ANALYSIS OF ACADEMIC STRESS LEVELS OF HIGH SCHOOL STUDENTS

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Abstrak

Stres akademik adalah adanya ketimpangan yang terjadi antara tuntutan belajar dengan kemampuan yang peserta didik. Kondisi peserta didik dalam keadaan stres didik dapat mempengaruhi prestasi belajar. Riset ini bertujuan untuk memahami tingkat stres akademik yang dialami oleh peserta didik SMA. Penelitian ini mengadopsi pendekatan deskriptif kuantitatif dalam penelitian. Populasi yang menjadi subjek riset ini terdiri dari 432 peserta didik kelas XI. Sampel penelitian ini diambil menggunakan metode *simple random sampling* dan menggunakan ketentuan signifikansi dari Slovin sebesar 5% sehingga ditemukan jumlah sampel yang dibutuhkan adalah 208. Kuisioner standar yang telah dimodifikasi dari *Educational Stress Scale for Adolescent* (ESSA) terdiri dari 16 pernyataan. Dari hasil penelitian, dapat ditarik sebuah makna yaitu peserta didik kelas SMA menghadapi stres akademik dengan level yang tinggi yang dipengaruhi dari berbagai indikator instrumen pengumpulan data.

Kata Kunci : Stres Akademik, Peserta Didik, SMA

Abstract

Academic stress is an inequality that occurs between the demands of learning with the ability of learners. The condition of learners in a state of stress can affect learning achievement. This research aims to understand the level of academic stress experienced by high school students. This study adopts a quantitative descriptive approach in research. The population that was the subject of this research consisted of 432 eleventh grade high school. Samples were taken using the methodsimple random sampling and using the significance of Slovin provisions of 5% so that the number of samples needed was found to be 208. Standard questionnaire that has been modified fromEducational Stress Scale for Adolescent (ESSA) consists of 16 statements. From the results of research, it can be drawn a meaning that high school students face academic stress with a high level that is influenced by various indicators of data collection instruments.

Keywords : Academic stress, learners, high school

INTRODUCTION

Formal education as one of the individual's efforts to find provisions in order to become an optimal person and be able to self-actualize. Senior High School (SMA) as one of the stages for teenagers to prepare and develop themselves to enter the world of early adulthood. Therefore, some preparations must be well prepared, including academic preparation, but in the course of Education experienced by students, it is not uncommon to encounter some obstacles that cause stress for students.

According to Calagus (2011) stress experienced in school settings is called academic stress. Stress that is not addressed immediately and seriously can interfere with the mental health of adolescents. Based on a mental health survey conducted by WHO in 2017 on adolescents in 10 Southeast Asian countries, including Indonesia, showed that 3.9% or 324 out of 8,899 adolescents aged 13-17 years reported attempting suicide at least once in the last 12 months. Mental health problems such as depression, anxiety or other conditions can lead to behavioral problems at home and school, such as maladaptive behaviors of smoking, alcohol, and drugs, as well as low achievement in school (Ranasinghe & Ramesh.,et al, 2016).

The parties involved in adolescent development, must have full attention to the stress experienced by learners so as not to interfere with adolescent mental health. According to Safiany & Maryatmi (2018), the existence of various tasks that exist in almost all subjects, whether compulsory or specialization, makes learners experience academic stress. Many of these tasks make students have to do it late at night which will then disrupt the sleep cycle to affect the activity and enthusiasm of students at school. Academic stress also has a negative impact that results as a" career stopper " learners (Kadapatti & Vijayalaxmi, 2012).

As shown by research from Barseli., et al (2018) there is a meaningful link between academic stress and learners ' learning achievement. Based on the results of research Wardani., et al (2020) academic stress experienced by high school and MA learners tends to be at a moderate level, occurring over a period of time varying between a few hours to a few days. This is caused by academic stress such as the target of achieving high scores in exams, anxiety ahead of the assessment, worries about not going to class, and tension that continues during the period of waiting for the results of the exam. Other studies have also highlighted the relationship between academic stress and the quality of life of adolescents, as revealed by Haryono and Kurniasari (2018) found that academic stress in adolescents can cause a decrease in the quality of life of adolescents in various aspects, including relationships with family, friends, school environment, and perceptions about oneself. Some causes academic stress is too heavy an educational burden, exam results that are not as expected, pressure from the environment around both friends and parents, inability to manage time and tasks.

According to the explanation of Lal (2014), academic stress is a psychological pressure that arises due to frustration due to failure in academic matters or the individual's unawareness of the failure. In line with this opinion, Sun et.al. (2011) States academic stress is a mental burden that comes from a variety of personal factors, such as pressure in the learning process, heavy study tasks, anxiety about achieving grades, expectations placed on oneself, as well as feelings of hopelessness. These factors certainly do not stand alone. The condition of academic pressure experienced by individuals is influenced by various factors that if met with factors from outside the individual can become stronger or weaker.

Based on the previous explanation, it is known that academic stress needs to be a concern for those responsible for the development of learners so that greater negative impacts do not occur. The party is the school consisting of teachers and school residents, as well as parents. In fact many students who experience encounteredpsychological burden that arises as a result of academic stress felt by learners. This information was obtained from conversations conducted in interviews that researchers conducted on November 15, 2023 to 5 Class XI students. Some students find it difficult to follow the learning in the classroom because of the large number of subject assignments. Some students also said that they felt unable to follow the flow of learning in class because they felt less capable than their classmates, so they felt left behind compared to their friends. In addition, the researchers also obtained information from guidance and counseling teachers that there was one student who had to visit psychological assistance services because he felt pressured by the competition in the classroom. He feels left behind and must try very hard to be able to get better or equal achievements with his friends. The findings from the interviews conducted by the researcher are in line with the findings presented by Sagita., et al (2017) which reinforces the existence of a positive and significant relationship between procrastination in the academic context and the level of stress experienced by students. Procrastination, as a result of high learning pressure, can create excessive anxiety in students, which in turn can worsen their academic stress levels and even lead to depression. This can then upset their overall life balance. Based on the problems that have been raised, the researchers aimto understand the extent to which the

level of academic stress experienced by eleventh grade high school students at SMAN 5 Semarang. By conducting this study, it will be known the level of academic stress of students based on aspects that have been determined previously.

METHODS

The framework of thinking in this study starts from the identification of problems that indicate the symptoms that appear in students who experience academic stress in terms of the view of Sun, et al (2011) on five aspects of academic stress. Based on these aspects, the researchers used an instrument previously developed by Sun, et al (2011) which was then adapted to obtain data on the level of academic stress of students. Then based on the data obtained, the researchers analyzed the data and compiled a report based on these data.

This study uses quantitative methods focused on descriptive analysis. Arikunto (2016) explainsquantitative descriptive research aims to describe or describe the phenomenon under study in detail or provide a description of a situation objectively by utilizing numbers that start from collecting data, interpreting it, and displaying the results. The participants of this research are eleventh grade high school students there were 432 participants. The use of sampling techniques in this research is a simple random sampling using the provisions of the Slovin formula and pay attention to the error limit that has been determined by 5%, so that the sample obtained by 208 students. In order for the sample to represent the population of each class, the number of samples is divided into a number of classes, namely 12 classes. Thus obtained a sample of 17 samples for grade eleventh 1 to grade eleventh 8, and 18 samples for grade eleventh 9 to grade eleventh 12.

The researchers used a standard instrument of academic stress psychological scale for adolescents taken and adjusted from ESSA (Educational Stress Scale for Adolescent) according to Sun, et al (2011) using the Likert Scale which contains 16 items. The items represent an overview of the aspects of the academic stress scale in adolescents consisting of pressure from learning, study load, concern for grades, self-expectations, and hopelessness. The Format of this study is a survey description that allows researchers to obtain a fact or data in the field related to academic stress. In addition, the student will be able to identify the level of academic stress in eleventh grade high school students in a precise and real (Ramdhan, 2021). The results of this study will explain thethe intensity of academic stress felt by elevent grade high school students in percentage terms seen from its aspects.

RESULST AND DISCUSSION

The Data is analyzed by using SPSS software. The results of the data obtained on the level of academic stress of eleventh grade students in SMA Negeri 5 Semarang as the table below :

Chart 1. Descriptive Statistics Of Academic Stress Variables

Variable	N	Min	Max	Mean	Std. Deviation
Academic Stress	208	34	75	52,79	7,26

The table above explains that the average academic stress variable is 52.79 and the standard deviation of 7.26. Researchers categorize the total score obtained by respondents and obtained categories / criteria as below :

**Chart 2. Categorization Of Academic Stress Levels**

Criteria	Categorization Results
Very Low	1-16
Low	17-32
Medium	33-48
Height	49-64
Very High	65-80

Based on the categorization, obtained data on the frequency of academic stress levels in the following table :

Chart 3. Frequency and percentage of academic stress

Criteria	Frequency	Percentage
Very Low	0	0%
Low	0	0%
Medium	67	32%
Height	130	63%
Very High	11	5%

Based on the data in the table, it can be concluded that out of a total of 208 students, none of them experienced low or very low levels of academic stress. A total of 67 learners, or about 32%, faced moderate levels of academic stress. Meanwhile, the majority of students, as many as 130 people or about 63% experienced high levels of academic stress, while only 11 students or 5% experienced very high levels of academic stress. Based on the results if the data on academic stress, can be seen more about the factors that cause academic stress through the analysis of each indicator by looking at the following table :

Figure 1. Analysis per academic Stress Indicator
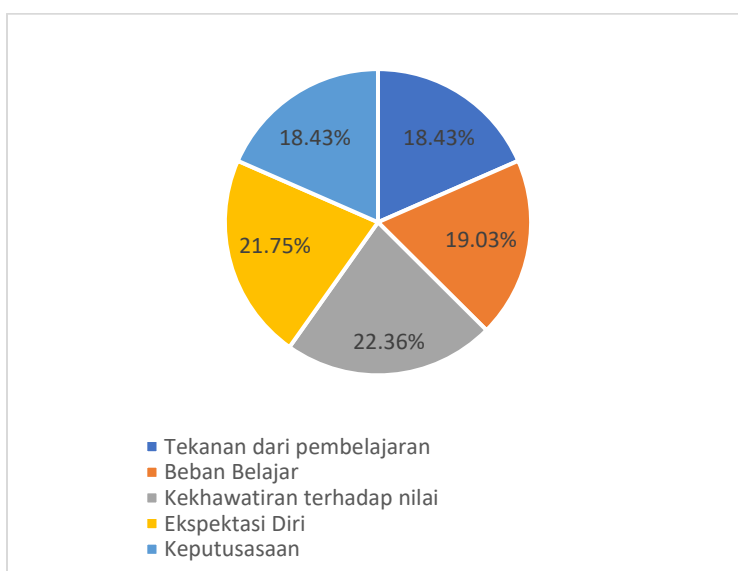
The Diagram above explains that aspectwhich has a significant impact on the level of academic stress of eleventh grade high school students in high schoolsequentially, the concern for the value of 22.36%, followed by self-expectations of 21.75%, in third place the study load that affects the academic stress of learners with a percentage of 19.03%. Pressure derived from learning activities and despair have the same percentage in determining the level of academic stress of learners at 18.43%. Reviewing the indicators that most affect academic stress above, namely concern for grades if not addressed immediately, it will cause anxiety in learners. The most visible symptom of anxiety disorder is excessive worry and it can interfere with everyday life. Therefore, the factor of concern about the value needs to be considered carefully by the guidance and counseling teacher so as not to cause a wider impact, one of which is anxiety disorder. Referring to the mean results obtained, it can be concluded that the average student in eleventh grade high school students experienced academic stress in the high category, with a value of M= 52.79. These findings are similar to those reported in previous studies from Sahara, A & Muslikah (2022) which indicates that learners experience levels of academic stress ona the high category amounted to an average of 57.47. The results of this study provide an overview that many eleventh grade high school students experiencing academic pressure caused by the burden of several subjects that many, with limited time limits given by teachers, causing learners to feel pressured and eventually experience stress. The existence of these learning demands can cause the psychological

condition of students in adolescence can be disrupted, such as the results of research from Ulpa, E.P (2015) which indicates a positive and significant relationship between academic stress and psychological well-being of adolescents.

Most of the eleventh grade high school students experienced high academic stress, as many as 130 students (63%). This study is similar to the findings that have been obtained in previous studies of Zamroni (2015) which states that the prevalence of academic stress of students included in the high category is 36.7% experienced by students majoring in religious education, students majoring in Al-Ikhwal al-Syakhsiyah (30%), and physics majors (26.6%). In the results of this study, the aspects that most contribute tohigh levels of academic stress experienced by eleventh grade high school students is a concern for the value of 22.36%. In line with the results of this study, the results of previous studies also show that the indicator of concern for the value falls into the high category (M=11.81) (Sahara.,et al, 2022). Academic stress can arise due to pressure from yourself and the environment. Several studies have shown a link between pressure from parents and teacher expectations and the stress experienced by learners during exam time in progress. For example, research from Tangade et al (2011) which states that students who study in dentistry because of pressure from parents, have a fear of facing parents after experiencing failure and have higher stress than students who choose dentistry on their own. Of course, the academic pressure felt by learners will have a significant impact on their academic achievement, such as the results of research from Tamara and Chris (2018) whichindicates that there is a significant correlation between the level of stress and academic achievement of students. In addition, the expectations or self-expectations that are not in accordance with the abilities or desires of people around can affect the learning achievement of students, causing stress (Barseli.,et al, 2017). Academic stress can stimulate learners to learn more vigorously and efficiently, but can also have a negative impact in the form of decline in interest in learning learners, postpone school homework and choose to carry out activities that are considered more fun. Finally, negative behavior arises due to academic stress, which is less responsible behavior as a student.

The novelty in this study is the equation of high levels of stress experienced by high school students. Research from Damayanti., et al (2022) who examined the academic stress levels of high school students during the covid-19 pandemic in the city of Banda Aceh showed that high levels of academic stress. While this study although obtaining the results of academic stress levels are also high, but research conducted in 2024 still showed the same results in two different areas. This shows that there is something to note about the reason that the level of academic stress of students is still high during the covid-19 pandemic and post-pandemic.

SUMMARY

Conclusion

Based on the analysis of the findings and discussion of research results, it can be drawn a meaning that eleventh grade high school students of SMA Negeri 5 Semarang face high levels of academic stress influenced by various aspects/indicators that are almost the same value. The most dominant indicator affecting the level of academic stress of eleventh grade high school students is concern for grades. This suggests that academic stress felt by eleventh grade high school students need to get special attention and immediate handling of counseling guidance so as not to inhibit the potential and development of learners in learning. This is reinforced by the reason that students in eleventh grade will face more rigorous learning challenges later in twelve grade, where they are in a period of career direction that will take their minds and energy. If the academic stress in eleventh grade is not treated immediately, there will be ongoing stress.

Suggestion

Expected this discovery can be a guide for guidance and counseling teachers in providing appropriate services to learners to reduce academic stress levels. Teachers can use one method as an approach in dealing with the situation, namely coping stress. In order to cope with high levels of academic stress present the results of research that strategy coping stress it can help with academic stress. Stress levels will be lower if learners have a strategy coping with stress it gets better, and vice versa. If referring to the indicators that most affect the level of academic stress of eleventh grade high school students, the application of group counseling that utilizes relaxation techniques can effectively reduce the level of anxiety of learners in facing exams, where one of the symptoms of anxiety is concern about the

value obtained by learners. In addition, researchers can further conduct further research on the academic stress of students based on gender and background that will add to the complexity of the research results.

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