

Determinants of Academic Stress in Students

Nadia Rizki Azmi Harahap^{1*)}, Aip Badrujaman², Dede Rahmat Hidayat³

¹²³Universitas Negeri Jakarta Indonesia

*Corresponding author, e-mail: nadiazki0431@gmail.com

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Abstract: Students can experience academic stress at different levels, if the academic stress experienced by students increases, it will affect the productive quality of students in carrying out lectures both online and face-to-face, therefore it is necessary to study in depth related to the determining factors of student academic stress to help students deal with the challenges faced during lectures. The strategy used in this study is a type of systematic literature review research using qualitative methods. The approach used in this study is a meta-ethnograph, based on the results of research that students can experience academic stress both online and offline lectures, as for the determining factor of student academic stress, which is not only a factor from within the individual (internal), but can also be influenced by external factors (external). Internal factors are self-efficacy, hardiness, mindset, peer competition, character, changes in life atmosphere, difficulty managing life, low achievement motivation, low self-regulated learning, dependence on gadgets, self-adjustment and physical factors. External factors are low social support, financial problems, less supportive signals when studying online, the cost of spending internet credit increases. For future research, we can present a guidebook related to self-help to help students overcome academic stress.

Keywords: Academic Stress; Students; Literature Review



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Introduction

Education is an important asset for every individual in developing intellectual, potential and developing a career. Education can be forged from early childhood education to tertiary education. Each process of educational achievement certainly has its own challenges as well as in pursuing education in higher education, individuals learn to prepare strong determination and mentality so that they reach the goal. However, in reality, students have their own obstacles during the lecture process, such as the first semester has not been able to adapt, cannot complete tasks because they often procrastinate in doing work, cannot manage time in studying, and have not been able to solve personal problems related to lectures, this makes individuals anxious, thinking so that they experience stress. the results of the research of Ratnawati & Putra Utama (2021) the difficulties faced by students are: 1) Technical difficulties, including difficulty in internet signals, limited internet quota and supporting devices, 2) Difficulties in student adaptation, which include

the state of the house is not conducive, not used to online lectures, more online assignments, and difficulty dividing time, 3) Unpreparedness of lecturers, which includes explanations that are still lacking, limited forms of material provided and limited applications used by lecturers in online learning. Research conducted by Fauziyyah (2021) stated that the stress rate in students in Indonesia during long-distance lectures averaged 55.1%, while in students outside Indonesia it was 66.3%. The anxiety rate of students in Indonesia during long-distance lectures averaged 40%, while in students outside Indonesia it was 57.2%. According to the Ministry of Health- Republic of Indonesia (2020) stress is a person's reaction both physically and emotionally (mentally / psychically) if there is a change from the environment that requires a person to adjust. In the world of education, it is called academic stress. Students can experience academic stress during online or offline lectures.

According to Weidner et al., (1996) academic stress is stress related to educational activities that occur during the educational period caused by demands that arise when a person is in education. Academic stress is a negative emotional experience accompanied by biochemical, physiological, cognitive, and behavioral changes that are perceived as something that overloads or exceeds the resources available to each individual (Son, 2018). Meanwhile, according to Wilks (2008) explained that academic stress is the result of a combination of academic demands that exceed the individual resources available to face these demands. So it can be concluded that academic stress is a negative response given by individuals during education due to academic demands that burden and are beyond the limits of individual ability. This academic stress can be experienced by each individual, but has different levels, some are high, medium and low. The results of research related to academic stress in offline college students, namely, according to Musabiq & Karimah (2018) most students have more than one type of stressor and feel the impact of stress in more than one aspect. The most types of stressors that students have come from intrapersonal (29.3%), namely in the form of financial conditions (23%) and responsibilities in campus organizations (20%). In addition, the results showed that stress has the greatest impact on physical aspects (32%). The most commonly felt thing is fatigue and weakness (21.1%). The results of the research conducted by Indriani (2021) Based on four aspects of academic stress, there are psychological, physiological, and cognitive aspects that show high categories, while behavioral aspects are in the low category. Then the research conducted by Rustam & Tentama (2020) The dominant aspect that reflects the construction of academic stress is the physiological aspect.

The following are the results of research that states that during online learning students experience academic stress. Online learning during the COVID-19 pandemic has an impact on students' academic stress. Academic stress occurs due to the rapid change in the face-to-face learning process to online learning where students play an important role in their own academic progress. Student independence and skills during the online learning process are the benchmark for student academic success (Andiarna & Kusumawati, 2020). Students experienced the most academic stress in the moderate category, namely 80 students (39.2%). Academic stress in the high category as many as 55 people (27%), the low category as many as 48 people (21%), the high category as many as 14 people (6.9%), and the very low category as many as 11 people (5.4%), this very condition proves that students experience academic pressure during online lectures during the Covid-19 pandemic (Lubis et al., 2021). Furthermore, the results of Harahap's research (2020) Based on data analysis, results were obtained that on average students experienced stress in the moderate category. From the results of the data above that students experience different levels of academic stress, if the academic stress experienced by students increases, it will affect the productive quality of students in carrying out lectures both online and offline, therefore it is necessary to study in depth related to the determining factors of student academic stress to help students deal with the challenges faced during lectures. This research was analyzed through rivew literature.

Method

The strategy used in this study is a type of systematic literature review research using qualitative methods (meta-synthesis). The approach used in this study is a meta-ethnograph, where researchers summarize various relevant research results, namely researchers summarize various relevant research results narratively with the aim of developing new theories to complement existing theories (Siswanto, 2010). Searches for research results were conducted through the electronic databases of Science Direct (<http://sciencedirect.com/>), SAGE Journals (<http://journals.sagepub.com/>), and Google Scholar (<https://scholar.google.com/>). Researchers use the key word, stress academic. The electronic database provides a variety of publication articles in various disciplines, such as social, engineering, health, medical,

and psychology. The electronic database was chosen because it indexes more research results in the social field, especially related to guidance and counseling. Research referrals are limited from 2018 to 2022. The selection criteria from the search results that have been carried out, the researcher reads the title and abstract of the researcher to find out whether the article meets the criteria for study. The analysis in this study of researchers used the identification, evaluation and interpretation of all relevant research results related to academic stress narratively. The purpose of this study was to identify the determining factors of academic stress in students, both online and offline lectures. From these results, researchers draw conclusions on the determinants of academic stress in students.

Results and Discussion

Students who are unable to meet academic demands are more likely to experience academic stress. This can be experienced through online lectures or offline lectures. Factors that cause students to experience academic stress are not only influenced by factors from within the individual (internal), but can also be influenced by external factors (external). Internal factors consist of self-efficacy, hardiness, motivation while external factors consist of social support (Oktavia, Wildani Khoiri, Rahmah Fitroh, 2019). Next Agustiningih (2019) The results of the study that most students experienced had a moderate level academic load of 24 people (47.06%), most students had high personal problems, namely 35 people (68.63%), and most of the students who experienced high conflicts of interest, namely 29 people (56.86%). In conflicts of interest (interface worries) students are often faced with problems such as lack of free time with family or friends, lack of time or due to financial problems, furthermore the results of Reddy's research (2018) Five dimensions of sources of academic stress such as personal incompetence, fear of failure, interpersonal difficulties with students, student lecturer relationships and inadequate learning facilities. Then the results of Mudjijanti's research (2021) There are 5 biggest factors that cause academic stress for UKWMS students at the Madiun City Campus in online learning during the Covid-19 pandemic, namely factors: 1) many tasks with short deadlines; 2) the difficulty of interacting with lecturers when faced with an unintelligible meter; 3) feeling less focused on learning without direct interaction with lecturers and other students; 4) less supportive signals; 5) the cost of spending internet credit increases. Oktariani's research (2021) This study concluded that Palembang-Indralaya Class Guidance and Counseling students class of 2018, 2019, 2020 experienced academic stress with a moderate category. The cause of students experiencing academic stress with this moderate category, namely the first is predominantly influenced by cognitive aspects, namely students experiencing confusion during online learning, the second is dominantly influenced by affective aspects with moderate categories, this states that students have poor self-ability to academic demands, the third is dominantly influenced by physiological aspects with moderate categories, namely having difficulty sleeping, and the last dominant is influenced by behavioral aspects with the category of delaying work on academic demands during online learning during the Covid-19 pandemic.

In addition to the above factors, social support is also related to the low and high academic stress of individuals. Research by Purwati, Mirna (2018) that there is a negative and significant relationship between attachment to peers and academic stress in students. Defitri's research (2021) has a relationship between peer social support and the academic stress of online learning during the COVID-19 pandemic. Because a high level of social support can also affect better psychological health and well-being than individuals with low social support (Szkody et al., 2021). In contrast to the research of Ulfa et al. (2021) that there is a negative relationship between self-adjustment and academic stress of first-year students. The results of the same study Kurniati (2021) self-adjustment has a significant positive influence on the stress of new students of the medical faculty during the Covid-19 pandemic. That is, the higher the self-adjustment rate of first-year students, the lower the perceived stress. Conversely, the lower the self-adjustment rate of first-year students, the higher the stress felt. Then the next is done Catholic & Atma (2021) The components of the demands of the task have the highest contribution that acts as an academic stressor with a of 38.86%. that one of the triggers for students to experience academic stress is the existence of assignments given by lecturers. Based on the results of research related to self-adjustment of first-year students, it can cause academic stress because they are required to be able to adapt to a new environment.

Another factor that causes students to experience academic stress is if they have a device dependency so that they can delay time, do not focus on completing assignments because they are used for entertainment and fun. The results of Hargiana's research (2020) The results of this study also found that students experienced moderate academic stress as much as 66.4% and students experienced dependence on gadgets

in the moderate category as much as 69.9%. Dependence on gadgets and academic stress have a relationship that affects each other, a person with a high dependence on gadgets will have high academic stress as well and vice versa. The high number of device usage by students today is a reflection of the needs that can be met by gadgets and the technology contained in them. This indicates that the use of gadgets is not only for productive purposes but also for entertainment which leads to use that only fulfills desires not based on needs. Furthermore, the determining factor for students experiencing academic stress is the difficulty of students in managing online and offline learning independently. In this learning process, the main key to how individuals manage themselves in learning both in terms of cognition, affection and action in lectures can be called self-regulated learning.

Self Regulated learning is that learning activities are related to individual efforts to organize themselves, select and utilize or create a supportive environment for learning in order to achieve predetermined targets. The following are the results of offline and online lecture research, Qalbu Research (2018) Based on the results of research and discussion, it can be concluded that there is a negative and significant relationship between self-regulated learning and academic stress. Priscilla & Savira (2019) In this study, it can be concluded that there is a significant negative relationship between self-regulated learning and academic stress. The higher the SRL, the lower the academic stress and the lower the SRL, the higher the academic stress will be. Then the next is the results of literature research during a pandemic, the results of research conducted by Karos (2021) namely that there is a significant negative relationship between self-regulated learning and academic stress in students majoring in psychology. Then next is Kirana & Juliartiko (2021) the negative relationship between self-regulated learning and academic stress during the COVID-19 online learning period in students at X University, West Jakarta. The meaning of a negative relationship is that if student self-regulated learning is high, the lower the student's academic stress during online learning during the COVID-19 pandemic at University X West Jakarta. Research Porras (2021) That the lack of practice of study habits and the presence of academic stress there is a significant influence that self-regulated learning has a certain relationship with academic stress. Furthermore, Pratiwi's research (2021) There is a relationship between self-regulation learning and academic stress in first-year students of the Faculty of Nursing, University of Jember, negative correlation results show that the higher the self-regulation learning, the lower the academic stress. Febriana's research, Ivana (2021) there is a significant relationship between self-regulated learning and academic stress in students.

Next research Mubarak & Hermaleni (2021) Academic stress in students during online lectures can be grouped at a high category level. The contribution of self-regulated learning to student academic stress during online lectures is described as if there is an increase in online self-regulated learning of students, academic stress will be reduced As for the advice that can be given to students during the online learning period should be able to manage time by prioritizing which activities are more important to do. Students are also expected to make planning and learning goals. This can help students to cope with pressure at one time, so that they can complete tasks and prevent academic stress during the COVID-19 pandemic.. Furthermore, the research conducted by Ayuningtas (2021) that there are 2 factors that cause academic stress, namely: internal factors consisting of mindset, peer competition, character, changes in life atmosphere, difficulty managing life, and physical factors. Other factors are referred to as external factors consisting of poor time management, overassignment, financial management problems, and the environment. Furthermore, the factor causing academic stress is the low motivation to achieve (Indriyani et al., 2018) These results show that the lower the academic stress, the higher the motivation to excel in students who work while studying otherwise if low achievement motivation then academic stress will be high. Based on the explanation above, the academic stress experienced by students has different factors as well as the level of difficulty experienced is different. This academic stress can be experienced by students both during online and offline lectures, knowing the factors causing the academic stress experienced will make it easier for students to coping to improve the learning process in mastering lectures.

Table 1. Literature Riwew

No	Writer	Heading	Design	Respo ndents	Assessment Procedure	Result
1	Wildani Khoiri Oktavia, Rahmah Fitroh and Hastin Wulandari	Factors affecting academic stress	Literatur e riwew	-	Search for research results in	The results of the study show that academic stress is not only influenced by factors

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No	Writer	Heading	Design	Respondents	Assessment Procedure	Result
					electronic databases	from within the individual (internal), but can also be influenced by external factors (external). Internal factors consist of self-efficacy, hardiness, motivation while external factors consist of social support
2	Nia Agustiningasih (2019)	Overview of Academic Stress and Coping Strategies in Nursing Students	Descriptive Quantitative Research	S1 Active nursing students	The instruments used to collect the data were the Student Nursing Stress Index (SNSI) questionnaire and the Way Of Coping questionnaire	The results of the study showed that most of the students experienced a moderate academic load of 24 people (47.06%), most students had high personal problems, namely 35 people (68.63%), and most of the students who experienced high conflicts of interest, namely 29 people (56.86%). In conflict of interest (interface worries) students are often faced with problems such as lack of free time with family or friends, lack of Students use problem focused coping, namely seeking informational support with a moderate category consisting of 33 people (64.71%), social seeking support with a moderate category consisting of 30 people (58.82%) and confrontative with a medium category of 31 people (60.78%).
3	K. Jayasankara Reddy, Ms.Karishmarajan menon And Anjanathatti (2018)	<i>Academic Stress and its Sources among University Students</i>	Quantitative methods	Number of respondents 336	The results of the study were analyzed using SPSS v.21.	Five dimensions of academic stress sources such as personal incompetence, fear of failure, interpersonal difficulties with students, student lecturer relationships and inadequate learning facilities.

No	Writer	Heading	Design	Respo ndents	Assessment Procedure	Result
4	Fransisca Mudjijanti (2021)	Academic Stress of Students in Online Learning During the Covid-19 Pandemic at Widya Mandala Catholic University Surabaya Madiun City Campus	Descripti ve quantitat ive methods	The sample in this study, namely 220, were student s of UKW MS Madiu n City Campu s who register ed, and were still activel y partici pating in online /onlin e lecture s in the even semest er of 2020/2 021.	Testing of instruments with validity tests using Product Moment correlation tests and Data analysis using descriptive statistical techniques.	There are 5 biggest factors that cause academic stress for UKWMS students at the Madiun City Campus in online learning during the Covid 19 pandemic, namely factors: 1) many tasks with short deadlines; 2) the difficulty of interacting with lecturers when faced with an unintelligible meter; 3) feeling less focused on learning without direct interaction with lecturers and other students; 4)less supportive signals; 5) the cost of spending internet credit increases
5	Mirna Purwati and Amalia Rahmandani (2018)	The Relationshi p Between Attachment to Peers and Academic Stress in Students of Regional and City Planning Engineering , Diponegoro University Semarang	Quantita tive Methods	190 student s	The data collection method in this study used two Psychologic al Scales, namely the Attachment Scale to Peers and the Academic Stress Scale	Based on the results of data analysis, it can be concluded that there is a negative and significant relationship between attachment to peers and academic stress in students.
6	Oleh A An Defitri, Ririn Muthia Zukhra, Nopriadi (2021)	The Relationshi p Between Peer Social	The research design used	Sample of 213 respon dents	The analysis used is univariate analysis and	It was concluded that there is a relationship between peer social support and the

No	Writer	Heading	Design	Respo ndents	Assessment Procedure	Result
7	Ferina Ulfa Nikmatun Erindana, H. Fuad Nashori, M. Novvaliant Filsuf Tasaufi (2021)	Support and Academic Stress of Online Learning During the Covid-19 Pandemic Self- adjustment and academic stress of first-year students Self- adjustment and academic stress in first-year university students	descripti ve correlati on with a cross sectional approac h. Survei	The respon dents in this study were 170 student s	bivariate analysis. This study used correlationa l analysis techniques. Researchers will use pearson correlation analysis if the data is normally distributed and liner. However, if the data is neither normally distributed nor liner, then the researcher will use an analysis using spearman's rho	academic stress of online learning during the COVID-19 pandemic. It concluded that there is a negative relationship between self-adjustment and academic stress of first- year students. That is, the higher the self- adjustment rate of first- year students, the lower the perceived stress. Conversely, the lower the self-adjustment rate of first-year students, the higher the stress felt..
8	Khofifah Kurniati & Hamidah (2021)	The Effect of Self- Adjustment on Stress of New Students of the Faculty of Medicine during the Covid-19 Pandemic	Survey	Respo ndents of 200 student s	Data analysis A simple linear regression test was performed using IBM SPSS Statistical 22 for Windows software and then a mean comparison test based on demographi	It can be concluded that self-adjustment has a significant positive influence on the stress of new students of the Faculty of Medicine during the Covid-19 pandemic.

No	Writer	Heading	Design	Respondents	Assessment Procedure	Result
9	Giur Hargiana, Tia Sintiawati (2020)	The Relationship Of Device Dependence With Academic Stress In Nursing Students	The research design used in this study is a cross-sectional study	A sample of 229 respondents.	<p>c data obtained from each participant</p> <p>The instruments used for academic stress are the Academic Stress Scale questionnaire and the instrument of dependence on gadgets, namely the Test for Gadget Dependently</p>	The results of the study are Most of the respondents of the study experienced a moderate level of dependence on gadgets, this indicates the use of gadgets is not only for productive purposes but also for entertainment which leads to use that only meets desires is not based on needs.
10	Mu'zizati Mentari Qalbu (2018)	The Relationship Between Self Regulated Learning and Goal Orientation With Academic Stress	Quantitative Methods	Samples in the study included 162	The statistical calculations in this study used the help of the SPSS 19.0 for windows program	The results of the research and discussion, it can be concluded that there is a negative and significant relationship between self-regulated learning and academic stress
11	Aulia Kirana and Wahyu Juliartiko (2021)	Self-Regulated Learning and Academic Stress During Online Learning During the Covid-19 Pandemic on X University Students in West Jakarta"	Quantitative methods	The sample in this study amounted to 232	The data analysis technique used uses product moment correlation analysis from Pearson.	The results of the study showed a negative relationship between self-regulated learning and academic stress during the COVID-19 online learning period in students at X University, West Jakarta. The meaning of a negative relationship is that if student self-regulated learning is high, the lower the student's academic stress during online learning during the COVID-19 pandemic at University X, West Jakarta.

No	Writer	Heading	Design	Respondents	Assessment Procedure	Result
12	Rista Dwi Pratiwi ¹ , Erti Ikhtiarini Dewi, Enggal Hadi Kurniyawan (2021)	Relationship of Self-Regulation Learning and Academic Stress among First Year Students at Faculty of Nursing University of Jember	This research method is a cross-sectional study	Respondents 126 Students	Using cluster random sampling techniques and bivariate analysis	shows the direction of negative relationship with very weak strength, the higher the self-regulation learning then the lower the level of academic stress felt
13	Ivana Febriana and Ermida Simanjuntak (2021)	<i>Self Regulated Learning And Academic Stress In College Students</i>	Quantitative methods	Respondents 134 students	The data analysis technique used is a non-parametric statistical technique of kendall's method tau_b because of the non-fulfillment of the data normality assumption test.	The results showed that there is a relationship between academic stress and self-regulated learning in students. Students who have good self-regulated learning will have low academic stress

Conclusion

Based on the results of the explanation above that students can experience academic stress both online and offline lectures, the determining factors of student academic stress are: by factors from within the individual only (internal), but can also be influenced by external factors (external). Internal factors, namely Internal factors consist of self-efficacy, hardiness, mindset, peer competition, character, changes in the difficulty managing life, low achievement motivation, low self-regulated learning, dependence on gadgets, self-adjustment and physical factors. External factors are low social support, financial problems, less supportive signals when studying online, the cost of spending internet credit increases.

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