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INTRODUCTION

The pandemic of COVID-19 somehow has not come to its end yet even after almost 6 months of the struggles and brawls of the world combating this deadly virus. Since the end of December 2019 up to now, the world is struggling hard to lower the number of recorded cases in each country from time to time. COVID-19 is not only an issue of sustaining the best level of citizens' health status but also, an issue that is related to economics, well-being, education, and other aspects as well. On January 24, 2020, the first case of COVID-19 was recorded in Malaysia thus the World Health Organization Country Office in Malaysia has been working closely with the Ministry of Health to respond to this outbreak (WHO, 2020).

However, the COVID-19 case went up sharply or exponentially in Malaysia on March 15, 2020 with 190 cases as compared to March 14, 2020 which were only 41 cases. (Malaysiakini, 2020). Thus, this has led to the implementation of Movement Control Order (MCO) that was announced by the Prime Minister of Malaysia, Tan Sri Muhyiddin Yassin on 16 March 2020. MCO was effectively implemented on March 18 to March 31 nationwide as a mean to curb the spread of COVID-19 (Bernama, 2020). Malaysia's Movement Control Order (MCO) has been extended until August 31, 2020 and it is now entering the recovery phase which is called as the Recovery Movement Control Order (RMCO) (Wong, 2020). Due to MCO's extension, Ministry of Higher Education (MoHE) recommends that all Public Universities (UA) to continue the semester by using e-learning mode for classes and postponing out-of-campus activities (MoHE, 2020). Universiti Teknologi MARA (UiTM) has moved all classes to open and distance learning (ODL) mode effective on April 13 until the end of the semester for all its campuses nationwide (Karim, 2020).

DISCUSSION

Stress is an adaptive response to a situation that is perceived as challenging or threatening to the person's well-being (McShane & Glinow, 2018). Majority of students could not adapt with the ODL approach since all group work have been converted to individual work and final exam and replacing by new assessment. Most of students said that ODL is a stressor for them during MCO. Stressor is any environmental condition that places a physical or emotional demand on the person (McShane & Glinow, 2018). This is because they must learn new method of e-learning, poor internet access (Rayyan Rafidi, 2020; Ida, 2020), improper gadget, lack of academic resources, and other many workloads (Ida, 2020; Pradifta & Subudi, 2019). Moreover, students experienced poor time management in order to manage a lot of assignments, quizzes, tests and online class hence they are becoming the their stressors (Henriksen & Kaup, 2011). Research by Dushkevych et al., 2020 found that majority of students were unprepared for online distance learning.

Certain subject requires students to work in group. Stress emerges when they have difficulties to discuss on completing assignment due to poor internet access, different ample time and non-face to face meeting that lead to miscommunication and misunderstanding among them. Computer-mediated communication is seen to be less effective as it lacks body language, facial

expression, and tone (Rayyan Rafidi, 2020) consequently, and has led to conflicts among team members (Martínez-Moreno et al., 2009). Frequent quarrel triggers group members' conflict and turn it to be stressor for them.

Since ODL is conducted at home, too much distraction from family members also made students becoming stress. As stated by Rayyan Rafidi (2020), domestic or home factors can render students to unable placing focus during classes or feel guilty for choosing studies over family obligations. Instead of focusing on e-learning process, students also need to help family members with house chores such meal preparations, assisting their sibling to do homework, take care of unwell parents and many more. Some of them are responsible to be the family leader since their parents have passed away and some of them are incapable to carry out the duty due to illness. They have to buy groceries and manage their family members. Stress obviously leads to conflicts and argument between students and their family members. This work-family conflict will decrease students' academic performance (Pradifta & Subudi, 2019).

CONCLUSION

Therefore, academicians and students need to choose a platform for online learning that will maximize the convenience, confidentiality and quality of the gained knowledge (Dushkevych et al., 2020). It is to ensure that no one will be left behind. In addition, corporation and support from family members are also important in order to make students focus and perform in their academic. Team members' conflict should be quickly resolved to avoid delay on project submission and to ensure the project quality assurance. ODL, team members' conflict and too much distraction are student's stressors that will manifest depression. Thus it will give negative impact on student's academic performance (Araújo et al., 2020).

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