The Academic Stress Coping Scale for High School Students

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A B S T R A K

Perubahan kebutuhan belajar, terutama tekanan yang tinggi terhadap pencapaian hasil belajar menjadi salah satu alasan stress siswa SMA. Penelitian ini bertujuan untuk mengembangkan skala coping stress akademik pada siswa SMA dan untuk menganalisis coping stress yang di miliki oleh siswa SMA. Penelitian ini adalah penelitian pengembangan R&D (Research and Develompent) dengan subjek sejumlah 63 siswa kelas XI SMA yang memiliki stress akademik tinggi. Tindakan dilakukan dengan pemberian 2 jenis angket yang berbeda, yaitu angket coping stress akademik dan angket DAS-21, yang kemudian data dikumpulkan dalam lembar angket yang sudah diberikan kepada siswa. Data coping stress akademik yang telah dikumpulkan kemudian dianalisis dengan teknik analisis deskriptif. Hasil penelitian menunjukkan bahwa, skala coping stress akademik yang dikembangkan memiliki korelasi positif yang lemah dengan angket Distress Anxiety Scale-21 (DAS-21) dengan hasil uji konkuren sebesar 0,179 dengan nilai F-tabel sebesar 0,05 (5%) N = 63 – 1 = 62 didapatkan nilai F-tabel sebesar 1,998 sehingga nilai F-hitung < F-tabel. Hal tersebut menunjukkan hasil angket DAS-21 dengan angket Coping Stress akademik tidak valid. Tingkat stress akademik yang dialami oleh siswa belum bisa di ungkap secara baik dan mendalam dengan angket DAS-21, sehingga diperlukan angket coping stress akademik agar bisa mengukur dan menggali tingkat serta jenis stress akademik yang dialami oleh siswa. Dapat disimpulkan bahwa, pengembangan angket skala coping stress akademik berhasil dan dapat digunakan untuk mengukur stress akademik siswa. Inovasi pada penelitian ini berimplikasi pada penanganan stres yang dialami siswa secara lebih optimal.

A B S T R A C T

Changes in learning needs, especially High pressure to achieve learning outcomes is a key reason for stress in high school students.This research aims to develop an academic stress coping scale for high school students and to analyze the stress coping possessed by high school students. This research is an R&D development research with subjects of 63 class XI high school students who have high academic stress. The action involved administering two types of questionnaires: the academic stress coping questionnaire and the DAS-21 questionnaire, then collecting the data on a questionnaire sheet given to students. The collected academic stress coping data was then analyzed using descriptive analysis techniques. The results of the research show that the academic stress coping scale developed has a weak positive correlation with the Distress Anxiety Scale-21 (DAS-21) questionnaire with concurrent test results of 0.179 with an F-table value of 0.05 (5%) N = 63 – 1 = 62, the F-table value is 1.998, so the F-count < F-table. The DAS-21 questionnaire, when used with the academic stress coping questionnaire, is invalid. It cannot adequately measure students' academic stress, necessitating the use of a dedicated academic stress coping questionnaire to accurately assess and explore students' stress levels. It can be concluded that the development of the academic stress coping scale questionnaire was successful and can be used to measure student academic stress. The innovation in this research has implications for handling stress experienced by students more optimally.

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1. INTRODUCTION

Students are individuals who take part in the educational process, they will experience physical and psychological growth. Students are part of society who strive to develop their potential through learning available in various pathways, levels and types of education (Kirana & AM, 2020; Sebayar & Rajagukguk, 2019; Harahap, 2016; Ramli, 2015).The aim of national education is to develop belief in God Almighty and become individuals who have good morals and optimal health. National education also aims to create citizens who are knowledgeable, competent, creative, independent, democratic and responsible (Bukoting, 2023; Yuwono & Prastowo, 2022).Students who have completed high school education are expected to reach physical, psychological and psychological maturity. However, in reality, high school students aged between 15 and 17 years are still in their growth and teenage years. In this period, high school students are vulnerable to experiencing mental, psychological and psychological changes due to environmental influences and the world of education. Several previous studies also show that adolescents are most vulnerable to experiencing psychological problems (Addini et al., 2022; Oktaviani & Suprapti, 2021; Syafitri & Rahmah, 2021). Students at the high school education level often face significant challenges that can impact their psychological, psychological and mental health, which can ultimately result in a psychological condition known as academic stress.

Every individual must have experienced stress, especially in this era which is characterized by everything that is instant and full of demands. Every individual is susceptible to symptoms of stress, whether caused by the environment, work, organization, or internal factors of the individual himself. In fact, it is normal for every individual to experience stress (Rosyidah, 2020; Mahmud & Uyun, 2016; Bingku et al., 2014).In everyday life we are often faced with various obstacles that are not expected or even desired. These obstacles can disrupt our lives effectively due to the stress they feel. Stress can be defined as a form of tension that affects a person's physical, emotional, mental and spiritual well-being (Dewi, 2018; Purnama, 2017).This tension can affect an individual's daily performance, and can even lead to decreased productivity, pain, and mental disorders. Basically, stress is a form of tension, both physical and mental. The source of stress is called a stressor, while the tension caused by stress is called a strain (Muslim, 2020; Nurmala et al., 2020).Meanwhile, coping is a strategy for managing behavior in the face of the simplest and most realistic problem solving.

Stress is part of the concept of coping which refers to an individual's efforts to overcome problems or manage the generally negative emotions that arise as a result. Even among individuals who perceive a situation as stressful, the impact of stress can vary depending on how the individual deals with the situation. Once identified, there are two dimensions of coping (Lazarus & Folkman, 1984). The first dimension is problem-focused coping, which involves direct action to deal with problems or find relevant solutions. The second dimension is emotion-focused coping, which includes various efforts to reduce negative emotional reactions to stress. Stress can affect anyone, from children to adults. Stress arises from disappointment with something that does not meet expectations, resulting in symptoms that cause stress and can affect comfort in carrying out daily activities. There are several factors that cause stress, namely personal characteristics, social support, and excessive academic load (Bedewy & Gabriel, 2015; Murtana, 2014).Personal characteristics involve qualities such as attitudes, habits, and behavior. Individuals with the characteristics of being idealistic, perfectionist, neurotic, and easily give up are very susceptible to experiencing boredom. Personal characteristics are factors that cause learning stress in students, including high school students.

Social support factors are very important in managing learning stress in high school or vocational school students (Aza et al., 2019; Safiany & Maryatmi, 2018).Individuals with high social support have the ability to cope with stress better. Apart from that, a pleasant learning environment, mutual respect, and a learning load that is not too heavy also play a positive role in improving the quality of individual learning. Social support is key in maintaining the balance of learning stress for high school students, because each individual has different personalities and problems. The lack or absence of adequate social support can make individuals have difficulty managing stress, feel burdened by heavy learning tasks, and experience difficulties in improving the quality of learning. Excessive academic load (Courseload) is one of the factors that causes learning stress in high school students. When students take part in learning activities at school, they need time and energy to understand the material and interact with classmates. Apart from that, giving lots of assignments by teachers and implementing high assessment standards by schools also contributes to increasing students' stress levels in learning. A school environment that emphasizes the importance of student contributions in academic activities makes students' learning burden increase and causes stress.

Based on these three factors, it can be concluded that the emergence of stress in high school students is caused by the pressure and academic activities that individuals face while studying at high school. At this level, expectations to achieve achievements both intellectually and non-intellectually, both from parents and school, often give rise to emotional turmoil and high levels of stress. Therefore, effective

strategies are needed in understanding and dealing with sources of stress so that individuals are able to deal with stressful conditions in a positive way. Several previous studies have shown that there is an increase in the learning burden on students at school (Djaelani et al., 2019; Surya et al., 2016).This condition tends to trigger prolonged stress in students, which in turn affects the quality of their learning activities. This is also supported by the results of research carried out by taking random samples from three different school areas in Padang City, namely schools located in the city center, city center and suburbs. The sample consisted of 319 students identified via academic stress scores. It is known that 15% of students experience academic stress at a low level, 71.6% experience stress at a medium level, and 13.2% experience stress at a high level. The average results show that both male students (with a total of 110 students and a score of 93.73) and female students (with a total of 209 students and a score of 92.80) are at a moderate stress level.

Based on these findings, it can be seen that the majority of state high school students in the Padang area experience levels of academic stress that are at medium to high levels. Therefore, researchers recommend that guidance and mentoring activities be carried out for students to help them overcome the academic stress they experience. One of the causes of stress is changes in learning needs. This is mainly caused by high pressure on achieving student learning outcomes. The Ministry of Education and Culture sets graduation standards each year, while district and city governments also enforce policies that require and sometimes put pressure on schools to achieve high student achievement and graduation rates. This is a major trigger for stress for high school students, especially for those who lack motivation and discipline in studying.

Teenagers today often feel pressured by expectations from school and sometimes also from parents to achieve high grades so they can continue their education at their favorite college. Previous research shows that many young people or teenagers commit suicide (Febrianti & Husniawati, 2021; Kurniawan & Sudagijono, 2021). Seeing the large number of cases that occur and the increasing number of stressors that arise, stress levels in teenagers are increasing. Therefore, this research was conducted to develop a scale for measuring Coping with Academic Stress in students as an effort to understand and overcome the impact of stress on adolescents. This research aims todeveloping an academic stress coping scale for high school students and to analyze the stress coping possessed by high school students. It is hoped that the innovation in developing an academic stress coping scale questionnaire can be used to measure student academic stress.After understanding the stress experienced by students in more depth, next steps can be taken to reduce or overcome this stress. It is also hoped that the results of this research can minimize cases of suicide or excessive stress experienced by teenagers or young people.

2. METHOD

This research is a type of R&D (Research and Development) research which aims to develop an academic stress adaptation scale. This type of research is used to create specific products, which do not always have to be hardware. The research to development concept is a process used to develop and validate products. The subjects involved in this research were 63 class XI students at Undiksha Lab High School with high levels of academic stress.The data collection method applied was using an instrument known as the Coping with Academic Stress scale. The scale was specifically prepared for use by students at the secondary school level and is structured based on a Likert scale model which includes four different response categories. The Likert scale is generally used to assess the attitudes, views and perceptions of individuals or groups towards an event or social phenomenon. Therefore, the Likert scale is a useful tool for measuring the attitudes, views and perceptions of a person or group towards certain events. The researchers modified this Likert scale so that it can be used to measure challenges in conflict management. The composition of the answer weights or four response options and the criteria for interpreting scores on the Likert scale used to measure the academic stress coping scale can be presented in Table 1 and Table 2.

Table 1. The Arrangement of Weighting Answers to Each Question

Choice	Score	
	Positive (+)	Negative (-)
Always (SL)	4	1
Serinig (SR)	3	2
Rare (JR)	2	3
Never (TP)	1	4

Table 2. The Score Interpretation Criteria

Score	Information
0% - 25%	Very weak
26% - 50%	Weak
51% - 75%	Strong
76% - 100%	Very strong

The collected academic stress coping data was then analyzed using descriptive analysis techniques. Descriptive analysis technique is a method used to describe and summarize data that has been previously collected. Using this technique can make data easier to present and understand. This descriptive analysis technique can also provide initial and basic information regarding the data that has been collected. The questionnaire used will also go through the validity and reliability testing stages.

3. RESULTS AND DISCUSSION
Result

Based on the recap of the theoretical test results of the academic stress coping questionnaire using 2 experts, it was found that the theoretical test results given by the two experts on the 64 academic stress coping questionnaire items were all relevant. Therefore, when calculated using the Gregory formula with a 2 x 2 matrix, we get a score of 1 with very high validity category criteria. The table of judges' test results and theoretical test calculations using the Gregory Matix 2 x 2 formula can be presented in Table 3 and Table 4.

Table 3. The Table of Judges Test Results

Item	Expert 1	Expert 2	Item	Expert 1	Expert 2	Item	Expert 1	Expert 2	Item	Expert 1	Expert 2
1	Relevant	Relevant	17	Relevant	Relevant	33	Relevant	Relevant	49	Relevant	Relevant
2	Relevant	Relevant	18	Relevant	Relevant	34	Relevant	Relevant	50	Relevant	Relevant
3	Relevant	Relevant	19	Relevant	Relevant	35	Relevant	Relevant	51	Relevant	Relevant
4	Relevant	Relevant	20	Relevant	Relevant	36	Relevant	Relevant	52	Relevant	Relevant
5	Relevant	Relevant	21	Relevant	Relevant	37	Relevant	Relevant	53	Relevant	Relevant
6	Relevant	Relevant	22	Relevant	Relevant	38	Relevant	Relevant	54	Relevant	Relevant
7	Relevant	Relevant	23	Relevant	Relevant	39	Relevant	Relevant	55	Relevant	Relevant
8	Relevant	Relevant	24	Relevant	Relevant	40	Relevant	Relevant	56	Relevant	Relevant
9	Relevant	Relevant	25	Relevant	Relevant	41	Relevant	Relevant	57	Relevant	Relevant
10	Relevant	Relevant	26	Relevant	Relevant	42	Relevant	Relevant	58	Relevant	Relevant
11	Relevant	Relevant	27	Relevant	Relevant	43	Relevant	Relevant	59	Relevant	Relevant
12	Relevant	Relevant	28	Relevant	Relevant	44	Relevant	Relevant	60	Relevant	Relevant
13	Relevant	Relevant	29	Relevant	Relevant	45	Relevant	Relevant	61	Relevant	Relevant
14	Relevant	Relevant	30	Relevant	Relevant	46	Relevant	Relevant	62	Relevant	Relevant
15	Relevant	Relevant	31	Relevant	Relevant	47	Relevant	Relevant	63	Relevant	Relevant
16	Relevant	Relevant	32	Relevant	Relevant	48	Relevant	Relevant	64	Relevant	Relevant

Table 4. 2 x 2 Matrix Table

		Expert 2	
		Not Relevant	**Relevant**
Expert 1	Not Relevant	0	0
	Relevant	0	64

The results of calculating theoretical test data using the Gregory Matix 2 x 2 formula regarding the academic stress coping questionnaire for high school students obtained a score of 1 with very high content validity criteria. A comparison of the content validity criteria used in this research can be presented below Table 5.

Table 5. The Content Validity Criteria

	Content Validity Criteria
0.8 - 1	Very high validity
0.6 - 0.79	High validity
0.40 - 0.59	Medium validity
0.20 - 0.39	Low validity
0.00-0.19	Very low validity

Based on the results of the academic coping stress instrument data collection for 63 respondents, valid data was obtained for 26 items out of 64 items. Determining whether each item is valid or invalid uses item correlation calculations using the SPSS application with an item correlation value of 0.3. If the item value is less than 0.3 then the item can be declared disqualified, however if the item value is more or equal to the correlation value of 0.3 then the item is worthy of being retained. In the first calculation of item validity, after calculating item correlation, there were several items whose value was below 0.3 with invalid item numbers, namely: 5, 7, 10, 15, 17, 23, 24, 29, 30, 31, 35, 36, 37, 38, 39, 40, 44, 53, 54, 56, 59, and 64. The total number of items that are less than the item correlation value of 0.3 is 23 items. Then proceed with recalculating the item correlation value to find out whether there are any items that still have a value of less than 0.3. The second calculation is carried out by removing items whose value is less than 0.3. In the third calculation, items were still found whose value was less than 0.3, so in the second calculation, items were deleted or discarded items whose value was less than 0.3. The items issued are items numbered 6, 8, 16, 21, 22, 45, 46. Thus, the number of invalid items is 7 items. The third calculation is carried out by removing items whose value is less than 0.3 in the second calculation. In the third calculation there are still several items whose value is less than 0.3. Therefore, items with a value of less than 0.3 were deleted, namely items 14, 32, 45, 47, 61, and 62 with a total of 6 invalid items.

The fourth calculation is carried out by removing items whose value is less than 0.3 in the third calculation. It turns out that in the fourth calculation there were still several items whose value was less than 0.3. Therefore, items with a value of less than 0.3 were deleted, namely items 48 and 63 with a total of 2 invalid items.

The results of calculating the correlation of the fifth item show good results by recalculating the items and removing items that are less than 0.3. The previous calculations produced item values in the fifth calculation, all items were valid and the item correlation value was more than 0.3. Based on the Coping Academic Stress questionnaire data given to high school students in class The academic stress coping scale questionnaire score graph can be presented below Figure 1.
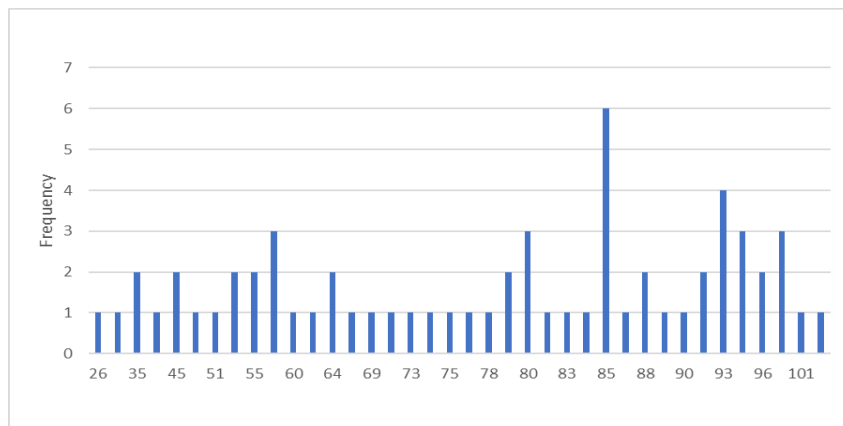

Figure 1. The Chart of Academic Stress Coping Scale Questionnaire Scores

Based on the DAS-21 questionnaire data given to class The DAS-21 score graph can be presented below Figure 2.
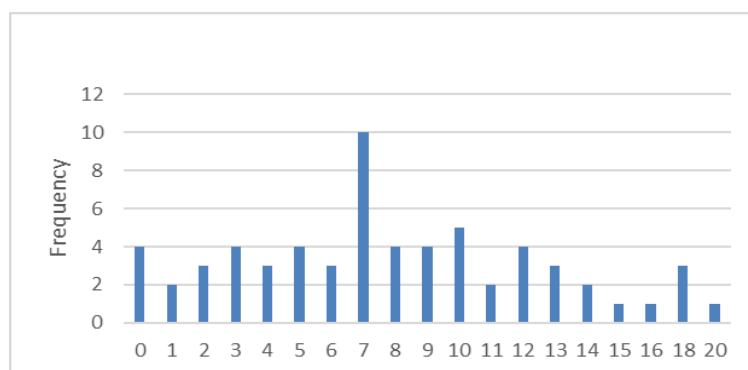

Figure 2. The DAS-21 Questionnaire Score Graph

The results of the reliability analysis regarding the academic Coping Stress questionnaire data and the DAS-21 obtained an alpha coefficient of 0.916 for the academic Coping Stress questionnaire and 0.814 for the DAS-21 questionnaire. Meanwhile, the significance level for the Cronbach Alpha value is 0.6. So it can be concluded that the data from the academic Coping Stress questionnaire and the DAS-21 questionnaire are reliable. The results of the reliability analysis of the coping stress questionnaire data and the DAS-21 questionnaire can be presented in Table 6.

Table 6. The Data Reliability Analysis Table for the Coping Stress Questionnaire and DAS-21 Questionnaire

Subject	Number of Respondents	Reliability	Significant Level	Information
Coping with Stress Academic	63	0.916	0.6	Reliable
DAS-21		0.814		

The results of calculating the Pearson product moment correlation between the academic Coping Stress questionnaire and the DAS-21 questionnaire obtained a result of 0.179. Meanwhile, the Ftable value has a significance level of 0.05 (5%) with N = 63-1 = 62 at Ftable of 1.998. The results of concurrent test calculations that have been carried out can show that the data from the DAS-21 questionnaire with the Academic Coping Stress questionnaire are declared invalid. For more details, please see Table 7.

Table 7. The Concurrent Test Results Table

Subject	Academic Stress Coping Questionnaire	
	N	63
DAS Questionnaire	Pearson Correlation	0.179
21	Significant Level	0.160

The results of this research indicate that the development and analysis of data results from 2 different types of questionnaires showed good results on the academic stress coping scale questionnaire. So, the academic stress coping scale questionnaire that has been developed can be used to analyze academic stress for students who experience academic stress, so that it can help teaching staff or guidance and counseling teachers in providing services and guidance that are appropriate to academic stress and the type of academic stress of students. In this way, treatment becomes more appropriate and in accordance with what students need in dealing with academic stress. Apart from that, research results can also help students to achieve maximum learning outcomes and carry out academic activities well.

Discussion

The results of the development of the academic coping stress questionnaire for high school students involved 3 indicators, 8 sub-indicators, and a total of 64 assessment items. The process of developing this questionnaire was inspired by the concepts of coping with stress explained in the book "STRESS, APPRAISAL, AND COPING" written by Lazarus & Folkman (1984). However, correlation analysis between the stress coping questionnaire and the DAS 21 questionnaire showed a low correlation. This shows that the DAS 21 questionnaire is not fully able to reveal all the academic stress experienced by high school students. Therefore, further development of the academic Coping Stress questionnaire is needed to understand more deeply the stress experienced by students. However, it is important to remember that the relationship between the two variables is not very strong, which indicates that there may be other factors that influence students' stress levels.

High school students should be able to improve their skills and scientific insight and develop stress coping abilities, both focusing on problems and emotions. Stress in teenagers, especially high school students, is an increasingly common situation. Stress in each person can be caused by internal and external factors (Yusuf & Yusuf, 2020; Sutjiato, 2015). Academic pressure is one of the main causes of stress (Khafifah et al., 2023; Adawiyah & Ni'matuzahroh, 2016). Students have to face various demands such as high grades and achieving other achievements. Family expectations and demands of the social environment can also make teenagers or young people stressed. Some other factors that may cause stress are turmoil, physical or emotional changes, and worries about the future. The lack of rest time for young people or teenagers is also a cause of stress. Therefore, it is very important for parents, teachers or people closest to them to know the condition or stress level of teenagers.

The academic stress coping scale questionnaire that has been prepared in this research can be used to analyze academic stress in students. This questionnaire can help educators or guidance and counseling teachers in providing services and guidance that are appropriate to the type of academic stress

experienced by students. Teachers and guidance counselors play an important role in handling the stress experienced by students. This is in line with previous research which states that guidance and counseling teachers through guidance and counseling services can help students to overcome student academic stress (Sari & Astuti, 2022; Laia et al., 2021). It is important for teachers, parents or peers to realize that the stress experienced by students must be handled optimally. Therefore, every school, family and community should be able to create an environment that supports or helps students to manage their stress. Through the support of people around you, adolescent stress management can be controlled.

It is hoped that the innovation in developing an academic stress coping scale questionnaire can be used to measure student academic stress. This research has implications for handling stress experienced by students more optimally. A limitation of this research is that the relationship between the two variables is not very strong, which indicates the possibility that there are other factors that influence students' stress levels. Future research can study in more depth, link academic stress coping with other variables to expand the scope of knowledge, and explore more deeply the factors that influence students' stress coping in an academic context.

4. CONCLUSION

The results of the correlation analysis between the coping stress questionnaire and the DAS 21 questionnaire showed a low correlation. This indicates that the DAS 21 questionnaire is not fully able to reveal all the academic stress experienced by high school students.Therefore, further innovation in the development of the academic stress coping questionnaire is needed to understand more deeply the academic stress experienced by students. Thus, it can be concluded that the development of the academic stress coping scale questionnaire was successful and can be used to measure students' academic stress.

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