Photovoice in the EFL Classroom: Academic Stress Coping among Indonesian Pre-Service English Teachers during Online Learning

Muhammad Zaenal Anwar[1], Sri Wahyuningsih[2]
[1]*Institut Agama Islam Negeri Kudus*
email: Mzaenal.a28@gmail.com
[2]*Institut Agama Islam Negeri Kudus*
email: wahyuningsih@iainkudus.ac.id

Abstract:
The pandemic impacted people's lives worldwide, affecting the functioning of several sectors, especially in the education sector. The impact of the pandemic has resulted in teachers and students having to work faster and maximize learning from face-to-face to online learning. The impact is that some students or teachers experience difficulties and stress in online learning. This stress is a person's thoughts that were originally (positive) to be irrational/negative. This study aims to explore experiences dealing with academic stress among pre-service English teachers in Indonesian higher education during online learning. The authors used the photovoice method by explaining eight photos in this article. In addition, interviews were done with four pre-service English teachers to get more data. The findings revealed that some ways used by pre-service English teachers in coping with academic stress during online learning are playing online games, having extensive reading such as comics, relaxation or healing, and listening to music. The study promotes the implication of the need for having some refreshments for students to cope with academic stress during online learning.

Keywords: Academic stress coping, EFL classroom, Online Learning, Photovoice

1. INTRODUCTION

Acute infectious pneumonia is increasing due to the new coronavirus (COVID-2019), which has spread quickly throughout China and other nations. (Bao et al., 2020). This pandemic has caused a wide range of impacts in Asia and Europe. One of these closures of schools from nursery to higher education institutions. Since the Pandemic, many educational institutions have quickly changed their teaching and learning methods from face-to-face to online to avoid social crowds. Given the potential of online learning, it is important to comprehend the experiences and perspectives of the present user to aid in future planning and development (Lei & So, 2021). Therefore, teachers and students must be able to adapt to the method to ensure no errors when studying online.

Undoubtedly, the widespread pandemic has altered education around the world. Additionally, the abrupt switch from traditional face-to-face classrooms to online learning may have hampered students' growth and learning. Students said they frequently experience bad effects from stress and mental health. (Cao et al., 2020). Because of this, a recent phenomenon known as "Emergency Online Learning" has caused a lot of confusion among teachers, students, and administrators (Chung et al., 2020). Considering the potential of online learning, it is worth understanding the current (teachers and students) experiences and perceptions to help future planning and development (Lei & So, 2021).

Challenges brought by the Coronavirus Pandemic have affected understudies in the classroom. The pandemic has brought face-to-face classes to online learning, posing a significant challenge to teaching and learning methods and preventing students from developing (Mok et al., 2021). Not only students but also teachers and educators are feeling the effects of this pandemic. Teachers face challenges when teaching, such as having to quickly summarize the material. Too many students don't care about the lessons, and only a few of them are serious about taking them. In an online learning environment, teachers and students rely heavily on each other's experiences. If teachers perform better in the classroom, students are more likely to be satisfied (Hammond, 2000). According to Moore et al., (2011), a learning experience that makes use of internet connectivity and assistive technology aids is known as "online learning". Its origins can be traced back to distance education. Online learning will be compelling and effective if the preparation states of teachers and students complement as well as online learning facilities are met, as said by Bahasoan et al., (2020).

Technology is only a device, teachers' use of technology to implement online learning can have an impact on that learning (Fauzi & Sastra Khusuma, 2020; Wahyuningsih & Untsa, 2023). The conventional approach to classroom management has been fundamentally altered by technological advancement. During this pandemic, with the send-off of worldwide online learning stages like edX, online learning has become well-known and the quantity of web-based degree programs has expanded. Benefits of online education: convenience, adaptability, the removal of barriers imposed by space and time, the creation of learning opportunities, and earnings. Students actively accept social media as an online learning tool for interpersonal relationships and networking (Micklewright et al., 2010). Due development to the of sophisticated technology, some teachers and students struggle to comprehend its use. The majority of teachers are of a certain age, making it challenging for them to comprehend the technology. Learning technology is difficult for students due to financial constraints. Some students have not been able to buy tools or media for online learning. Whereas, students likewise need apparatuses or media to assist them with learning (Fathira et al., 2023). In addition, teachers need creativity by adopting some strategies in learning which can be achieved by integrating local culture into English language teaching (Herdi et al., 2023).

During the pandemic, it is preferable to use online learning through e-learning. E-learning is a learning technique that utilizes data and correspondence innovation to convey instructive data or materials (Rao, 2011). Virtual learning, online learning, and other similar expressions are also frequently used to describe learning strategies. In online learning, there are two kinds of interactions: synchronous interactions and asynchronous interactions. Students can interact with one another even if they are unable to be online simultaneously thanks to asynchronous communication, which is made possible by platforms like email and discussion forums. Participants online engage in simultaneous interaction supported by media like video conferencing, chat, and communication. Learning interactions are not conducted face-to-face during the COVID-19 pandemic. Conversely, the two sorts of cooperation in the web-based gaining strategy are utilized with innovation from different stages. Similarly, during the pandemic, students at Indonesian universities use online tools like Zoom Meeting and Google Classroom to learn (Octaberlina & Muslimin, 2020). One of the areas that is being affected by the pandemic in Indonesia is the education sector. The minister of Education and culture of Indonesia, Nadiem Anwar Makarim, laid out a review from home (SFH). Through circular number 36962/MPK.A/HK/2020, internet learning was laid out to forestall the spread of the

pandemic. The pandemic situation made it difficult for higher education institutions to assess students' readiness for online learning activities.

Several previous studies examined stress academic. Bedewy & Gabriel (2015) discovered that peer competitiveness and instructors' criticism of students' academic performance were connected with moderate-to-severe stress causes. According to Kwaah et al., (2022), one cause of stress academic in Ghana is the use of technology in learning by pre-service teachers is hampered by factors such as unstable power supplies, the expense of data, the absence of adequate equipment, and stresses linked to insufficient technical abilities in online learning. In addition, Yaghi (2022) in his research, he discussed the effects of prolonged online learning on university students' mental health (anxiety and stress) during the COVID-19 pandemic. Cutri et al., (2020) asserted that the COVID-19 pandemic-related crisis that prompted a quick shift to online instruction was the focus of this study's examination of the research literature's concepts of learning online preparedness. (Chiu et al., 2016) discovered Surveys reveal that 20–40% of Hong Kong students are at risk for depression and anxiety due to academic pressure in School. Furthermore, Zhao et al., (2015) reported that most Chinese students are susceptible to academic stress because of the emphasis on tests and exams in Chinese societies. Even student suicide may result from academic stress (Ang & Huan, 2006). Regarding the study of photovoice, Castro (2016) elaborated that the photovoice workshop could be used to promote a meaningful insight into EFL learning.

Likewise, the study of photovoice could be used to portray the fact that teachers and students got stressed in online learning, particularly during the pandemic. In addition, they expressed dissatisfaction regarding the difficulty of communication during online learning at this time due to the effects of the current pandemic. Therefore, the present study aims to explore experiences dealing with academic stress among pre-service English teachers in Indonesian higher education during online learning.

2. METHOD

The study employed a variety of student voice techniques, including focus groups and interviews, to gather information about students' real-world learning experiences (Robinson & Taylor, 2013). Using voice participants, the authors learn to appreciate students' viewpoints and acknowledge their right to speak out about negative parts of their learning experience and school (Cook-sather, 2006). Therefore, students' voices may be viewed as a tactic to encourage students to take responsibility for their education and work with adults to improve their school and school life (Shultz & Sather, 2001). According to Wang & Burris, (1997) A method called "photovoice" invites participants to use photography to describe, illustrate, and promote their social and communal lives. As opposed to the traditional student voice approach, photovoice participants deliberately and reflectively take images that represent a certain subject, and then discuss the photos that are significant to them in a group setting.

In addition, participants are invited to share the meaning and story behind their photos, according to the following inquiries: 1. How can you deal with stress while you are learning online? 2. What obstacles do online students face? 3. How does an online learning environment look like and when does it take place? (Wang & Burris, 1997). During group conversations, they can also organize the topics and themes that appear in their images. Participants are more able to communicate themselves through narratives and visual imagery as a result of taking, sharing, discussing, and codifying pictures of their lives. Therefore, Photovoice can be used as a visual aid to reveal participants' life experiences,

This might produce valuable data for scientists attempting to comprehend occurrences from the viewpoint of participants (Plunkett et al., 2013). Therefore, Photovoice was a suitable tool for this study since it enabled students to share and discuss their real-world learning experiences through the images they captured. The authors were able to hear the students' voices and better understand the causes of their academic stress thanks to the kids' reflective explanations of their images.

Participants in this study included: SW, LD, WF, and UNS the member enlistment and information assortment of members went on for three days. The authors selected participants of English program students from an Islamic higher education as their source. When studying online, English students must learn how to deal with stress. Their age is around 21 And 20 years. They were invited to a briefing session on Mei 2023, regarding the research objectives and ethics. Then we instructed the participants on how to require 2 photographs for 1 day.

A photo discussion session on Mei 2023 is open to participants who participate and can be joined via WhatsApp. Students then send pictures and share. Each participant has 25 minutes to respond to the question. The goal of sharing and talking about the photos is to interpret them through critical dialogue (Mulvihill., 2017). Sharing and discussions are stored just as they are. The data were first analyzed by using open encryption to create the subject. The substance of the bulletin has been studied line by line to organize significant points (Esterberg, 2002). Then, to create more expansive data themes, the authors used intense coding to aggregate thematic parts that had formed during public coding (Saldana, 2009). To make data analysis more realistic, the authors connect data occurrences to other incidents, relate theme events to other subjects being coded, and embody the topic (Barney G. Glaser, 1967).

3. FINDINGS AND DISCUSSION
Academic Stress Experienced by Pre-service English Teachers in Indonesian Higher Education During Online Learning
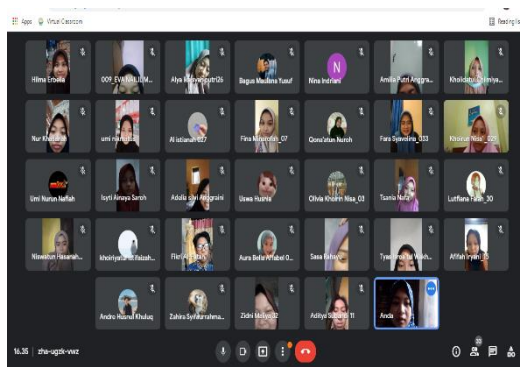
Figure.1 Conditions during online learning

*Figure.2 Listening to music or YouTube to
relieve stress*

Stress affects the body system of someone. Stress has an emotional, cognitive psychological, and behavioral impact. Impact emotionally includes anxiety, depression, physical stress, and psychological. Researchers examine the results of discussions and interviews by taking photos 1 & 2.

The current online learning situation is rather difficult because of the lack of facilities. For example, a laptop with a slight error and a lack of quota to participate in online learning. How to deal with stress while studying online by taking a relaxed sitting position while listening to music or YouTube.

Figure. 3 Online Class

Figure 4. Playing games online for relieve stress academic

Online learning began to develop as the pandemic spread around the world. That impacts education. So that all teachers or educators hold online learning. The researcher researched, the result of interviews, and directed in taking photos of pictures 3 & 4 showed that students were bored when learning took place.

> *He is bored with online learning almost every day in front of an HP and he has a way of dealing with stress during online learning. after online learning, he took the time to play online games or watch video games online.*
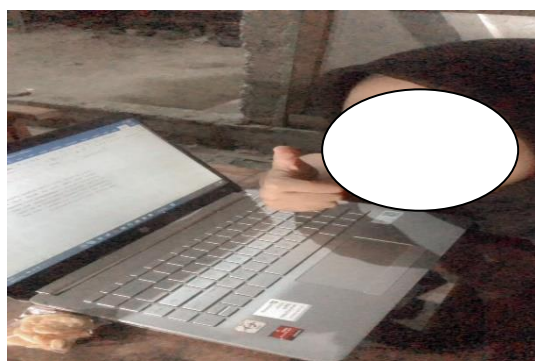

Figure 5. feeling bored and stress in online class

Figure 6. Reading book or comic when getting bored in online class

With a pandemic condition like this requires students to adapt to these conditions. However, the adaptation process is not easy. Sometimes we will feel bored and stressed, dizzy with many tasks. The researcher researched, the result of interviews, and directed in taking photos of pictures 5 & 6 showed that students were bored when learning took place.

> *The stress experienced is often dizzy because of the tasks that accumulate when online learning is taking place at this time. But she can overcome it by reading books or comics. The obstacles faced are stress, and dizziness because many tasks are piled up so they are more extra in learning. The situation around her during online teaching is stressful, there are many tasks to do and many tasks to complete.*

Figure 7. obstacles in online learning

Figure 8. Healing for overcoming stress

With online learning, there are many obstacles, especially for students who get stressed when online learning is boring. Therefore, many solutions should be made by the students themselves so that they can overcome the stress when online learning begins. We reported the result of interviews and directed in taking photos of pictures 7 & 8 showing that students were bored when learning took place

> *She is bored in online learning almost every day in front of a laptop and he has a way of dealing with stress during online learning. Currently, she likes traveling because that is where he can enjoy the beauty of nature and she is not bored anymore but he travels always obeys health protocols.*

From the reported data, it can be concluded that online learning is less effective and optimal and there are many obstacles faced by participants such as poor signaling, boredom, and too many assignments that cause students stress. In situations like this, during online learning, students are looking for ways to deal with their stress. Based on the illustration image and the explanation from the participants, we know how to overcome stress during online learning. The second picture is from SW related to the way of overcoming stress by listening to music or YouTube. Listening to music or YouTube not only relieves stress but can also improve listening skills (Afriyuninda & Oktaviani, 2021; Wahyuningsih & Salsabila, 2023). In addition, listening to English songs or YouTube can improve listening skills while discovering the latest vocabulary (Mailawati & Anita, 2022; Wahyuningsih & Afandi, 2022, 2023; Wahyuningsih & Dewi Malaiha, 2019). The fourth picture is from LD, he feels bored learning online almost every day in front of a laptop and then gets stressed about it. He relieves boredom and stress by playing games or watching game videos. According to (Hooshyar et al., 2016) game online can improve problem-solving skills. It is in line with previous studies indicating that watching online video games helped those learning English as a second language, and watching online video games can improve communication skills and intercultural communication skills in educational settings (Toufik & Hanane, 2021; Wahyuningsih, 2018). The sixth picture is from WF, she feels bored while studying online, her laptop is broken and the signal is weak. She Relieves stress by reading books or comics. According to (Erya & Pustika, 2021), by using webtoon or reading comics not only can it relieve stress during online learning, but it can also improve reading skills. The eighth picture is from UNS, she got a little bit confused because of the overload duties in online learning. She did healing through nature and relieved stress during online learning (Owton, 2013).

Based on the image illustration and the explanation from the participants, we know that obstacles when studying online learning are elaborated. The first picture from SW showed that sometimes he got a bad signal to do online learning. The third picture from LD showed that he is sometimes bored when learning online at the same place, so he would like to learn offline immediately. In the sixth picture from WF, she felt angry because while studying online her laptop was broken and the signal was weak. In the eighth picture from UNS, she faced a stressful situation, because she had many duties and needed more energy to do it.

4. CONCLUSION

Online learning could be effective if certain requirements are met, such as preparations of students and instructors and well access to appropriate online learning environments. Students in English online learning during the current pandemic are experiencing stress problems. Based on the participants' experiences, the challenges that lead to academic stress include difficult signals, boring activities in online learning, and many assignments. The findings of the study provide implications for the need for increasing the awareness of good preparations in online learning among students and teachers, using various learning methods, and providing an appreciation for students to overcome students' academic stress. The study only recruited four participants so the results may not be generalized. We kindly suggest that other researchers may conduct the study with the same topics viewed from different perspectives.

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