting learning methodologies that prioritize learning through interactions among students and contribute to the development and practice of teamwork competencies. While early online programs focused mainly on the transmission and mastery of bodies of information, more emphasis has been placed on collaborative methods in recent years, examples of which are case studies, problem-based learning, and the development of learning communities in online contexts. Despite the advantages reported in the literature about collaborative learning methodologies in terms of social and psychological benefits, students engaged in collaborative learning activities can feel a high level of frustration”.

As criticized by (Capdeferro & Romero, 2012b) “recent studies have described emotional and motivational experiences students encountered during computer-supported learning projects, which can also cause negative effects. The consequences of student frustration can generate a load that has to be borne by all the agents involved in the learning experiences: students, teachers, and institutions. The specific source of frustration in online computer-supported collaborative learning [CSCL] is related to the delay of the interactions and feedback, to time pressure, to time zone differences and the reduced level of cues within the social activity and context”.

Another significant factor that (Hart, 2012) found that, in the issue of factors associated with student persistence in an online program of study. Persistence is defined as the factor in which learners and teachers are faced with online learning. The teacher stated as the positive factor of persistency, while the learner reflected as who persist to the negative factor of impact. Nevertheless, on the other hand, the factor of persistency depended on the circumstances of the environment. For example, the support of family was the center factor of fostering the learner persistency, but, if the family were not able to persist, the result, learner potentially to drawback. Also, the study of persistence accumulated to the result that showed four-term in which interrelated to the side of learner persistency; the first is persistence, defined as the ability to complete a course included online, despite obstacles or adverse circumstance. Second, attrition is defined as withdrawal result from a course it was an opposite of persistence, and have synonym to the word of [dropout and non-completion]. Third, diligence that referred to a person who completed the study or a course. Four, is the term of failure, referred, to the students who incomplete the course, means that insufficient to proceed of persistency.

Another, significant factor in (Tuntirojanawong, 2013), this scholar, found that “student support services provided by Distance Learning Institutions are still based on factors of the learning process such as attention, motivation, emotional aspects, and students’ readiness to different e-learning strategies. Correspondingly, e-Learning was saving time and money in traveling to school. However, in the opposite, the students were lack of technology skills and English. They had negative attitudes towards e- Learning. The lessons were not interesting. Despite these criticisms, its popularity remains high that the students’ readiness is Technology access, Motivation, Time management skills, Technology Skills, and Study Skills. They are important that all students feel comfortable with the process and technology of e-learning as the willingness of learners is a key factor of a successful program. The instructors should find effective ways of improving [e learning] for students. The instruction that is developed will be not only technologically workable but also effective from a student’s readiness”.

Subsequently, when reflected on my issue to the one of senior high school learner suicide in Gowa region, South Sulawesi Province, Indonesia. The action of suicide according to one of the local media in Indonesia, the victim of suicide was influenced by the determination of pandemic education, which probably the ability of self-emotion also persistence were lost because of school task overloaded[[1]](#footnote-1). Besides, strengthen by KPAI [National Commission for Child Protection of Indonesia] to the press conference held by KPAI, they argued that schools must be a pioneer to bridge the needs of the learner in purpose to develop sustainable education development, either in the mid of pandemic and not simply to judge by a counter opinion from one perspective[[2]](#footnote-2).

The other central point and as main concern to all of us or we can call as fossilization dieses of national education development factor. As Indonesia people, for example in the news content, which confirmed by [suarasulse.id] online media portal, wrote that the amount of course credit of Indonesia was overload, and fossilize as the same fashion to the format and system of the learner task assignment. Additionally, to argue the overload of education and evaluation also assessment system, the fact was each day, the learner must face [14 to 16] course type, which unsupported by internet facilities. Therefore, [Ikatan Guru Indonesia/Indonesia Teacher Association] ever protested to the minister of education, that our educational system especially the course management was an insufficient framework to the learner achievement[[3]](#footnote-3). Moreover, the other crucial catastrophes of education face, for example:

* + The standard of the job description to the teacher in all region level that unsystematic;
  + To the factor of learner task, when each teacher provided a task in a week, it means that every student will conduct [14 to 16] task every week;
  + The negative impact of Learning Management System [LMS] affected teacher to sporadic in term of a provided task for their students without considered the learner capacity in self-management learning;
  + The accident of suicide by one of the senior high school learner in Gowa district was the reflection of the ineffective education management system of Indonesia;
  + The attention of the counseling teacher system must touchable to the factual condition of the learner, means that students must be supported by any counseling action, so that the negative impact of learner side, potentially reduce;
  + By the habitual act of overload learning which teacher conducted, it potentially affected to the learner lost their focus of learning persistency also the motivation;
  + Each province and/or district must be considered the factor of the internet also technology facilities that along these ages, was dramatically burden to the factor of an educational support system;
  + The other crucial factor is unbalancing of the economic background of the learner so that government must in accordance re-establish also analyze the main needs to support economic burden;
  + In the focus of pandemic education, The Ministry of National Education must need to regulate the policy by this current circumstance of the pandemic.

In general, this paper discussed related topics either as hindering factor also support by the positive factor which runs closer to the topic discussion of senior high school suicide in Gowa region, South Sulawesi, Indonesia, because of “self-determination” to follow online distance learning, in the mid of pandemic. While to underline this topic, I used the topic of teaching and learning approach, the determination of teachers and students.

Besides, the main reason to discuss this topic, because the reality of Indonesia education system, remain overload with learning, that until I wrote this paper, numerous students have been struggling in a day, a week, also in one semester to finish a lot of learning task and multiple course subject for a day. Shortly, my paper did not intend to “protest” but only to discuss the probability factor of both negative and positive sides in the educational system. So that in further, we, as Indonesia education society, able to stand inequality also equity as well as the other modern country, also considered about one of the important issue of human civilization, developed human ability in sustainable development. That the entire nation in widespread, proceed in the same fashion.

**Teacher and Students Stress**

**Teacher Stress**

First of all, according to (Ramberg et al., 2019) “a substantial proportion of teachers experience stress and stress-related complaints. Teachers suffering from pressure, weakness, or even depressed mood are likely to have a reduced or insufficient capacity to participate in the practice of improving their student relationships. So, in the example of Sweden, The school changes of the 1990s were, in many ways, partially applied. Statistics from recent years indicate that teachers are today among Sweden's most stressed occupational groups, with a higher workload, reduced input and superior assistance, less perceived control over their job situation, and higher rates of sick leave (especially from depression and burnout syndrome) relative to other non-manual occupational groups. In the wake of market-oriented changes, school segregation has also increased particularly in larger urban areas, leaving less desirable schools with an increasingly reduced population of inspired and socio-economically advantaged students. It is, therefore, necessary to change the makeup of students for schools as much as possible while analyzing the relations between teacher stress and the well-being of school students”.

In accordance to this topic, based on (Elstad et al., 2015) to the reflection of Norway, “many nations, teacher assessment is at the core of contemporary education policy and is part of a worldwide development in which, since the beginning of this century, numerous models of the evaluation of teacher practice have been adopted by interventions by educational authorities in several countries. There is a compulsory, relatively high teacher appraisal framework on the one end of the scale. There is development-oriented instructor appraisal on the other end of the spectrum. Enlighten that circumstances, In claims related to the diverse practices in which teaching appraisal happens, these four ideal forms are merged. Their interrelationships are extremely nuanced, and qualitative considerations will depend on the actual relevance that teaching performance must-have. The understanding of positions in the teaching process can even be influenced by teaching performance as a practice. For instance, it can change the understanding of students of their position by thinking that their learning outcomes are primarily based on their actions to see these outcomes as relying on the quality delivery of teachers. In the late 1980s, new policies for management of the school sector were implemented in Norway. However, the municipalities and counties have been charged with the responsibility for policy enactment and the quality of education. In 2004, the responsibility for the remuneration of school employees was transferred to the municipalities. The Red-Green government (2005-2013) has returned to stricter government regulation of factors concerning the quality of schools. Occasionally, monitoring has uncovered censurable circumstances, such as how municipalities have developed quality assurance processes and structural developments. Norwegian political authorities have a stronger ambition to rank near the world level than students. The Ministry of Education and Research believes that because the teacher is at the center of attempts by schools to enhance the learning outcomes of pupils, the emphasis should be on the role of teachers”.

In other findings, such in (Harmsen et al., 2018) argued that “the causes of stress are the set of facets of the job material and the work environment that affect workers at cognitive, motivational and emotional levels. Stress replies are the mental perceptions of workers while witnessing sources of stress. The model comprehensively depicts the relationship between job characteristics, well-being, and organizational performance. The first mechanism of health disability, explains the interaction between work demands, job capital, pressure, and organizational performance. The additional argument asserts Job resources refer to physical, psychological, social, or organizational aspects of the job that are either/or: practical in achieving job targets, reducing job demands, and physiological and psychological costs associated with them, promoting personal growth, learning, and progress. Causes of stress and reactions to stress, teachers work regularly with a large spectrum of causes of stress. To support this result, the relationship between the causes of stress and work output may be indirect in certain circumstances. But, take a look, in many Western communities, shock data from teacher turnover, especially during the early years of a teaching career, is a serious issue. Teacher turnover applies, as an educational problem, to the need to deter successful teachers from leaving the teaching job for the wrong reasons. In the United States, it is estimated that during the first five years of their employment, between 20 and 50 percent of public school teachers leave the profession. In countries such as Belgium, the United Kingdom, and Australia, the proportion is estimated; about 25 percent. In the Netherlands, in particular, the turnover rate is around 15 percent among BTs [beginner teachers]. Compared with the countries listed above, this number is comparatively smaller. The causes of exhaustion are nonetheless similar to those mentioned elsewhere.

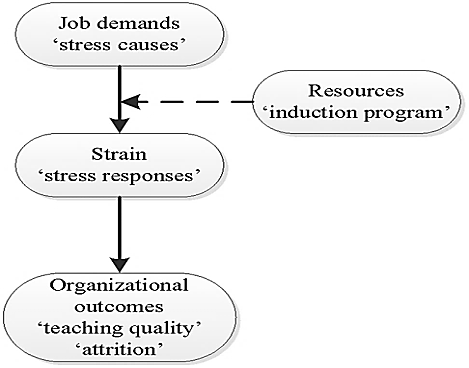


Figure 1

The Conceptual Model Stress

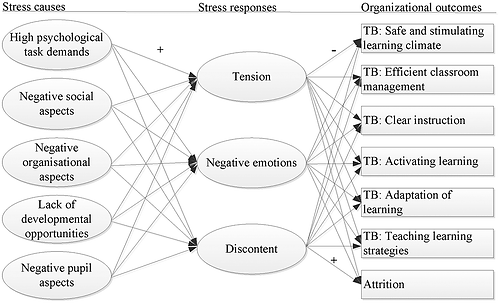


Figure 2

Hypothesized Model of Stress Causes Stress Responses-Teaching Behaviour and Attrition.

In (Moses et al., 2017) the findings revealed, somewhat interestingly, “that all emotional behaviors were strongly concentrated on researching and learning, even negative ones. The majority of the emotional trends however were constructive or shifting in nature. The findings also suggest that studying in teacher education is socially optimistic and that the emotional landscape of student teachers is suitable for the needs of learning and mental health. One explanation for the vast number of positive trends could be because the high priority is given to the teaching profession and teacher education. Student teachers encountered an almost identical amount of shifting trends in comparison to the positive patterns, in which the emotional sound changes back and forth from positive and negative tendencies in the research experience. This means that in terms of new learning, increasing trends could be the key optimal since they are linked to solving new obstacles. On the other hand, declining trends could emerge from the unsolved disruptive instability in the learning environment dynamics. In comparison, the goal and motivation of a student teacher to become a teacher can potentially prevent the negative effects of negative emotions encountered. However further experiments are needed to strengthen the comprehension of the impact on the learning of student teachers of negative trends. This means that the trends did not differ as a result of their length”.

Even, such blog literacy, as (Mattha Busby, 2019) accepted that, as shown in the latest study, teachers survive higher job-related stress than other professionals. One in five teachers, compared with 13 percent of those in comparable jobs, feels stressed about their job all of the time. The National Educational Research Foundation calls for urgent action to address the gap in the number of teachers who are trainees. The report echoed longstanding concerns about the anxieties faced by teachers, according to the National Education Union. "Impossible workloads, persistent transparency, a culture of research run riot and flat or poorly funded wage packages," Dr. Mary Bousted spoke. Almost same explanation, (Chan et al., 2010) but only-little different in the research scope and the number of problems, these scholars portrayed from the scope of elementary and secondary school teachers, that, “the most often recorded causes of job stress were high workload, time constraint, curriculum changes, external school evaluation, seeking further education, and monitoring the actions and learning of students. Sleeping, chatting to neighbors and colleagues, self-relaxing, and watching tv were the four most frequently reported stress-relief behaviors, whereas doing more workouts or sports was the least frequently reported behavior”.

Ghana, as one of a poor country, based on general stigma, according to (Amponsah et al., 2020) “the ability to read, recall and make good grades can be hindered by high degrees of stress or residual stress. It may contribute to poor physical, psychological, and mental health. The key causes of stress were, "working to fulfill academic criteria," "insufficient supply of power and water in halls," "overcrowded lecture rooms," and "facing financial strain," residents were more spiritual, and easier to get support and advice from lecturers or teacher assistance, but were strongly morally opposed to substance abuse relative to their non-resident peers, the research showed. It came to light that students disagreed with the suggestion that tobacco/alcohol/drugs are used to deal with stressful conditions, which it suggests, is helpful for health reasons. The research was published in the Education, Scientific, and Social Sciences Journal”.

In OECD/Asian Development Bank (2015, p. 336) about their scientific writing toward the reflection of Indonesia Education Policy Review, explained and found that, firstly, to the large topic of The Indonesian education system in context, already determined by the related number of factor to my research review, for example, I opened this part from the view of population composition, distribution, and growth, “The age range in 2014 for the Indonesian population. More than a fifth of them are school-aged or pre-school-aged. Any 45% are under 25. Indonesia's overall age dependence ratio (those younger than 15 and older than 64 as a percentage of the working-age population) was calculated by the World Bank to be 52 percent in 2013, with a 43 percent youth dependency ratio and an 8 percent elderly dependency ratio. In the human development sector, Indonesia, Indonesia has seen substantial changes in several human populations, so, the indices of growth over recent years (UNICEF, 2014). The expectancy of Life, increased from 69 years in 2004 to 71 years in 2012, for example. The National Human Development Index (HDI) rose from 67.7 in 1996 to 73.3 in 2012 (BPS-Statistics Indonesia), while, despite some progress there, it was 65.9 in Papua. To the income contribution, by the official description, over 28 million citizens, or over 11 percent of the Indonesian population, are stated to be bad. The 40 richest people in Indonesia are much richer than those of Thailand, Malaysia, or Singapore. The percentage of the population living on less than USD 2 a day dropped from 91% in 1987 to 51% in 2009. Next, the educational attainment, about 10.8% of rural women and 5.3% of urban women aged 10 years and above have never received any form of education. The level of academic success tends to correspond with levels of poverty and the provision of resources. Indonesia performs reasonably well on the weight of infants, on the advancement of school and youth literacy”.

Also, throughout a systemic way, the above scholars explained how Indonesia's education framework was at the average level of the Indonesian education standard. “The school sector in Indonesia is the third-largest in the Asian country and fourth-largest globe ranking [More than 60 million students-340,000 educational institutions-and almost 4 million teachers]. Besides, two ministers were responsible for the management of the education sector. The conventional Indonesian teaching method that forms of pedagogy developed within the public-school classroom of the early 1990s stressed rote learning and deference to the teacher's authority. While the youngest children were often permitted to use the local language, almost all teaching was performed in formal Indonesian by the third year of primary school. A traditional teaching strategy, rather than asking students questions, was to narrate a historical occurrence or to explain a mathematical problem, pausing at important junctures to allow students to fill in the blanks. The instructor is shown to be *sabar* (patient), which is considered exemplary behavior, by not listening to the students' issues and maintaining an emotionally distanced disposition. The current framework of the education system in Indonesia poses an interdependent series of cycles to address the concerns of a very diverse society, geographically divided and with wide differences in socioeconomic status and opportunities. The Indonesian education system has to meet the needs of a huge, increasing, and diverse, and widely spread population with large differences between regions in enrolment rates (mOEC, 2014). This reflects the overall distribution at the different educational stages of individuals, students, institutions, and teachers”.

This paper provides possible responses to challenges, problems, and patterns that exist and will arise due to the COVID-19 pandemic in the future. A remarkable case of the Philippines as (Tria, 2020) said “one of the schools' difficulties is to reduce the student-teacher ratio, leading to issues such as the shortage of classrooms and other physical infrastructure and facilities. The Commission on Higher Education has recommended the strengthening of online and mixed learning channels, such as Google Classroom, Messenger, Zoom, and Edmodo. Also, Strengthening Health School Research and Development Because Health Schools need to improve health research and development. HEIs can improve and explore the possibilities for learners to research initiatives related to the eradication of the pandemic. In both basic and higher education, health education should be incorporated into courses and subjects. It is more important to incorporate health awareness into education than it is today as the COVID-19 problem is already visible”.

Besides, the desperate voice came from (Satrianingrum & Prasetyo, 2020), who stated “in the learning environment online, this pandemic has an influence on teachers and teachers are not free to track children's overall progress. It is also important to extend the type of teaching in online learning since it is very distinct from deep learning rooms. A lot of research is undertaken to incorporate online learning, revealing that this learning is more cost-effective and energy-efficient. According to one respondent, this pandemic makes it impossible for her family to make a living because not all students come from their homes, let alone this pandemic made it more difficult for teachers in Indonesia to make money online, reports one teacher. The teacher feels puzzled and felt unsure about the planned response, so whether the teacher limited roles or had to broaden roles online. Online learning provides broad advantages, namely that it can cover all countries, but some areas of Indonesia face a range of barriers. The Internet quota is a crucial challenge in the online learning process and its smoothness is accommodated by the Internet quota. Some students and parents are not yet literate with technology. Teachers are concentrated on urban environments, while more challenges are faced in rural areas. Keep allowing teachers and students to remain close with the introduction of online learning, including through instant messaging network (IMP) communications. Most notably, to reach optimal learning and to build autonomous learning capacities in this pandemic, these obstacles are also being assessed”.

Then, as (Rasmitadila et al., 2020) found, “school from Home (SFH) is an approach that the process of learning from school to home. The introduction of large-scale social controls by the Indonesian government has disrupted the community's and students' habits in the schooling system. Teachers have roles and obligations that are not readily transferable as they need to transition from the classroom's face-to-face learning environment to an online system. Any challenges that arise in online learning must be solved responsively by an instructor so that the learning proceeds to meet the goals set. The participating teachers agreed in this current study that educational policy required to reform and that all partners, including states, colleges, social groups, school boards, parents would sit down to define online learning targets that are in line with a humanism-based national curriculum. Inside a new setting, a teacher must match the educational goals with the sense of teaching. If parents do not grasp the subject matter, the case gets much more difficult and the instructional process does not go according to the instructional techniques set by an instructor. In this regard, online educational tools that ensure compliance with the national curriculum and assist teachers in the process should be established by the government; instead of preschool to secondary school, studying from home to school level. In the SFH process, the cooperation of parents, teachers, and the government was desperately needed. Several aspects must be addressed if the School from Home program is to proceed successfully. It is important to change the national curriculum to ensure flexibility and harmonization of all elements of learning. Via faster and more universal access to the Internet and the provision of Internet networks, technological preparation must be accelerated”.

Purwanto et al (2020) stress, in pandemic education, “the result on the teacher side is that not everyone is capable of using internet technologies or social media as a learning aid, some senior teachers are not yet entirely capable of using resources or facilities to facilitate online learning programs and first need assistance and instruction. As well as teachers' expertise in the use of technologies would have an impact on the efficiency of the teaching and learning program. For example, in the total barrier, one of the costs that the teacher must automatically suffer is that the teacher must also provide parents with technological assistance in the event of errors (problems) connected to the hardware that is specifically used in the learning process and the collection of equipment used by the students. Unlimited operating hours so pupils, parents, other teachers and school principals have to interact and collaborate with them”. As said by (Harnani, 2020) “the online learning system is a learning system without face-to-face learning between teachers and students but is carried out online using the internet network. Thus, the teacher can ensure students take part in learning at the same time, even in different places. Judging from the surrounding events that are happening, both students and parents who do not have cellphones to support online learning activities feel confused, so the school is also looking for solutions to anticipate this. The problems that occur are not only in the instructional media system but the availability of quotas which require quite high costs for students and teachers to facilitate online learning needs. Some teachers in schools admit that online learning is not as effective as conventional learning activities, because some materials must be explained directly and more completely”.

After looking at how stress in teacher professional development in the mid of a pandemic, the following question may arise in this phase of discussion, how can the stress impact the teacher action in the teaching and learning process? According to (Yusuf et al., 2015) they said that they [teachers] will lack the dedication to work because of the consequences of tension on the effectiveness of teachers; passing violence to students; distance and distraction at work”. In-depth analysis, (Thirumalai et al., 2012) drawn that stress is a reaction in psychology and physiology to activities that disrupt our equilibrium. There are several possible sources of stress. It may be applied to external variables, such as the nature of the universe and the environment. So, according to these scholars, several factors of stress for example:

* Threat: a potential risk can cause an individual to feel stressed. Physical threats, social threats, and financial threats may be part of this. Any challenge to needs may lead to stress;
* Fear: risk will lead to anxiety that leads to tension again. Fear adds to perceived effects that are the true cause of stress;
* Uncertainty: If you are confused, you are unable to anticipate, and thus feel out of reach, so you can feel intimidated by fear. This results in stress;
* Cognitive Dissonance: there are irrationality and tension where there is a difference in what you do and what you think. Dissonance often arises when obligations cannot be met and the ability to be viewed as misleading or incapable;
* Life causes: there are many causes of life stress such as suicide, criminal victim's ill health, self-abuse, and family transition, disagreement over sexual issues, physical change, and relocation to the new place, financial crisis, climate, and tighter regulation.
* Frustrations: these are obstacles that avoid fulfilling an individual's desires or reaching personal targets. Those that could be intrinsic or social (discrimination) (physical impairment, lack of desirable skill or trait);
* Conflicts: involving two or more conflicting conditions or priorities, the preference of two suitable alternatives, or choices involving unpleasant alternatives;
* Pressures: tension must derive from others' desires or pressures imposed on one another. One of those is pressure to get good grades. Survival stress in both individuals and animals is a normal reaction to danger. This leads to tension when someone is afraid that one or something may verbally abuse;
* Environment: it is a reaction to stress-causing issues like noise, crowding, work/family pressure;
* Fatigue and Overwork: for the long term, this form of tension builds up and takes a hard effect. It may be activated by working too long at home or in the workplace or too hard. It may also be caused by not recognizing how to treat the time well and having time to rest and relax.

About the awareness of stress, especially perceived the sustainable environmental development of the educational system, the number of symptoms of stress can be learned to minimize the backward syndrome such as the chaos of pandemic education. Based on (Thirumalai et al., 2012b) they divided the system of stress symptoms into: first, intellectual symptoms: memory problem, difficulty in taking the decision, confusion, poor judgment, and lack of concentration. Second, physical symptoms: digestive problem, sleep disturbance, fatigue, high blood pressure, weight gain or loss, skin problems, asthma or shortness of breath, decreased sex drive, and heart palpitations. Third, emotional symptoms: moody and hypersensitive, restlessness and anxiety, depression, anger and resentment, irritation, Lack of confidence, Apathy, also Urge to laugh or cry at inappropriate times. Four, Behavioural symptoms: eating more or less, sleeplessness, isolation, neglecting responsibilities, increased alcohol and drug use, nervous habits, teeth grinding or jaw, clenching, overdoing activities such as exercising or shopping, losing temper, and overreacting to an unexpected problem.

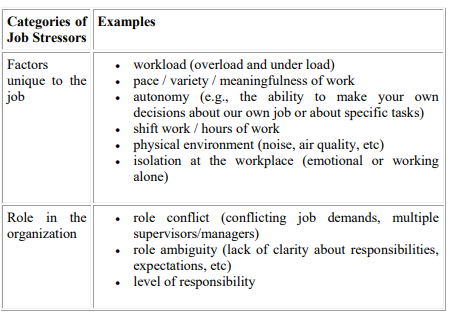


Figure 3

The Number of Workplace Stress

**Students Stress**

Oketch-Oboth & Okunya (2018) opened this discussion through the research conclusion of how did the level of stress significantly influenced student's academic performance at the level of the university. And, by fact, scholars found that, at the significant level of learner stress, the male learner was the prominent object of stress level more than a female group. On the other hand, generally the moderate level, both of them at the high level of stress. The factors that researched in stress level included the high cost of living; Issues with roommates; Cost of tuition; Dirty halls of residence; Fear of failing; Course is too demanding; No job prospects; Relationship issues; Ethnic conflicts; Uncooperative lecturers; Finding accommodation; Lack of reading materials; Security; Poor facilities; Poor health services Fear of STI; Demand for sex by lecturers; Drugs; Peer pressure; Noise in hostels.

Churiyah et al (2020) accords “the pandemic of Covid-19 has spread to hundreds of countries around the world, affecting many conditions very rapidly and requiring improvements correctly and specifically in a short amount of time, one of which is in the field of education. It can be inferred that the implementation of distance learning in Indonesia also needs to be assessed in terms of teacher preparation in selecting the best forum for students, based on the review of the literature research and the implementation of in-depth interviews we conducted with students, teachers, and parents in rural and urban areas. Teachers will need to consider the aspects that occur in distance learning, so that remote learning does not appear careless. Then they need to improve their self-regulated learning in terms of pupils, and parents are required to be able to understand the essence of distance learning and its role during distance learning as a monitor for their children. The Ministry of Education and Culture has been proclaimed able to introduce distance learning to virtual infrastructure, and there are already several private roles in preparing an effective forum for distance learning”.

In teaching English based on (Fansury et al., 2020), “the use of digital content is beneficial to students for their comprehension, especially during the COVID-19 pandemic, primarily for the millennial generation. The learning process becomes smoother using interactive content because it can be directly implemented into different apps such as WhatsApp party, Zoom, Google Meet, and so on. One approach to "interpret" direct communication (physical distance) with other students is to use multimedia information in the learning process during the pandemic because it is more accessible and can be reached without restrictions in place. The use of multimedia resources enhances the desire of students to learn and the information presented was structured so that attention can be sustained by students. The use of multimedia content has weaknesses, however. Not all students can access it because of the constraints of Internet infrastructure, including network and storage services”.

On Klinic Community Health Centre (2010) for practitioners, stress is difficult to describe because it is a widely abstract concept that changes for each of us. For certain persons, distressful experiences may be pleasurable for others. As shown by the following list of 50 typical signs and symptoms of stress, there are various physical and emotional responses.

Table

The Fifty Typical Signs and Symptoms of Stress

|  |  |
| --- | --- |
| 1. Frequent headaches, jaw clenching, or pain | 21. Low sexual drive or performance |
| 2. Gritting, grinding teeth | 22. Excess anxiety, worry, guilt, nervousness |
| 3. Stuttering or stammering | 23. Increased anger, frustration, hostility |
| 4. Tremors, trembling of lips, hands | 24. Depression, frequent or intense mood swings |
| 5. Neck ache, back pain, muscle spasms | 25. Increased or decreased appetite |
| 6. Light headedness, faintness, dizziness | 26. Insomnia, nightmares, disturbing dreams |
| 7. Ringing in the ears | 27. Difficulty concentrating, racing thoughts |
| 8. Frequent blushing, sweating | 28. Trouble learning new information |
| 9. Dry mouth, problems swallowing | 29. Forgetfulness, disorganization, confusion |
| 10. Cold or sweaty hands, feet | 30. Difficulty in making decisions |
| 11. Frequent colds, infections | 31. Feeling overwhelmed |
| 12. Rashes, itching, hives, “goosebumps” | 32. Frequent crying spells or suicidal thoughts |
| 13. Unexplained or frequent allergy attacks | 33. Feelings of loneliness or worthlessness |
| 14. Heartburn, stomach pain, nausea | 34. Little interest in appearance, punctuality |
| 15. Excess belching, flatulence | 35. Nervous habits, feet tapping, fidgeting |
| 16. Constipation, diarrhea | 36. Increased frustration, irritability |
| 17. Difficulty breathing, sighing | 37. Overreaction to petty annoyances |
| 18. Sudden attacks of panic | 38. Increased number of minor accidents |
| 19. Chest pain, palpitations | 39. Obsessive/compulsive behaviors |
| 20. Frequent urination | 40. Reduced work productivity |
| 21. Low sexual drive or performance | 41. Lies or excuses to cover up poor work |
| 22. Excess anxiety, worry, guilt, nervousness | 42. Rapid or mumbled speech |
| 23. Increased anger, frustration, hostility | 43. Excessive defensiveness or suspiciousness |

There are various mental and physical conditions associated with stress, including depression, anxiety, heart attacks, stroke, asthma, disorders of the immune system that increase resistance to infections, a range of virus-induced disorders ranging from the common cold to herpes to some cancers, as well as autoimmune diseases such as rheumatoid arthritis and multiple sclerosis.

Prabu (2015) supported that “anxiety and tension that comes with school and education is the concept of academic stress. There is also a lot of responsibility that comes with a degree and schooling being sought. Homework, exams, laboratories, reading, and quizzes are learned here. The burden of juggling the entire job, balancing time, and making time for an extra-curricular activity is present. For school students who are frequently living away from home for the first time, academic tension is extremely challenging. Teachers expect that work will be finished on time. Students can underestimate the amount of time it takes to print copies of their work to complete reading and writing assignments. Stress and its symptoms, such as anxiety, depression, and exhaustion, have long been seen by individuals in numerous careers and occupations as a prevalent problem. Therefore the symptoms of anger, anxiety, and depression are among the likely results of a high degree of stress. In comparison, stressors alone do not generate fear, depression, or tension. Instead, stress is triggered by the relationship between stress factors and the awareness of the person and by the response to these stressors”.

Besides, “environmental stress emerges as a result of environmental stimuli or demands encountered by a participant who is challenging the capacity to cope with them. Academic stress has long become studied among students, and researchers also described stress factors as too many tasks, competition with other students, mistakes, and weak interactions with other students or lecturers. The student's perception of the comprehensive knowledge base required and the perception of an insufficient time to build it are academic stressors. In the second case, at predictable periods per term, students report feeling academic stress with the greatest causes of academic stress arising from taking and preparing for tests, grade rivalry, and a vast amount of material to learn in a short amount of time. Students suffer physical and psychological loss as stress was viewed negatively or becomes overwhelming. Student stress control approaches also include productive time management, peer reinforcement, constructive reassessment, and participation in recreational pursuits. The expectation to do well in the assessment or evaluation and the time allocated makes it very stressful for the learning environment. This is likely to influence the social interactions both inside far beyond the organization that affect the life of the person in terms of dedication to achieving the objectives. Based on research findings, the academic burden of urban students is greater than that of rural students. The academic burden of government school students is lower than that of private school students. The academic burden of the scientific subject student is greater than that of the art student. The students who were tuition by parents are higher than their counterpart as literate level academic tension”.

Elsalem et al (2020) confirms “stress is recognized to influence food preferences, with increased consumption throughout stressful periods of unhealthy foods like fat and sweet was identified. Nevertheless, due to some neurological causes, certain people might be more resistant to unhealthy decisions. Stress effects on appetitive brain activity have been identified in a new study compared students in examination conditions with normal days. Self-control was proposed to be affected by a personality feature that could lead to mood swings when subjected to extreme conditions in sensitive subjects. The higher risk for exam-induced unhealthy food decisions was for students with more tension”. Regarding the focus topic that related to students suicide because of stress, therefore, supported by (Vargas-Medrano et al., 2020) from the fundamental stress knowledge that explained the factor of suicidal behavior in adolescents. The factors included:

* Personality risk factor, it included four factors such as:
* Hopelessness-related to the risk factors for suicidality, however, are also known to be associated with major depression;
* Impulsivity: is strongly linked with risky behavior management, suicidality, and psychopathology. Several cross-sectional and longitudinal studies with both self-reported and performance-based impulsivity were linked to suicide attempts;
* Aggression: one of the important risk factors for suicide is violence, which is usually found in teens. The suicidal activity can be associated with impulsive aggression;
* Perfectionism: the increased risk of suicide attempts was also strongly associated with high levels of perfectionism. A meta-analysis based on 45 different studies, including undergraduates, medical students, community adults, and psychiatric patients (n = 11,747), underlined from the literature, to understand the association between suicide and perfectionism correlations. Suicide an attempt was positively associated with a total of 13 out of 15 dimensions of perfectionism.
* Cognitive factor: it included four factors such as:
* Cognitive rigidity: one of the positive characteristic risk variables for suicidal attempts and behaviour is cognitive rigidity. Rigidity leads to polarized thinking and to either "good/bad" or "success/failure" categorizing all life experiences;
* Thought suppression: the inhibition of thought is a strong mediator of emotional reactivity and self-injury. Further suicide attempts to research, and at least one teen suicide attempt, show an increased tendency to ignore unwanted thoughts. Per the studies mentioned earlier;
* Fearlessness and pain sensitivity: Self-injury is more likely in suicidal youth than in adults and may be attributed to a rise in pain perception. This rise is yet to be determined as either the cause of suicidal activity or the result of it;
* Agitation and Tacit Associations: In individuals with suicide attempts, agitation, and inferred cognitions are considered to be projective actions for suicide. Agitation, since it can amplify depressive symptoms and side effects, is closely related to suicidal behavior concerning some mental disorders and treatment. Near relations between the individual and death may be predictive of potential teen suicide attempts.
* Social factor: the increase in the number of suicide attempts is believed to be incommensurately correlated to mental health and socio-etiological causes, such as African Americans, including poverty and racial inequality. Stress linked to the aforementioned ethnic groups, including victimization, is expected to account for their increased risk of suicide. The factors behind social, for example:
* Social transmission: social or family transmission takes place when suicide has been tried or committed by a nearby family member. Suicidal behaviour exposure increases impulses, especially if it comes from a maternal aspect. Parental suicide is more dangerous to children than to teenagers or adults;
* Social isolation: due to the lack of care, social isolation may be predictive of suicidal behavior. Social media and networking have also shown teenagers to get a negative effect and contributed to self-harm.
* Positive factors:
* Optimism: showed that even after witnessing traumatic life experiences, people with high trust have a decreased chance of developing suicidal actions. Optimism is known to be a beneficial element in minimizing depressive beliefs;
* Resilience: It could help to reduce the risk of suicide by understanding and promoting the outcome of positive variables such as resilience. However, resilience itself cannot reduce the risk of suicidal behavior, but it can reduce the likelihood of developing suicidal behavior and have a positive impact on them because of positive reinforcement;
* Problem-solving evaluation characteristics such as trust are most closely tied to the concept of suicide and hopelessness. Problem-solving and coping have been found to have a huge effect on suicidal conduct.
* Negative life events:
* Childhood Adversities: early-life trauma can lead to suicidal behaviour. Although the type of stress affects the person, the intensity may vary based on the type of stress experienced. In other words, inevitable obstacles can be more destructive than some such as sexual and physical abuse. Suicidal behaviour is significantly high in teens that have undergone abuse in childhood, and this behaviour continues to decrease as age grows;
* Adult life stressful events: while childhood adversities appear to increase suicidal behavior during puberty, at any age, traumatic circumstances can affect any person and could potentially lead to suicidal ideations;
* Physical disorder: physical illness has been linked with suicidal behaviour; however, there has been little recognition of the system of how it can affect behaviour. It is speculated that physical disorder can cause depression, although this has not been shown to lead to suicide.

**Conclusion**

The stress that the learner encountered created an incredibly bad effect on them. Again this paper is not intended for both a statement and proving purposes, but only highlights the significant variables that led to the composite factors of the suicide act carried out in Gowa Area, South Sulawesi, Indonesia by one of the senior high school learners. Therefore, by describing the types of literature previously, I hope that our government in Indonesia can further consider how to operate the educational management system as an effective way to reduce such acts as suicide due to stress, particularly in the middle of the pandemic, even the other emergency circumstances that may occur accidentally or non-accidentally. Another point is that no one can easily blame suicide for such an action, but we need to help the government as an educational society to optimize and establish a better education system in the future.

# Reference

Amponsah, K. D., Adasi, G. S., Mohammed, S. M., Ampadu, E., & Okrah, A. K. (2020). Stressors and coping strategies: The case of teacher education students at University of Ghana. Cogent Education, 7(1), 1–18. https://doi.org/10.1080/2331186x.2020.1727666

Chan, A. H. S., Chen, K., & Chong, E. Y. L. (2010). Work Stress of Teachers from Primary and Secondary Schools in Hong Kong. In CiteSeer (Proceeding Paper). IMECS 2010. http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.302.5906

Capdeferro, N., & Romero, M. (2012). Are online learners frustrated with collaborative learning experiences? The International Review of Research in Open and Distributed Learning, 13(2), 26. https://doi.org/10.19173/irrodl.v13i2.1127

Cleveland-Innes, M., & Campbell, P. (2012). Emotional presence, learning, and the online learning environment. The International Review of Research in Open and Distributed Learning, 13(4), 269. https://doi.org/10.19173/irrodl.v13i4.1234

Churiyah, M., Sholikhan, S., Filianti, F., & Sakdiyyah, D. A. (2020). Indonesia Education Readiness Conducting Distance Learning in Covid-19 Pandemic Situation. International Journal of Multicultural and Multireligious Understanding, 7(6), 491. https://doi.org/10.18415/ijmmu.v7i6.1833

Elstad, E., Lejonberg, E., & Christophersen, K.-A. (2015). Teaching evaluation as a contested practice: Teacher resistance to teaching evaluation schemes in Norway. Education Inquiry, 6(4), 375–399. https://doi.org/10.3402/edui.v6.27850

Elsalem, L., Al-Azzam, N., Jum’ah, A. A., Obeidat, N., Sindiani, A. M., & Kheirallah, K. A. (2020). Stress and behavioral changes with remote E-exams during the Covid-19 pandemic: A cross-sectional study among undergraduates of medical sciences. Annals of Medicine and Surgery, 60(December), 271–279. https://doi.org/10.1016/j.amsu.2020.10.058

Fansury, A. H., Januarty, R., Rahman, A. W., & Syawal. (2020). Digital Content for Millennial Generations: Teaching the English Foreign Language Learner on COVID-19 Pandemic. Journal of Southwest Jiaotong University, 55(3), 13. https://doi.org/https://doi.org/10.35741/issn.0258-2724.55.3.40

Gillett-Swan, J. (2017). The Challenges of Online Learning: Supporting and Engaging the Isolated Learner. Journal of Learning Design, 10(1), 20. https://doi.org/10.5204/jld.v9i3.293

Hart, C. (2012). Factors Associated With Student Persistence in an Online Program of Study: A Review of the Literature - Journal of Interactive Online Learning. Www.Ncolr.Org; Journal of Interactive Online Learning. http://www.ncolr.org/issues/jiol/v11/n1/factors-associated-with-student-persistence-in-an-online-program-of-study-a-review-of-the-literature.html

Harmsen, R., Helms-Lorenz, M., Maulana, R., van Veen, K., & van Veldhoven, M. (2018). Measuring general and specific stress causes and stress responses among beginning secondary school teachers in the Netherlands. International Journal of Research & Method in Education, 42(1), 91–108. https://doi.org/10.1080/1743727x.2018.1462313

Harnani, S. (2020, July 7). EFEKTIVITAS PEMBELAJARAN DARING DI MASA PANDEMI COVID-19. Https://Bdkjakarta.Kemenag.Go.Id/. https://bdkjakarta.kemenag.go.id/berita/efektivitas-pembelajaran-daring-di-masa-pandemi-covid-19

Klinic Community Health Centre. (2010, January). Stress & Stress Management. MARS. http://www.musicandresilience.net/resources/klinic-community-health-centre/stress-stress-management

Mattha Busby. (2019, February 25). Teachers experience more stress than other workers, study shows. The Guardian; The Guardian. https://www.theguardian.com/education/2019/feb/25/teachers-experience-more-stress-than-other-workers-study-shows

Moses, I., Berry, A., Saab, N., & Admiraal, W. (2017, March 1). Journal of Education for Teaching. Taylor & Francis, 444–457. https://www.tandfonline.com/toc/cjet20/43/4?nav=tocList

OECD/Asian Development Bank. (2015). Reviews of National Policies for Education in Indonesia Rising to the Challenge. In Reviews of National Policies for Education (p. 336). OECD Publishing. https://doi.org/10.1787/9789264230750-en

Oketch-Oboth, J. W. B., & Okunya, L. O. (2018). The Relationship Between Levels of Stress and Academic Performance Among University of Nairobi Students. International Journal of Learning and Development, 8(4), 28. https://doi.org/10.5296/ijld.v8i4.13840

Prabu, P. S. (2015). A Study on Academic Stress among Higher Secondary Students. International Journal of Humanities and Social Science Invention ISSN (Online, 4(10), 63–68. ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714. http://www.ijhssi.org/papers/v4(10)/Version-2/I04102063068.pdf

Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., Putri, R. S., & Santoso, priyono B. (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. EduPsyCouns: Journal of Education, Psychology and Counseling, 2(1), 1–12. https://ummaspul.e-journal.id/Edupsycouns/article/view/397

Ramberg, J., Brolin Låftman, S., Åkerstedt, T., & Modin, B. (2019). Teacher Stress and Students’ School Well-being: the Case of Upper Secondary Schools in Stockholm. Scandinavian Journal of Educational Research, 64(6), 816–830. https://doi.org/10.1080/00313831.2019.1623308

Rasmitadila, R., Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia. Journal of Ethnic and Cultural Studies, 7(2), 90. https://doi.org/10.29333/ejecs/388

Seema, R., & Säre, E. (2019). There is no ‘mindfulness’ without a mindfulness theory – teachers’ meditation practices in a secular country. Cogent Education, 6(1), 1–15. https://doi.org/10.1080/2331186x.2019.1616365

Satrianingrum, A. P., & Prasetyo, I. (2020). Persepsi Guru Dampak Pandemi Covid-19 terhadap Pelaksanaan Pembelajaran Daring di PAUD. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 5(1), 633. https://doi.org/10.31004/obsesi.v5i1.574

Thirumalai, M., Mallikarjun, B., Sam, Sharada, B. A., Fatihi, A. R., Lakhan, Jennifer, M., Bayer, S. M., Ravichandran, G., Baskaran, L., Ramamoorthy, Dissertation, M., Manjula, C., & Phil, M. (2012). LANGUAGE IN INDIA Strength for Today and Bright Hope for Tomorrow Volume 12 : 2 February 2012 A Study on Personality Factors Causing Stress among School Teachers. http://languageinindia.com/feb2012/manjulaezhilmphilfinal.pdf

Tuntirojanawong, S. (2013). Journal of Learning in Higher Education. In Eric (pp. 59–66). https://files.eric.ed.gov/fulltext/EJ1143992.pdf

Tria, J. Z. (2020). The COVID-19 Pandemic through the Lens of Education in the Philippines: The New Normal. International Journal of Pedagogical Development and Lifelong Learning, 1(1), 4. https://doi.org/10.30935/ijpdll/8311

Vargas-Medrano, J., Diaz-Pacheco, V., Castaneda, C., Miranda-Arango, M., Longhurst, M. O., Martin, S. L., Ghumman, U., Mangadu, T., Chheda, S., Thompson, P. M., & Gadad, B. S. (2020). Psychological and neurobiological aspects of suicide in adolescents: Current outlooks. Brain, Behavior, & Immunity - Health, 7(100124), 1–46. https://doi.org/10.1016/j.bbih.2020.100124

Yusuf, F. A., Olufunke, Y. R., & Valentine, M. D. (2015). Causes and Impact of Stress on Teachers’ Productivity as Expressed by Primary School Teachers in Nigeria. Creative Education, 06(18), 1937–1942. https://doi.org/10.4236/ce.2015.618199

‌

‌

1. https://sulsel.idntimes.com/news/sulsel/ashrawi-muin/disdik-tak-yakin-siswa-di-gowa-bunuh-diri-karena-stres/1 [↑](#footnote-ref-1)
2. https://www.idntimes.com/news/indonesia/dini-suciatiningrum/kpai-kecewa-disdik-sulsel-ungkap-motif-bunuh-diri-siswa-karena-asmara/4 [↑](#footnote-ref-2)
3. https://sulsel.suara.com/read/2020/10/19/094319/siswa-stres-bunuh-diri-nadiem-makarim-diminta-tidak-menutup-mata?page=2 [↑](#footnote-ref-3)