



Self-Regulated Learning on Academic Stress of Students Working on Their Thesis

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ABSTRAK

Mahasiswa akhir memiliki banyak beban akademik sehingga lebih mudah memicu timbulnya stres akademik. Strategis dapat diberikan dalam menurunkan stres akademik yaitu self regulated learning. Penelitian bertujuan mengukur efektivitas pelatihan self regulated learning pada stres akademik mahasiswa yang mengerjakan skripsi. Pendekatan penelitian adalah kuantitatif dengan desain the randomized pretest-posttest control group experimental design. Pengambilan data menggunakan skala stres akademik. Adapun pengelolaan data yakni uji beda dan uji effect size. Partisipan penelitian sebanyak 10 dibagi menjadi dua kelompok yakni 5 partisipan kelompok eksperimen dan 5 partisipan kelompok kontrol. Hasil penelitian memperlihatkan stres akademik mahasiswa mengalami penurunan setelah diberikan pelatihan self regulated learning. Perbandingan kedua kelompok partisipan yaitu kelompok eksperimen mengalami penurunan stres akademik sedangkan kelompok kontrol tidak mengalami perubahan stres akademik. Hasil uji beda dan effect size memperlihatkan terdapat perubahan dan pengaruh yang besar pada kelompok eksperimen setelah pemberian pelatihan self regulated learning. Berdasarkan hasil follow-up menyatakan pelatihan self regulated learning dapat diterapkan pada permasalahan akademik termasuk stres akademik.

ABSTRACT

Final-year students have a lot of academic burdens, so it is easier to trigger academic stress. Strategies can be given to reduce academic stress, namely self-regulated learning. The study aims to measure the effectiveness of self-regulated learning training on academic stress for students working on their thesis. The quantitative research approach uses a randomized pretest-posttest control group experimental design. Data collection uses the academic stress scale. Data management is a difference test and an effect size test. The 10 research participants were divided into two groups, namely, 5 participants in the experimental group and 5 participants in the control group. The study's results showed that students' academic stress decreased after being given self-regulated learning training. A comparison of the two groups of participants, namely the experimental group, showed that they experienced a decrease in academic stress while the control group did not experience any changes in academic stress. The difference test and effect size results showed changes and significant influences in the experimental group after being given self-regulated learning training. Based on the follow-up results, it was stated that self-regulated learning training can be applied to academic problems, including academic stress.

1. INTRODUCTION

Thesis writing is a process that must be passed by a student. The Great Dictionary of the Indonesian Language states that a thesis is a scientific paper that must be written by students as part of the final requirements for academic education. The thesis writing process certainly goes through many activities such as proposal exams, data collection and result exams. Thesis is one of the big tasks for students. This makes many students afraid of thesis assignments (Ramanda & Sagita, 2020; Wakhyudin & Putri, 2020). Most students who are in the process of writing their thesis experience stress (Agusmar et al., 2019; Pasaribu & Zarfiel, 2018; Ramanda & Sagita, 2020). Based on the results of the initial assessment conducted on several students working on their thesis at one of the universities in Makassar city, the impact of academic stress was shown to be physiological (nosebleeds, headaches, stomachaches, fever, fatigue,

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difficulty sleeping, irregular eating patterns, cold sweats, stomach ulcers, etc.). Emotional (mood changes easily, often sad, anxious, afraid, easily angry, etc.). Behavioral (avoiding, lazy, feeling inferior or insecure, not enthusiastic, delaying, underestimating tasks, easily saying bad words, etc.). Cognitive (thesis is the hardest task, scary exams, afraid to stop in the middle of the road, difficult to get research subjects, difficult to manage time, like to underestimate tasks, not liking the supervisor, difficulty in finding literature, taking a long time, dreaming about exams, forgetting easily, lack of focus, etc.) (Martínez-Martí & Ruch, 2017; Sati et al., 2022; Vila et al., 2021).

The impact of academic stress based on research findings is divided into 4 aspects, namely physical, cognitive, emotional and behavioral. The impact on the physical aspect is that a person will experience physical fatigue, weakness, sleep disorders, increased heart rate, muscle tension, dizziness, headaches and fever (Pasaribu & Zarfiel, 2018; Soekanto & Rianti, 2021). The impact on the cognitive aspect is the emergence of confusion, frequent forgetfulness, worry and panic (Cadime et al., 2016; Rahayu et al., 2021; Ribeiron et al., 2018). In terms of emotions, the impacts of stress include being easily sensitive and easily angered, frustrated, and feeling helpless (Fuente, Peralta-Sánchez, et al., 2020; Rosyad, 2019). In terms of behavior, stress has an impact on the loss of desire to socialize, the tendency to be alone, avoiding social environments, and the emergence of laziness and even feelings of wanting to commit suicide (D. Febrianti & Husniawati, 2021; Ribeiron et al., 2018). The four aspects above are a framework that forms academic stress. Another impact of stress is that it causes low resilience and optimism (Rahayu, Kusdiyati, & Borualogo, 2021; Yusuf, & Yusuf, 2020; Putrikita, Asih, & Budiyaniti, 2021). Based on national media searches, there are many cases of student suicide which are suspected to be due to depression while working on their thesis. One of the impacts of stress is depression and helplessness and is a trigger for individuals to have suicidal thoughts (Aulia & Sasmita, 2019; Mandasari & Tobing, 2020).

One of the interventions that can be used in dealing with academic stress problems is self-regulated learning. Previous research findings also show that there is a significant influence of self-regulated learning on stress (Arwina et al., 2022; Fuente, Paoloni, et al., 2020; Galizty & Sutarni, 2021; Priskillaa, 2020; Ramli et al., 2018; Sari et al., 2020). Self-regulated learning is a person's ability to activate and encourage thoughts (cognition), feelings (affection), and actions (action) that have been planned systematically and repeatedly, oriented towards achieving a goal in their learning (Febriani & Simanjuntak, 2021; Karos et al., 2021). Self-regulated learning as the capacity to plan, direct, and monitor one's behavior flexibly to change circumstances or achieve a goal (Jakesova et al., 2016; Riskiyani et al., 2018). The ability to regulate oneself in learning can reduce academic stress in students. Students who are cognitively, motivationally and behaviorally ready will be more confident in the learning process (Arwina et al., 2022). Students with good self-regulated learning abilities will produce low academic stress (Candra & Rani, 2022; Kirana & Juliartiko, 2021; Priskillaa, 2020; Sugiono, 2020). The intervention that will be used to deal with academic stress problems is self-regulated learning using a training approach. Self-regulated learning training can also provide improvements in managing various impacts of academic stress such as learning motivation, self-confidence, decreased academic procrastination and so on. The intervention that will be given refers to the self-regulated learning intervention using 6 stages, namely pretest, empowerment, learning strategies, time management, goal setting, and posttest. By looking at some of the advantages of self-regulated learning, the researcher chose self-regulated learning as the treatment that will be given to reduce the stress of final semester students working on their thesis. This study aims to analyze self-regulated learning training on academic stress in students working on their thesis.

2. METHOD

The study used a quantitative approach with the randomized pretest-posttest control group design. The randomized pretest-posttest control group experimental design is a research activity that uses a random approach in selecting research subjects, then given an initial test (pretest) before being given treatment, then the selected subjects are divided into two, namely the control group and the experimental group. The group that receives treatment or intervention is the experimental group, after which the control group and the experimental group are given a final test (posttest). The participant selection technique in this study used the purposive sampling technique. This sampling technique is a way of selecting participants by making certain considerations (Sugiyono, 2019). Through this technique, researchers determine research participants by considering several criteria. The variables used in this study are the dependent variable (DV) is academic stress and the independent variable (IV) is self-regulated learning training. The measuring instrument used is the academic stress scale with reference to aspects, namely physiological, cognitive, emotional and behavioral. Several considerations of the criteria that must be present in research participants. Participants are students registered at the Faculty of Psychology at University X. Participants are students who are in the process of working on their final assignment (thesis). Participants are students

who have gone through the initial screening process by meeting the requirements of the high academic stress category based on the academic stress scale. This study uses statistical analysis to analyze the data. Statistical analysis used includes validity test, reliability test, hypothesis test with difference test and effect size test. Validity test and reliability test are used to see the feasibility of the measuring instrument used (Febriani & Simanjuntak, 2021). The results of the validity test show that the 12 items of the academic stress scale obtained a higher r-count value than the r-table. This indicates that the 12 items are valid. Meanwhile, the reliability results of the Academic Stress Scale instrument are Cronbach's alpha 0.806. The following is a description of the stages of research that will be carried out can be seen on Table 1.

Table 1.The Research Stages

Phase	Session	Information	Success Indicators
Posttest (O)	1 Session	-	Participants completed items on an academic stress scale instrument
Intervention (X)	3 Sessions	Consists of 3 sessions as follows: 1. Empowerment 2. Learning Strategy according to the needs of the participants.. 3. Thesis Writing.	1. Participants understand the form of stress they experience. 2. Participants understood that self-regulated learning is a strategy that can reduce academic stress. 3. Participants can create learning strategies used in dealing with academic stress.
Posttest (O)	1 Session	-	Participants completed items on an academic stress scale instrument

3. RESULT AND DISCUSSION

Result

The measurement results are divided into two parts. The first part is the results of measuring academic stress for all participants and will be the basis for selecting participants who will be categorized into experimental and control groups. The second part is related to the results of measuring academic stress from training participants which is used to see the comparison of the effectiveness of the training conducted. The first measurement is the measurement of academic stress of all research participants with the results can be seen on Figure 1.

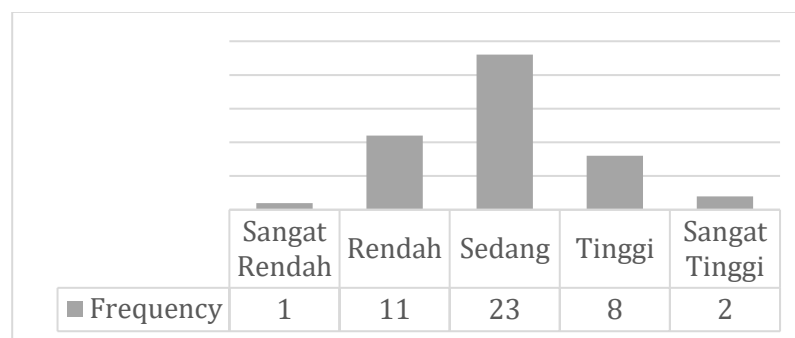


Figure 1.The Academic Stress Results of All Participants.

Based on Figure 1, it can be seen from the analysis results that as many as 45 students who filled out the academic stress scale were mostly in the moderate category of academic stress working on their thesis with a total of 23 students. For the very low category, there was 1 student and the low category facing academic stress in facing their thesis was 11 students. As for the high category of academic stress facing their thesis, there were 8 students and the very high category of academic stress facing their thesis was 2 students. The total number of students who were experiencing high stress and very high academic stress was 10 students. Thus, the 10 students can participate or are included in the inclusion qualifications to participate in the next activity, namely the interview and training stages later. For the results of the tenth student interview. The second measurement is the measurement of academic stress of the training participants. Before the data was analyzed, an assumption test was first carried out to see if the academic stress data had a normal data distribution or not and was homogeneous or not homogeneous with the aim

of determining the difference test to be carried out. The first assumption test carried out was the normality test, can be seen on [Table 2](#).

Table 2.The Results of Academic Stress Normality Test

Test	Group	Shapiro Wilk		
		Statistics	df	Sig.
Pretest	Experiment	0.858	5	0.220
	Control	0.914	5	0.492
Posttest	Experiment	0.732	5	0.020
	Control	0.909	5	0.460

Based on the normality test, it is known that the data in the posttest data obtained a significance of the experimental group with a value of 0.020. This value is smaller than 0.05, indicating that the data distribution is not normal. In contrast, the control group has a normal distribution because it has a significance greater than 0.05, which is 0.460. While the pretest data has a value of the experimental group of 0.220 and the control group data of 0.492. The results of both data are greater than 0.05. So it can be concluded that the results of the pre-test data in both groups are said to be normal. Furthermore, the homogeneity test data as follows can be seen in [Table 3](#).

Table 3. The Results of Academic Stress Homogeneity Test

		Levene Statistics	df1	df2	Sig.
Pretest	Based on Mean	0.006	1	8	0.942
	Based on Median	0.016	1	8	0.902
	Based on Median and with adjusted df	0.016	1	7.819	0.903
	Based on trimmed mean	0.007	1	8	0.937
Posttest	Based on Mean	0.028	1	8	.871
	Based on Median	0.009	1	8	0.928
	Based on Median and with adjusted df	0.009	1	6.813	0.928
	Based on trimmed mean	0.025	1	8	0.878

The results of the above data are homogeneous in both pretest and posttest data because the significance of Levene's test is greater than 0.05, which is 0.942 pretest data and 0.871 posttest data. Based on the pretest and posttest data, the posttest data with the results of the data are not normally distributed and are homogeneous, so the difference test is carried out using non-parametric statistics, namely the Kruskal Wallis test. The data results can be seen in [Table 4](#).

Table 4.The Posttest Difference Test Results

		Experiment
Chi-Square		6.902
df		1
Asymp. Sig.		0.009
a. Kruskal Wallis Test		
b. Grouping Variable: Test		

Based on the non-parametric test results data on the posttest, the significance data obtained was 0.009. This value is smaller than 0.05 so that there is a significant value. Thus, it can be said that there is a significant difference between the level of academic stress in the experimental group and the control group based on the posttest data. As for the pretest data in the experimental and control groups with normally distributed and homogeneous data results, the difference test was carried out using parametric statistics, namely the paired sample t-test. The data results can be seen in [Table 5](#). Based on the results of the difference test, it appears that the data significance is 0.104. This value is greater than 0.05 indicating that there is no significant difference between the academic stress levels of the experimental and control group participants based on the data.pretest.After conducting a difference test to compare the experimental group and the control group, the next step is to conduct a testeffect sizeto see the magnitude of the difference that occurs after training and before training is given. Data can be seen on [Table 6](#).

Table 5.The Results of the Control Group Difference Test

ANOVA					
Control	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.100	1	36.100	3.358	0.104
Within Groups	86,000	8	10.750		
Total	122.100	9			

Table 6.The Effect Size Test Results

Data	Mark
Control Group	
Control Group Average	48
Standard Deviation of Control Group	3.87
Experimental Group	
Experimental Group Average	41
Standard Deviation of Experimental Group	5.59
Effect Size Test	
Effect Size for Test Cohen's D	0.62 (Large)

Based on test data effect size by using Cohen's d test, a value of 0.62 was obtained. This value is included in the category large. Thus it can be said that the difference in changes after treatment or training is very visible or in other words, a big change occurs.

Discussion

Based on the description of the training results above, it can be seen that the score value pretest The participants' academic stress was in the high and very high categories in both the control and experimental groups. After the training, the scores showed posttest academic stress is in the same category in the control group and decreased in the experimental group. As for the results of the difference test, it appears that the data significance is 0.009. This value is smaller than 0.05 indicating that there is a significant difference between the level of academic stress of participants before and after participating in training in the data posttest. While the test value effect size of 0.62, the value of 0.62 is in the category large. Thus it can be said that the difference in changes after treatment or training is very visible or in other words, a big change occurs.

Looking at the comparison of the average values of all participants, it can be stated that the training participants experienced a significant change for the better after participating in the training compared to participants who did not participate in the training. Thus, it can be said that there is an influence of self-regulated learning training on reducing academic stress in students working on their thesis. The results of this study are in line with various previous studies which state that there is an influence of self-regulated learning on academic stress (Karos et al., 2021). There are two main factors that influence academic stress, namely internal (personal) factors and environmental factors (Arwina et al., 2022; Fuente, Paoloni, et al., 2020). Between the two factors, the factor that is easy to control is the internal factor because the factor is related to the perception of the internal self. While the external factor is the influence of other people and the environment on academic stress, so this is difficult to control. Internal factors are the main triggers of academic stress experienced so that there needs to be confidence from participants to be able to control this internal factor. In addition, external factors have also been believed by research participants to be factors that are difficult to control so that the intervention given in the training will be more easily absorbed. Information given to individuals who aware or aware of their condition will be easier to apply new learning because the learning is only a reinforcement and not as the main basis for changing a condition. If viewed from this, then research participants will find it easier to apply the information provided in the training process. In addition to the ability to understand the factors that shape behavior, the most influential thing is when the individual situation is aware of the impact felt by the situation with his own condition. In this case, the training participants already understand the great impact when experiencing academic stress when working on a thesis. The impact in question is the delay in the thesis completion process which of course will have an impact on financial losses and time. This has also been felt by the training participants so that they feel it is very important to make changes from now on because the ones who experience great losses are themselves. After the training is carried out, the process is carried out again follow up by asking again about the material that is still remembered by the participants and its application in everyday life. Results follow up It is also seen that all participants still remember the material and can be given concrete

examples of application in their daily lives, especially related to learning strategy material that can be applied when experiencing problems in learning conditions. In addition, participants have also been able to apply approaches such as using a calendar of activities in the past week and they feel it is easier to do activities. Seeing this condition, it can be strongly concluded that training materials with a self-regulated learning approach have succeeded in reducing academic stress so that students are more productive in working on their theses.

The success of a training activity is certainly influenced by many factors such as the method, trainer's approach and the content of the training material. The success of a learning program is influenced by the learning delivery strategy. One strategy for delivering learning or information that can be said to be effective is when someone (trainer) delivers information using a variety of methods and using simple forms of language, both oral and written, and a realistic approach experienced by participants. The ability to convey information specifically to specific stimuli will show the results of problem solving and effective application of rules. When the method used is fun for participants, participants will be more motivated so that they will be involved well in the learning activities carried out. This is evident from the results of observations when the training took place, most participants were involved well in the training implementation process. Training will provide more optimal results if the training material provided is in accordance with the needs of the training participants. This finding is reinforced by the findings of previous studies stating that there is a significant influence on self-regulated learning, if students can control their ability to learn, then the students will experience minimal stress in the academic field (Candra & Rani, 2022; Febriani & Simanjuntak, 2021; Karos et al., 2021; Kirana & Juliartiko, 2021). One of the factors for the success of learning is if the learning material is created based on the results of the participant needs assessment (S. Febrianti & Husniawati, 2021; Kirana & Juliartiko, 2021). This is also done in the research process, the training materials presented are in accordance with the needs and main complaints of the research participants so that participants need the material and the material presented becomes an attraction to make participants focus on listening to the material presented.

4. CONCLUSION

Based on the description above, it can be concluded that self-regulated learning training on academic stress of students working on their thesis is said to be successful. The success of this training is certainly influenced by many factors such as materials that are in accordance with the needs of the participants, varied training methods and conditions of the participants that allow, are open and committed to receiving and applying the new information provided. By looking at this, the research hypothesis that states that there is effectiveness of self-regulated learning training on academic stress of students working on their thesis is accepted. It is recommended that further research that will use the two-variable approach of self-regulated learning and academic stress should provide strong control, especially the influence of non-academic stress, such as family pressure and others (need to tighten standard procedures in experimental research). It is necessary to pay attention to other application methods such as blind experimental procedures so that research will show stronger results. The intervention approach to participants is not only limited to training but certainly requires a personal approach if participants need further intervention.

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