The Relationship Between Academic Stress and Psychological Well Being of SMA Negeri 1 Pantai Cermin Students During the Covid-19 Pandemic

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Abstract: Since 2020, the world, including Indonesia, has been declared infected with a virus that is considered dangerous and has claimed many lives, namely the Covid-19 virus. In order to reduce the transmission rate, the government has issued various policies, one of which is a policy in the learning process where the learning process is limited or carried out online. However, the learning process may be carried out offline by meeting the applicable requirements. This change in the learning system is considered less effective and can trigger stress for students so that it can affect their psychological well-being. The purpose of this study is to see the relationship between academic stress and psychological well-being of students at SMA Negeri 1 Pantai Cermin during the Covid-19 pandemic. The scales used in this study are the Psychological Well-Being Scale and the Academic Stress Scale carried out by the researcher. This study was conducted on 169 subjects from SMAN 1 Pantai Cermin using the incidental sampling technique. The correlation analysis in this study used the Pearson Product moment correlation technique with the results of the correlation between academic stress and psychological well-being, namely r = -0.285 with a significance value of p = 0.000, so Ha is accepted. This means that there is a significant negative relationship between academic stress and psychological well-being in students of SMAN 1 Pantai Cermin.

Keyword: Academic Stress, Psychological Well-Being, Students of SMAN 1 Pantai Cermin

INTRODUCTION

The world, including Indonesia, is overwhelmed by being infected with a dangerous virus from Wuhan, China called Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) and the name of the disease is Coronavirus Disease 2019 or abbreviated as Covid-19 (WHO, 2020). Global data on February 24, 2021 reported that there were at least 112 million cases from 216 countries in the world identified and an estimated 2.48 million people died.

The government has established new policies to suppress the spread of this virus, such as lockdown policies and social distancing and has resulted in a significant decrease in the rate of spread (Center for Tropical Medicine UGM, 2020; Fang, Weedon., & Handley, 2020). New policies

have also been implemented in the academic realm, where through the Circular Letter of the Minister of Education and Culture Number 36962 / MPK.A / HK / 2020, it is stated that the face-to-face learning process has been switched to online. However, this learning system is considered to have many shortcomings and shows that educators are still not ready to adapt to the digital era (Charismiadji, 2020).

Then the government issued a Circular Letter of the Minister of Education and Culture Number 116266/A5/HK/2020 containing the rules for face-to-face school policies that can be implemented in the 2020/2021 academic year with certain requirements, but are not mandatory. Based on this letter, many schools have implemented direct teaching and learning processes, including State Senior High School (SMA) 1 Pantai Cermin, in Solok Regency. Through a survey by researchers, SMAN 1 Pantai Cermin has carried out direct teaching and learning processes mixed with an online learning system. This means that the teaching and learning process is carried out by dividing shifts between students.

The class, which initially had 30 students, was divided into two shifts with 15 students attending face-to-face school and 15 students attending online school in the first week. Then in the following weeks, shifts were changed, so it can be said that students attend school with a learning system where one week is done face-to-face and another week is done online. In addition, learning hours are also limited for face-to-face school, which is 3 hours (08.00-11.00 WIB) with 3 subjects. One subject hour is 30 minutes. Activities during 3 hours of face-to-face school, there is no break time. In the learning process, positive emotions play an important role for students because positive emotions will also have a positive impact on the psychological well-being of the students (Fredrickson and Joiner, 2002).

 Students with psychological well-being will be able to develop their potential and have positive thoughts about problems in life. Psychological well-being is a condition where an individual is able to accept themselves, can establish positive relationships with others, can determine their decisions, have direction and goals in their lives, and are able to explore and develop their potential (Disabato, Goodman, Kashdan, Short, & Jarden, 2016). There are several things that can make it difficult for students to achieve psychological well-being, one of which is academic stress.

Based on interviews by researchers with five students of SMAN 1 Pantai Cermin from different classes. The interviews were conducted in the school environment in March 2021. The five students explained that they prefer direct or face-to-face learning activities rather than through communication tools (online). Although their current learning system is not completely online (one week face-to-face, one week online), they said the system is still less effective for the learning process. They do face-to-face school, but interaction with teachers is still limited, which makes it difficult for students to understand the subject matter. Most teachers only give assignments to their students and they still have to try to find materials online themselves to complete the assignments. The assignments given are also considered to be many both during face-to-face school and during online school. This causes them to be overwhelmed because the demands of more assignments than usual, so that it can interfere with their sleep time. They have anxiety about the learning achievements that they have to master themselves. They admit that sometimes they feel tired of the demands that exist so they give up and don't care about their lack of understanding of the learning material. In addition, they said that their academic achievement is unstable. Another obstacle that also greatly influences is the strength of the network and quota packages. Several cases reveal that there are several students who eventually drop out of school and get married when online school or when face-to-face school is not fully implemented. This shows that the level of student satisfaction with the learning process is low. Setyawan & Dewi (2015) stated that if student satisfaction is high, then the level of student well-being will be high and this will affect the motivation of the students.

The problems that then arise include instability in student academic achievement which can trigger academic stress in students, especially for students who are not prepared and do not

have discipline in learning (Ifdil & Ardi, 2013). Academic stress is an assessment and response from an individual to stressors originating from the academic environment (Gadzella, & Masten, 2005). Students with academic stress tend to be associated with anxiety and depression problems (Abouserie, 1994; Gadzella, Masten and Stacks, 1998; Pury, 2002). This means that students who experience academic stress tend to have negative emotions which have a negative impact on their psychological well-being.

Previous research by Cole (2014) stated that the correlation of academic stress variables to psychological well-being variables in general is negative but does not explain further about the aspects of psychological well-being that are most affected by academic stress. This researcher will conduct further research related to the relationship between academic stress and psychological well-being and which aspects of psychological well-being are most affected in students of SMA N 1 Pantai Cermin.

METHOD

This type of research is quantitative research with a correlational approach to see the relationship between two variables through statistical data processing methods. The sample consisted of 169 students with the sampling technique being incidental sampling, meaning any student of SMAN 1 Pantai Cermin who happened to be met by the researcher and was eligible to be used as a sample (except for grade 1 students).

The method used in this study was giving a questionnaire to the sample. The research instruments were the Academic Stress Scale with 21 favorable items and the Psychological Well-Being Scale with 32 items (17 favorable items and 15 unfavorable items) which were carried out by the researcher and had gone through validity and reliability testing using the SPSS 26' for Windows program. The reliability value for the Academic Stress Scale was 0.839 and for the Psychological Well-Being Scale was 0.879. The research scale in this study is a modified Likert Scale consisting of Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS) with a score of 4,3,2,1 for favorable and 1,2,3,4 for unfavorable. The data obtained were then analyzed by conducting assumption tests and hypothesis tests assisted by software from the SPSS 26' for Window program.

RESULTS AND DISCUSSION
Results

Based on the description of the research data, the minimum and maximum values of the psychological well-being variable were 67 and 117, while for the academic stress variable were 35 and 101. The mean and standard deviation values in this study used hypothetical statistical calculations. For the psychological well-being variable, the hypothetical mean value was 80 and the hypothetical standard deviation was 16. While the academic stress variable had a hypothetical mean value of 52.5 and a hypothetical standard deviation of 10.5. The categorization in this study divided the subjects into 5 categories, namely very low, low, medium, high, and very high. The norming used was hypothetical statistics with measuring instruments as a reference.

Based on the calculation results which were also assisted by the SPSS 26' for Windows program, it was obtained that the subjects who had low psychological well-being were 1 person (0.6%), medium 41 people (24.3%), high 96 people (56.8%), and very high 31 people (18.3%). Categorization was also carried out on aspects of psychological well-being where in the aspect of self-acceptance there were 2 people classified as low (1.2%), 22 people were medium (13.0%), 79 people were high (46.7%), and 66 people

were very high (39.1%). In the aspect of positive relationships with other people, there were 5 people classified as low (3.0%), 22 people (13.0%), medium 88 people (52.1%), and 54 people (32.0%) very high. Aspects of autonomy: 1 person is classified as very low (0.6%), 9 people are low (5.3%), 36 people are moderate (21.3%), 104 people are high (61.5%), and 19 people are very high (11.2%). For the aspect of environmental control, there were 8 people classified as low (4.7%), 55 people (32.5%), medium 93 people (55.0%), and 13 people very high (7.7%). In the aspect of personal growth, there was 1 person classified as very low (0.6%), low 10 people (5.9%), moderate 64 people (37.9%), high 85 people (50.3%), and very high 9 (5.3%). Furthermore, for the aspect of life goals, there were 7 people classified as low (4.1%), moderate 34 people (20.1%), high 86 people (50.9%), and very high 42 (24.9%).

Meanwhile, subjects who had very low academic stress were 1 person (0.6%), low 5 people (3.0%), moderate 80 people (47.3%), high 75 people (44.4%), and very high 8 people (4.7%). After data analysis using the assumption test, namely the normality test and the linearity test, the results showed that the residual value was normally distributed ($p = 0.200 > 0.05$) and the two variables had a linear relationship (sig deviation from linearity of $0.019 < 0.05$). Furthermore, a hypothesis analysis was conducted, namely a correlation test using the Pearson Product Moment correlation technique, and it was found that the academic stress variable correlated with the psychological well-being variable ($p = 0.000 < 0.05$) with a correlation coefficient of -0.285. Based on the guidelines for the degree of correlation test relationship in Sugiyono (2013), the degree of relationship between the academic stress variable and the psychological well-being variable is included in the weak category, while the minus sign (-) indicates that the relationship between the two is negative, meaning that the higher the academic stress, the lower the psychological well-being and vice versa.

Furthermore, examining the relationship between the academic stress variable and the psychological well-being variable in terms of psychological well-being aspects, it was found that the academic stress variable correlated with the self-acceptance aspect (correlation coefficient = -0.224 and significance level (p) = 0.003, $p < 0.05$) with a weak degree of relationship and the form of the relationship is negative. The academic stress variable correlates with the aspect of positive relationships with others (correlation coefficient = -0.269 and significance level (p) = 0.000, $p < 0.05$) with a weak degree of relationship and the form of the relationship is negative. The academic stress variable correlates with the aspect of autonomy (correlation coefficient = -0.224 and significance level (p) = 0.003, $p < 0.05$) with a weak degree of relationship and the form of the relationship is negative. The academic stress variable does not correlate with the aspect of environmental mastery (correlation coefficient = -0.036 and significance level (p) = 0.642, $p > 0.05$) with a very weak degree of relationship and the form of the relationship is negative.

The academic stress variable correlates with the aspect of personal growth (correlation coefficient = -0.218 and significance level (p) = 0.004, $p < 0.05$) with a weak degree of relationship and the form of the relationship is negative. And the academic stress variable correlates with the aspect of life goals (correlation coefficient = -0.171 and significance level (p) = 0.027 with $p < 0.05$) with a very weak degree of relationship and the form of the relationship is negative.

Discussion

Based on the research findings, the results showed that the dominant level of students' psychological well-being was in the high category with a percentage of 56.8 and very high with a percentage of 18.3. Categorization was also carried out on aspects of psychological well-being and showed dominance at the high category level. This means that students of SMAN 1 Pantai Cermin in general can be said to have high psychological well-being both in terms of self-acceptance, having positive relationships with others, independence, environmental mastery, personal development, and life goals. This is in line with Ryff (1989) namely that individuals with high psychological well-being will feel satisfied with their lives, have a good emotional state, be able to deal well with bad situations and conditions that can have negative impacts, have positive relationships with others, have an independent personality without depending on others, have a purpose in life, are able to manage their environmental conditions, and can develop themselves. Individuals who have higher scores on psychological well-being tend to adopt adaptive coping strategies, such as commitment, positive reappraisal, or seeking instrumental and emotional support. In contrast, individuals who have lower scores on psychological well-being tend to use less functional coping strategies, such as blaming themselves, ignoring their problems, or taking refuge in fantastic thoughts (Aulia & Panjaitan, 2019).

The results of the categorization that have been carried out on the academic stress variable show that the dominant academic stress variable is in the moderate category with a percentage of 47.3. This indicates that most subjects experienced academic stress during the Covid-19 period. According to Ningsih et al. (2020), the conditions during this pandemic certainly make students feel uncomfortable and not at home studying, thus triggering academic stressors. Academic stress can arise in individuals due to academic stressors that occur in the teaching and learning process such as the number of assignments that must be completed, the length of study time, and getting bad test scores (Nurmaliah, 2014).

Based on the correlation test that has been carried out, the results show that there is a significant negative relationship between the academic stress variable and the psychological well-being variable in students of SMAN 1 Pantai Cermin. This means that the higher the academic stress of students, the lower their psychological well-being. Likewise, the lower the academic stress of students, the higher their psychological well-being. The results of this study are in line with the results of previous studies conducted by Cole (2014) which generally explain the relationship between academic stress and psychological well-being, namely that there is a negative relationship between the two.

In this study, students experienced academic stress in the moderate category but remained psychologically well. This shows that students of SMAN 1 Pantai Cermin are able to respond to existing stressors with a positive response. This positive response will be able to motivate students to try harder, improve performance, increase self-confidence, and obtain good results. According to Quick et al (1997), there are two types of stress, namely eustress and distress. Eustress is the result of a response to pressure that is healthy, positive, and constructive. While distress is the result of a response to pressure that is unhealthy, negative, and destructive. Based on the results of this study, it can be said that students are able to respond positively (eustress) so that students remain psychologically well. How students respond to stress and prepare themselves can help adolescents reduce stress and improve their psychological well-being (Kempf, 2011). Stress experienced by students will have a positive impact if responded to positively, but it should not be continuous or excessive because it will turn into a negative impact if it is prolonged. Furthermore, the study of the relationship between academic stress variables and psychological well-being variables reviewed from the aspects of psychological well-being concluded that academic stress variables correlate with aspects of self-acceptance, positive relationships with others, autonomy, personal growth, and life goals with a weak and very weak degree of relationship for aspects of life goals and the form of the relationship is negative. Meanwhile, the relationship between academic stress variables and aspects of environmental mastery of the psychological well-being variable is stated to be

uncorrelated with a very weak degree of relationship and the form of the relationship is negative. Academic stress with aspects of self-acceptance, positive relationships, autonomy, personal growth, and life goals has a significant relationship which means that students' academic stress is largely influenced by how the student accepts his/her condition, how the student's relationship with others is, how the student's independence is, how the student's personal growth is, and how the student thinks and designs the direction and purpose of his/her life.

CONCLUSION

Based on the research findings, it can be concluded that in general, students of SMAN 1 Pantai Cermin have a more dominant level of academic stress in the medium category with a percentage of 47.3%. The majority of students of SMAN 1 Pantai Cermin have a dominant level of psychological well-being in the high category with a percentage of 56.8%. There is a significant negative relationship between academic stress and psychological well-being of students of SMAN 1 Pantai Cermin. The higher the academic stress of students, the lower their psychological well-being. Conversely, the lower the academic stress of students, the higher the level of psychological well-being. Furthermore, the relationship between academic stress and psychological well-being of students of SMAN 1 Pantai Cermin reviewed from psychological aspects is significantly negative in the aspects of self-acceptance, positive relationships with others, autonomy, personal growth, and life goals. However, academic stress is stated to have an insignificant negative relationship with the aspect of environmental mastery.

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