

## Academic Stress Reviewed from Self-Adjustment, Learning Saturation, and Grit

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### Abstrak

Kondisi pandemi Covid-19 mengubah proses belajar dilakukan menjadi E-Learning di rumah, namun tuntutan akademik tidak berubah, justru semakin meningkat hingga membuat pelajar mengalami stres akademik. Stres akademik ini tentu berdampak pada motivasi belajar mahasiswa yang menjadi rendah. Penelitian ini dilakukan untuk menganalisis stres akademik dapat ditinjau dari penyesuaian diri, kejenuhan belajar dan grit. Jenis penelitian ini yaitu kuantitatif. Subjek dalam penelitian ini adalah 100 mahasiswa Psikologi. Data dikumpulkan menggunakan skala likert yaitu skala penyesuaian diri, skala kejenuhan belajar dan skala grit. Teknik yang digunakan untuk menganalisis data yaitu analisis regresi berganda dengan bantuan aplikasi JASP 0.16. Hasil penelitian menunjukkan bahwa penyesuaian diri, kejenuhan belajar dan grit mempengaruhi stres akademik secara bersamaan. Variabel penyesuaian diri berpengaruh positif signifikan terhadap stres akademik. Kejenuhan belajar mempengaruhi stres akademik secara positif signifikan. Selanjutnya grit juga memiliki pengaruh signifikan yang negatif terhadap stres akademik. Disimpulkan penyesuaian diri, kejenuhan belajar dan grit dapat mempengaruhi stres akademik.

**Kata kunci:** E-Learning, Grit, Kejenuhan Belajar, Penyesuaian Diri, Stres Akademik

### Abstract

The condition of the Covid-19 pandemic has changed the learning process into E-Learning at home, but academic demands have not changed. Instead, they have increased to the point where students experience academic stress. This academic stress certainly impacts student learning motivation which becomes low. This research analyzed academic stress regarding self-adjustment, learning saturation, and grit. This type of research is quantitative. The subjects in this study were 100 Psychology students. Data were collected using a Likert scale, namely the self-adjustment scale, the learning saturation scale, and the grit scale. The technique used to analyze the data in multiple regression analysis with the help of the JASP 0.16 application. The study results showed that self-adjustment, learning saturation, and grit affect academic stress simultaneously. The adjustment variable has a significant positive effect on academic stress. Saturation of learning affects academic stress in a positive and significant way. Furthermore, grit also has a significant negative effect on academic stress. It can be concluded that self-adjustment, learning saturation, and grit affect academic stress.

**Keywords:** Academic Boredom, Academic Stress, Adjustment, E-Learning, Grit

#### History:

Received : July 28, 2022

Revised : July 30, 2022

Accepted : September 24, 2022

Published : October 25, 2022

**Publisher:** Undiksha Press

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## 1. INTRODUCTION

Indonesia has been faced with the Covid-19 virus pandemic for two years. As of March 2020, the Covid-19 virus entered Indonesia, which began with the discovery of two people infected with this virus. Since these initial findings, cases of covid-19 positive patients have increased and spread throughout Indonesia (Abidah et al., 2020; Tasya, 2021). To suppress the spread of the Covid-19 virus, Indonesia implemented a large-scale social restriction policy based on the Minister of Health Regulation No. 9 of 2020. The implementation of this policy impacts the lives of people from various sectors, such as socio-economic (tourism and trade), transportation, and religion, to the world of education (Onyema et al., 2020; Siahaan, 2020). Activities that have been carried out by interacting with each other face-to-face must now reduce and avoid direct interaction. The government implements a *Work From Home* system for workers and *E-Learning* for students; kindergarten, elementary, junior high, high school, and universities are no exception.

The application of the education system with *E-learning is often known as online learning*. At the basic level of high school, the application of ICT is more about utilizing social media as a learning medium. Meanwhile, at the tertiary level, it is required to carry out more face-to-face virtual learning so that in utilizing ICT, it is not limited to social media but prioritizes video teleconferencing. The application of *e-learning* can provide opportunities for students to study anywhere and anytime, whether using *a cellphone, laptop, or computer*, so that it is considered more effective and efficient. In addition, this system may help save resources in terms of time, money, and paper (Choi & Yi, 2016; Satrianingrum & Prasetyo, 2020). However, it is common to find obstacles in implementing *e-learning*. In *e-learning*, the internet network is the main thing, but the internet network could be more stable, causing difficulty in attending online lectures. Then, despite the modern times, the need for computer education is a serious problem. If compatibility problems (with the operating system, *browser, or smartphone*) sometimes appear, students who need help understanding will have difficulties. It can also happen to educators, especially those who are old and do not understand technology (Saminathan, 2021; Venkataraman, 2020). As a result, lecturers carry out the lecture system by giving assignments through social media. Students who generally understand a concept with face-to-face learning will feel that they could be more optimal in learning. Students will also be more depressed with the tasks given. The problems that arise in *e-learning* and educational institutions that require students to be still able to achieve predetermined grade standards are increasingly adding to the pressure on students (Lubis et al., 2021; Saminathan, 2021). The pressure these students feel can grow into stressors causing their academic stress.

Academic stress is a type of stress that appears in academic environments such as schools and universities. Academic stress occurs due to difficulties or academic factors that cause cognitive distortions in a person and then affect emotions, physical and behavior (Aina & Hermilia Wijayati, 2019; Kirana & Juliartiko, 2021; Nurmaliyah, 2014). Academic stress is not a new problem, but efforts to manage academic stress intensively are not widely carried out (Barseli et al., 2020; Freire et al., 2020). Some studies show students' academic stress levels before the pandemic occurred. The previous research found that most students tend to experience moderate stress levels, with a percentage of 71% (Yikealo et al., 2018). Meanwhile, a study on stress levels during the pandemic showed that 12.11% experienced mild stress, and 87.89% experienced moderate stress. The finding of another study showed that 48.4% did not experience stress, 40.3% experienced mild stress, 6.5% experienced stress, and 8% experienced severe stress (Novitasari, 2020). Similar to the previous study, 47% experienced mild stress, 50% moderate, and 3% were in a severe category (Mudjijanti, 2021).

In principle, *academic stressors* have existed before, such as demands from the campus related to academics. However, changes in the learning system during the pandemic and the impact caused have added to the *stress of* the emergence of academic stress on students. Although not all students in this period experience stress. Because individuals can experience stress, their ability to adapt to the changes is determined (Bhaskar et al., 2014; Maulana & Alfian, 2021). Adaptation or self-adjustment is the process by which the individual shapes himself in response to environmental conditions. This adjustment does not mean that the individual must change "to become" as the environment demands. However, the individual is expected to combine potential and internal conditions in his environment (Putri et al., 2021; Rizki & Listiara, 2015). Previous research showed that self-adjustment influences academic stress (Kaur & Singh, 2019; Lase et al., 2022; Saniskoro & Akmal, 2017). Students with good self-adjustment to academic demands and pressures tend to have low-stress levels. Thus, the adjustment becomes important because when the individual can adjust, he can face problems, carefully plan, and control himself. However, when individuals cannot adjust to changes and existing pressures, they will tend to cause other problems, such

as learning saturation, activeness in the classroom, lack of initiative, decreased learning achievement, and lack of self-confidence (Djamarah, 2011; Rizki & Listiara, 2015). In this regard, learning saturation is one of the problems that is still related to academic stress. Learning saturation is an emotional state when individuals feel exhausted and mentally or physically saturated due to the increasing burden of learning demands (Pratama et al., 2021; Sutarjo et al., 2014). Not a few students feel bored with this condition of distance learning. They feel like they are repeating the same conditions. During the *E-learning* process, students must be at home by utilizing several technologies and a learning process that is quite long compared to face-to-face learning (Ginting & Daulay, 2022; Rahayu et al., 2022). Exhausted individuals bring up negative feelings such as feeling guilty, sad, and helpless, which are then physically exhausted, upset, psychically exhausted, and emotionally to reduce the level of motivation, foster laziness, decreased performance, and stress. Previous studies showed that learning saturation correlates with academic stress (Busari, 2018; Fatmawati, 2018; Ginting & Daulay, 2022). Individuals who experience feelings of boredom, a decreased mental state, and extreme fatigue appear, resulting in reluctance and lack of enthusiasm to do activities.

Students who experience saturation in learning will feel reluctant to do assignments and get involved in lectures, and worse can make students stressed. It will be inversely proportional to students who can adapt to the current pandemic conditions. They do not feel depressed and saturated. They still have the fighting power and desire to do the tasks given and face the existing challenges. This condition is known as *grit* or persistence. *Grit* is a person's enthusiasm and perseverance in pursuing his long-term goals (Ardis & Aliza, 2021; Fatmawati, 2018). According to previous study *grit* is persistence and passion for a goal, in which the individual will maintain interest and effort and stay on task for a long time (Muenks et al., 2017). *Grit* is important because *grit* can help individuals encourage their self-awareness of the task. Through *grit*, the individual can consistently do the task even though the task is difficult to do and boring. Students who have a high *grit* will tend to avoid boredom easily. When other students give up, those who have *grit* will be motivated in the face of every obstacle (Ardis & Aliza, 2021; Muenks et al., 2017). In line with previous study that state, *grit* has a role in education because *grit* correlates with educational variables (Christopoulou et al., 2018). Research on *grit* shows a significant relationship between *grit* and anxiety (Musumari et al., 2018). Other study found *Grit* negatively correlates with academic stress (Lee, 2017). The higher the *grit* that students have, the lower the academic stress they experience. Base on the description and result of previous studies this study was conducted to know that academic stress is influenced by self-adjustment, learning saturation, and *grit*. This study aims to determine whether the variables of self-adjustment, learning saturation, and *grit* can be predictor variables (affecting) academic stress variables.

## 2. METHODS

This research is quantitative, where his research involves the analysis of numbers. The data obtained is in the form of numbers that are rational, systematic, and measurable (Zano & Santoso, 2019). The method used is multiple regression, which is research that has more than one free variable. This study's independent variables imitated were self-adjustment, learning saturation, and *grit* (persistence). At the same time, the dependent variable is academic stress. The subjects who participated in this study were students majoring in Psychology at Mulawarman University, totaling 100 people. The data collected from the subjects used the *Likert* scale, namely the scale of academic stress, self-adjustment, learning saturation, and *grit*. Furthermore, the collected data were analyzed with multiple *linear regression* techniques using the help of the JASP 0.16 version application. Before

hypothesis analysis is carried out, assumption testing is carried out first, namely tests of normality, *linearity*, *homoskedasticity*, and *multicollinearity*.

### 3. RESULTS AND DISCUSSION

#### Results

##### *Descriptive Test Results*

Based on the results of data analysis distribution of subject demographic data is show in [Table 1](#).

**Table 1.** Distribution of Subject Demographic Data

Profile	Group	Sum	Percentage
Age	18-20 years	77	77%
	21-22 years	23	23%
Gender	Woman	72	72%
	Man	28	28%
Class	2020	52	52%
	2019	10	10%
	2018	27	27%
	2017	11	11%

Base on [Table 1](#) it was found that the subjects involved were dominated by students of the class with a percentage of 52%, aged 18-20 years at 77%, and dominated by the female sex by 72%.

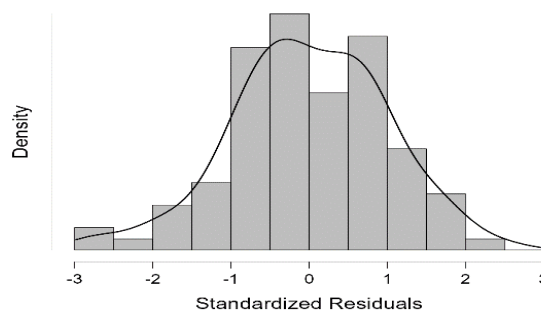
##### *Assumption Test Results*

Furthermore, the data are analyzed as an assumption test. The normality test results found that the data distribution in this study was normal. The data can be said to be normal if the  $p > 0.05$ . The distribution of the results of the normality of the variables is show in [Table 2](#).

**Table 2.** Normality Test Results

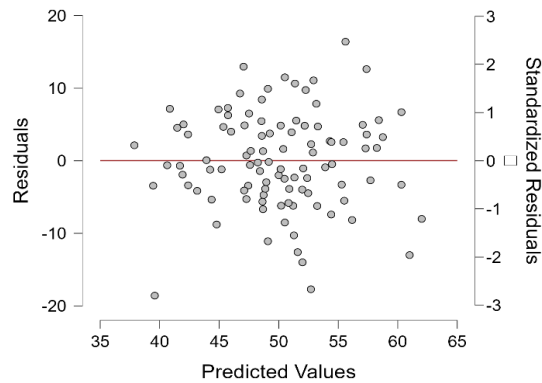
Variable	Shapiro Wilk	P-Value of Shapiro wilk
Academic stress	0.987	0.414
Self-adjustment	0.979	0.117
Learning saturation	0.977	0.078
<i>Grit</i>	0.986	0.368

The data of normality test results it is known that all the variable of the data is normal. This result is reinforced by the normal data distribution histogram as show in [Figure 1](#).



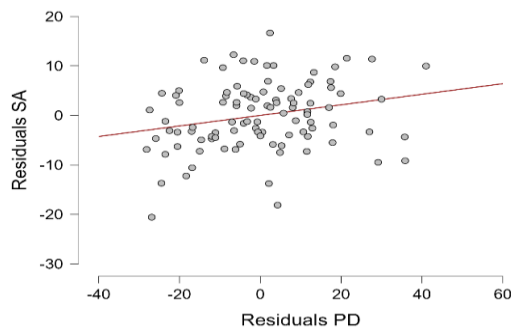
**Figure 1** Residual Histogram Normal Data Distribution

The results of the homoskedasticity assumption test, looking at the data residue, are influenced by other factors or not. The result is show in [Figure 2](#).



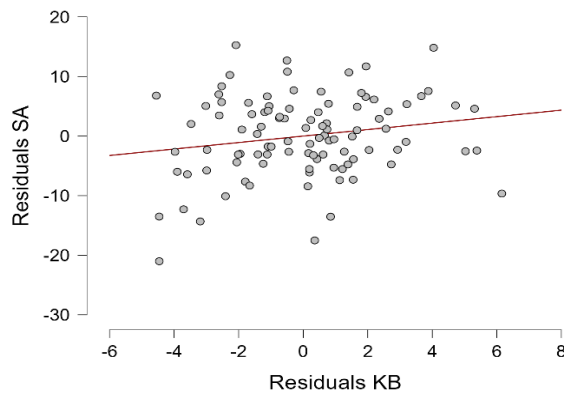
**Figure 2.** Homoskedasticity Test Results, Residual vs Predictor

Based on [Figure 2](#) shows that the residual line is sloping. It means that the distribution of residual data is not affected by other factors or variables. There are no symptoms of heteroskedasticity. So, it can be interpreted that the test of the assumption of homoskedasticity is met. The analysis of the linearity assumption test shows that all variables are linear. These results are shown in the [Figure 3](#).



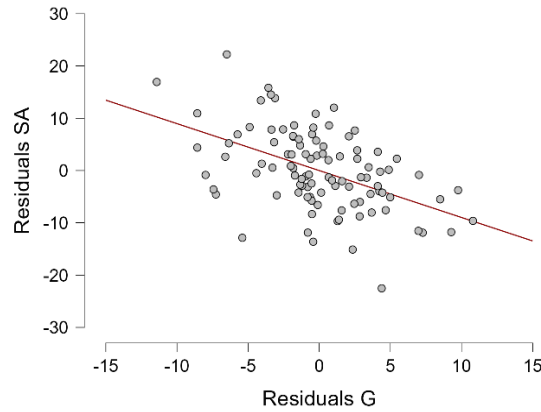
**Figure 3** Residual Variables of Academic Stress Vs Self-Adjustment

[Figure 3](#) shows the residual lines that form a straight line. It indicates that the variables of academic stress and self-adjustment are linear. [Figure 4](#) shows the linear results of academic stress with learning saturation.



**Figure 4.** Residual Variables of Academic Stress Vs Learning Saturation

The Figure 4 shows that the results of the analysis of academic stress variables with learning saturation are linearly viewed on a straight residual line. Finally, the linearity results of the academic stress variable with the grit variable also showed linear results. It is shown in Figure 5.



**Figure 5** Residual Variables of Academic Stress Vs Grit

The analysis of the last assumption, namely the multicollinearity test, shows the results of unmulticollinearity data or non-multicollinearity. The data is said to be unmulticollinearity when the value of the tolerance coefficient  $< 1$  and the coefficient of VIF Value  $< 10$ . At the same time, the data is multicollinearity when the value of the tolerance coefficient  $> 1$  and the coefficient of VIF Value  $> 10$ . The results of the multicollinearity test are shown in the Table 3.

**Table 3.** Multicollinearity Test Results

Variable	Tolerance	FIV	Ket
Academic stress – Self-adjustment	0.970	1.031	Unmulticollinearity
Academic stress – Learning saturation	0.885	1.130	Unmulticollinearity
Academic stress - Grit	0.872	1.147	Unmulticollinearity

Based on all the results of the assumption test, it was found that the data met the conditions so that it could be continued for hypothesis analysis and multiple linear regression.

**Hypothesis Test Results**

Multiple regression testing is carried out to test the hypotheses that researchers have made: H1: Self-adjustment affects academic stress, H2: Learning saturation affects academic stress, H3: Grit affects academic stress, H4: Self-adjustment, learning saturation, and *grit* affect academic stress. Multiple regression analysis results is show in Table 4.

**Table 4.** Multiple Regression Analysis Results

Variable	Standardize	t	p
Self-adjustment	0.292	3.025	0.003
Learning saturation	0.341	3.595	<0.001
Grit	-0.560	-6.690	<0.001

Base on Table 4 show results of the analysis showed that self-adjustment had a positive influence on academic stress, with a value of  $p = 0.003$ . Then the H1 hypothesis is

accepted. Then, learning saturation was found to correlate positively with academic stress, with a  $p = <0.001$ . Then it means that H2 is accepted. In *grit*, a negative correlation was found to academic stress with a p-value of  $<0.001$ . Then the H3 hypothesis is accepted. Finally, the analysis results prove that H4 obtained the  $p = <0.01$  and  $F = 19.457$ . The results of the analysis are shown in the [Table 5](#).

**Table 5. Multiple Linear Regression Test Results**

<b>R</b>	<b>R2</b>	<b>F</b>	<b>p</b>
0.615	0.378	19.457	$<0.001$

Base on [Table 5](#) show that self-adjustment, learning saturation, and *grit* influence academic stress, with a p-value of  $<0.001$ , with the influence of these variables having a contribution of 37.8% to academic stress. Then it means that the H4 hypothesis is accepted.

## Discussion

This study was conducted to test self-adjustment, learning saturation, and *grit* can be variables that predict academic stress. Based on the study's results, it was found that self-adjustment, learning saturation, and *grit* significantly affected academic stress, with an effective contribution of influence of 37.8%. Thus, the variables of self-adjustment, learning saturation, and *grit* can be predictor variables against academic stress variables. Previous studies have not supported the results of this study because no previous studies have tested self-adjustment, learning saturation, and *grit* simultaneously able to predict academic stress simultaneously. However, previous research results support the analysis of each dependent variable (self-adjustment, learning saturation, and *grit*) that can affect the dependent variable (academic stress).

Based on the results of the analysis, it was found that self-adjustment has a significant positive influence on academic stress. These results align with previous studies that showed that self-adjustment positively influences academic stress ([Kurniati & Hamidah, 2021](#); [Putri et al., 2021](#); [Saniskoro & Akmal, 2017](#)). However, this result is inversely proportional to previous research, which showed that self-adjustment negatively influences academic stress ([Erindana et al., 2021](#)). Students who cannot adjust to the current pandemic conditions, meaning that the mental and behavioral response process in their efforts to respond to demands from their surroundings could be better ([Christyanti et al., 2010](#); [Erindana et al., 2021](#)). Then his abilities are different from the existing academic demands causing him to experience stress. In line with this, the better the self-adjustment, the lower the level of academic stress. On the other hand, if self-adjustment is poor, the higher the potential for academic stress to occur ([Christyanti et al., 2010](#); [Erindana et al., 2021](#)). Thus, the ability to adjust well is needed by students so that they do not experience academic stress.

Then the analysis results between learning saturation and academic stress obtained a positive influence. This result is in line with previous research ([Fatmawati, 2018](#); [Ginting & Daulay, 2022](#); [Wolla et al., 2019](#)). Thus, the higher the saturation of learning, the higher the level of academic stress. Conversely, the lower the learning saturation, the lower the level of academic stress. Previous research found that many students prefer to avoid learning from the home policy with this e-learning learning system because it causes high saturation ([Megawanti et al., 2020](#)). Other study show the saturation that occurs in the learning process is the learners' emotional state, and they feel psychically and physically fatigued caused by increasing academic demands ([Sutarjo et al., 2014](#)). The emergence of this boredom plus academic demands, she feels tried to follow the existing demands resulted in a decrease in learning motivation, increased laziness, decreased achievement, and even academic stress can occur ([Fatmawati, 2018](#); [Ginting & Daulay, 2022](#)).

Furthermore, the results of significant negative influences were obtained in the grit variable on academic stress after analysis. These results are in line with previous research where the results of their analysis also received negative significance (Ardis & Aliza, 2021; Lee, 2017; Muenks et al., 2017; Yang et al., 2022). Thus this suggests that students with a high grit level will have low academic stress. Moreover, and vice versa, college students who are low grit levels and do not even have *grit* will experience stress levels that can be high. High *grit* conditions can make students able to do tasks even harder, be more focused, and maximize their efforts despite obstacles and challenges. In line with this, previous study state *grit* is a non-cognitive component capable of being an impetus for the individual to work harder to realize the focus of the goal (Ardis & Aliza, 2021). Success can be achieved if the individual can focus on achieving goals and working persistently (Rosyadi & Laksmiwati, 2018; Takiuddin & Husnu, 2020). A person with high *grit* will have a positive attitude toward himself and life. *Grit* is considered a solution to the academic stress problem in today's learners. *Grit* can foster a positive affirmative attitude towards oneself to stay enthusiastic about going through the learning process during a pandemic that sometimes has much uncertainty (Ardis & Aliza, 2021; Takiuddin & Husnu, 2020).

#### 4. CONCLUSION

Based on the analysis results, it can be concluded that academic stress can be viewed from self-adjustment, learning saturation, and grit. Then fit is also found that self-adjustment has a positive influence on academic stress. Moreover base on result of this study the researcher found learning saturation has a positive influence on academic stress. In can conclude that grit has a negative influence on academic stress.

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