

ORIGINAL ARTICLE

Factors Affecting Academic Stress among Santri at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar

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ABSTRACT

Introduction: Academic stress is an individual condition that arises because of the many pressures or academic demands that exceed their capacity to feel burdensome. **Objectives:** This study aimed to determine the factors that influence the level of academic stress among Santri at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar. **Methods** This study used an analytic survey with a cross-sectional approach. This study's population were students of Madrasah Aliyah who were in class II at the Ruhul Islam Anak Bangsa Islamic boarding school, 246 students. The sampling technique used a total sampling technique. Analyze data using statistical tests: Chi-square test and multiple logistic regressions. **Results:** The results indicate that self-efficacy is associated with academic stress levels (p -value 0.040), hardiness is related to academic stress levels (p -value 0.039), achievement motivation has no relationship with academic stress levels (p -value 0.262), and optimism is related to academic stress levels (p -value 0.043). **Conclusions:** This study concluded that hardiness is the most dominant factor related to academic stress among Santri at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar (OR: 0.778).

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1. Introduction

Education in schools has an essential meaning for students' life and development because it can determine the quality of life in the future. The success of a learning process is influenced by the individual's ability to focus on the object being studied (Basuki & Faizah, 2020). However, in the educational process at school, students often experience stress due to their inability to deal with and manage stress well (Barseli, M., & Ifdil, 2017). Especially for high school student, because chronologically, high school students are in a period of "storm and stress," namely times of turmoil and emotional tension, erratic, unstable, or unstable teenage emotions (Santrock, 2013).

The stress that students at school often experience is academic stress (Azhar, 2015; Barseli, Ahmad, & Ifdil, 2018). Academic stress is a psychological and mental pressure experienced by students related to the failure of academic demands that exceed their capacity so that students feel overwhelmed (Dixit & Singh, 2015; Sibnath, D., Strodl, E., & Sun, 2015). Rahmawati (2017) explained that the cause of academic stress is academic stressors in the teaching and learning process or matters related to learning activities. For example, pressure to go to class, length of study, anxiety when facing exams, the number of tasks to be completed, poor test scores, decisions determine the majors, and student time management.

The level of academic stress will be higher for students who attend boarding school. It is due to higher pressure and demands from other schools. Sulaeman and Joelani (2014) stated the highest level of academic stress in boarding school students can reach 86%. The high level of academic pressure, if left unchecked, will have an impact on prolonged stress and affected students, such as decreased immunity. It makes students susceptible to disease, suffering from

mental fatigue (depression and disappointment), which results in adaptive mal behaviour such as uncontrolled emotions until they can hurt themselves (Albana, 2007). Many students who experience high academic stress enter psychiatric units because of depression, phobias, anxiety, and other behavioral problems (Sibnath, Strodl, and Sun, 2015).

Academic stress has not been much-paid attention to, especially in the boarding school that uses the concept of a boarding where 24-hour students are in the dormitory, whereas academic stress is also something important thing to be considered in boarding school. For that reason, this study aims to determine the factors related to academic stress among santri in a boarding school located in Aceh Besar District. The factors in question are self-efficacy, hardiness, achievement motivation, optimism, procrastination, and social relations to student academic stress. This study's results are expected to provide an overview to readers and stakeholders regarding the factors that affect students' level of academic stress in Islamic boarding school.

2. Methods

This study's research design was quantitative with the type of analytical survey research and cross-sectional approach. This study's population were students of Madrasah Aliyah who were in class II at the Ruhul Islam Anak Bangsa Islamic boarding school, 246 students. The sampling technique used a total sampling technique, which means that the sample size is the same as a population of 246 students.

Data collected start from March 4 to 26, 2021, at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar using a questionnaire academic stress questionnaire consisting of New General Self Efficacy, Occupational Hardiness Questionnaire, Achievement Motivation, Life Orientation Test-Revised, Procrastination Academic Scale-Student, Perceived Social Support From Family and Perceived Stress Scale to 246 students who are in the Ruhul Islam Anak Bangsa (RIAB) pesantren. Lastly, The data analyzed using the SPSS application's help with univariate, bivariate (chi-square test), and multivariate (multiple logistic regression) analysis techniques.

3. Results and Discussion

Table 1
Frequency Distribution of Demographic Data

No.	Characteristics of Respondents	Frequency (f)	Percentage (%)
1	Age		
	a. 15 years	13	5.3
	b. 16 years	194	78.8
	c. 17 years	38	15.5
	d. 18 years	1	0.4
	Total	246	100
2	Gender		
	a. Man	107	43.5
	b. Women	139	56.5
	Total	246	100.0

Characteristics of respondents based on age at the Ruhul Islam Anak Bangsa Islamic Boarding School show that the age range of the majority of students is 16 years, totalling 194 students with a percentage of 78.8%. While respondents' characteristics based on Gender indicate that the majority gender is female, amounting to 139 students with a rate of 56.5%.

Table 2
Relationship between Academic Stress Level and Self Efficacy

	<i>Self-Efficacy</i> Academy Stress Level			<i>P-Value</i>
	Light`	Weight	Total	
High	57 (23.2%)	72 (29.3%)	129 (52.4%)	0.040
Low	68 (27.6%)	49 (19.9%)	117 (47.6%)	
Total	125 (50.8%)	121 (49.2%)	246 (100.0%)	

The results of this study of 129 students with high self-efficacy there were 74 (29.3%) with a high level of academic stress. Furthermore, from 117 students with low self-efficacy, 68 (27.6%) had low self-efficacy. The result of the value of $P = 0.040 < 0.05$ indicates that there is a significant relationship between self-efficacy and the level of academic stress of students.

The study results are in line with the research conducted by Feist (2010), which suggests that if someone's fear, anxiety, or level of stress is high, they usually have high self-efficacy. Those who feel capable and confident of overcoming obstacles and perceive it as a challenge that should not be avoided have higher self-efficacy. Various forms of self-efficacy can support self-management behavior (Alifariki, Rahmawati, La Rangki, & Kusnan, 2020; Pakaya, Syam, & Syahrul, 2021). It is because stress on students can come from within themselves and their surroundings. Sources of pressure on students can come from parents' achievement demands, frequency of exams, academic curriculum, difficulty sleeping, worry about the future, feeling lonely, food quality, uncomfortable classes, and not available learning facilities (Pasaribu, 2018).

According to Atkinson (Sulistyowati, 2016), the factors that cause stress can be divided into internal factors consisting of physical conditions, behaviour, cognition or standards that are too high, and emotional. Meanwhile, external factors consist of the physical environment such as noise, pollution, lighting, work environment such as repetitive work, and a socio-cultural environment such as competition. This study's results also supported by research that suggests that the most dominant external factor affecting stress in thesis preparation is the social environment, such as the family environment or on campus, and the most dominant internal factor affecting stress in thesis preparation is an intellectual ability (Sudarya et al., 2014).

Table 3
Relationship between Academic Stress Level and Hardiness

	<i>Hardiness</i> Academy Stress Level			<i>P-Value</i>
	Light`	Weight	Total	
Very high	59 (24.0%)	74 (30.1%)	133 (54.1%)	0.039
Very low	66 (26.8%)	47 (19.1%)	113 (45.9%)	
Total	125 (50.8%)	121 (49.2%)	246 (100.0%)	

The results of this study of 133 students with very high hardiness were 74 (30.1 %) with a high level of academic stress. Furthermore, from 113 students with very low hardiness, there were 66 (26.8%) with light levels of academic pressure. $P\text{-value} = 0.039 < 0.05$, so there is a significant relationship between hardiness and students' academic stress level.

These findings indicate that the level of optimism affects students' hardiness in completing their thesis. Other factors that can influence students' hardiness in completing their thesis are social support, external and internal motivation, environment, and self-efficacy. [Rachman & Indriana \(2013\)](#) states that social support is necessary to maintain and increase achievement, activity, and health even under pressure. Social support is related to hardiness, but not the same thing. The conceptualization of hardiness includes the courage and motivation to interact with others by giving encouragement or encouragement (rather than competing) and expecting the same thing to be done by others to him.

Table 4
Relationship between Academic Stress Level and Achievement Motivation

	Academic Stress Level Achievement Motivation			P-Value
	Light`	Weight	Total	
High	48 (19.5%%)	56 (22.8%)	104 (42.3%)	0.262
Low	77 (31.3%)	65 (26.4%)	142 (47.7%)	
Total	125 (50.8%)	121 (49.2%)	246 (100.0%)	

Of the 104 students with high achievement motivation, 56 (22.8 %) with heavy academic stress levels. Furthermore, from 142 students with low achievement motivation, there were 77 (31.3%) with light levels of academic stress. Obtained P-value = 0.262 > 0.05, which means no significant relationship between achievement motivation and students' level of academic stress.

In completing learning, there is stress and motivation. Stress can affect motivation, but if the students experience mild stress, they will think positively to complete their assignments. Limbert concluded in his research that positive thinking has a role in making individuals accept the situation at hand more positively ([I.W & Linayaningsih, 2017](#)). Students who experience severe stress tend to be irritable and unfocused so that their friends will be afraid to provide motivation resulting in these students will have a common reason. According to the Psychology Foundation of Australia, students tend to become irritable and unfocused in severe academic stress. It can affect the ability and orientation of the learning process activities that students follow. The result is that students become dizzy, delay completing assignments, and experience sleep disturbances ([Ira, Agus, & Edi, 2014](#); [Womble, 2001](#)).

This study's results related to Sudaryana's research suggest that the most dominant external factor affecting stress in thesis preparation is the social environment, such as the family environment or campus. The most dominant internal factor affecting stress preparation is the intellectual ability ([Sudarya et al, 2014](#)).

Table 5
Relationship between Academic Stress Level and Santri Optimism

	Academic Stress Level Optimism			P-Value
	Light`	Weight	Total	
High	50 (20.3%)	65 (26.4%)	115 (46.7%)	0.043
Low	75 (30.5%)	56 (22.8%)	131 (53.3%)	
Total	125	121	246	

(50.8%) (49.2%) (100.0%)

In this study of 115 students with high optimism, there were 65 (26.4 %) with level severe academic stress. Furthermore, from 131 students with the lowest optimism, there were 75 (30.5%) with light levels of academic stress. P-value = 0.043 <0.05, which means that there is a significant relationship between optimism and the academic stress level of students

Reina (Kholifah, 2017) states that optimistic people are better able to cope with stress than pessimists. So that from the failures experienced, students who have a high optimism attitude do not necessarily give up but try to deal with stress. So that students will have problem-focused severe coping. However, in reality, this is not the case. It is not always true that students' optimistic attitude to complete their thesis is influenced by problem-focused coping in dealing with stress by seeking various information.

Table 6
Relationship between Academic Stress Level and Santri Procrastination

	Academic Stress Level Procrastination			P-Value
	Light`	Weight	Total	
High	66 (26.8%)	57 (23.2%)	123 (50.0%)	0.444
Low	59 (24.0%)	64 (26.0%)	123 (50.0%)	
Total	125 (50.8%)	121 (49.2%)	246 (100.0%)	

The results of this study of 123 students with high procrastination there were 66 (26.8 %) with light levels of academic stress. Furthermore, from 123 students with low procrastination, there were 64 (26.0%) with a heavy academic stress level. The test results obtained P-value = 0.444 > 0.05 so that there is no significant relationship between procrastination and the academic stress level of students.

This result In line with Olejnik and Holschuh's theory (2007; Zuama, 2014), which describes academic stress, that a response arises because there are too many demands and tasks that individuals must do. Fatigue results in decreased productivity in studying and personal activities (Gaol, 2016). Academic stress affects academic procrastination by 19.1% (obtained from r^2). And other factors outside of academic stress influence the remaining 80.9%. Academic procrastination occurs because of other factors that influence stress. There are low internal motivation, a great sense of laziness, permissive or loose parenting styles, peer influence, the environment, and the closest people who are less supportive, and the lack of timing between academic tasks that must be done with other matters (Anggraeni, Priska Devy dan Widyarini, 2008; Sandya & Ramadhan, 2021). Another study found that academic stress has a mean of 47.5, which is in the high category, while the standard of academic procrastination is 31.25, which is in the high class. Academic stress is one of the main factors influencing the emergence of academic procrastination (Catrunada, L. dan Puspitawati, 2008; Nafeesa, 2018; Yusuf & Yusuf, 2020).

Table 7
Relationship between Academic Stress Level and Social Support

	Academic Stress Level		Total	P-Value
	Light	Weight		
Very high	60 (24.4%)	75 (30.5%)	135 (54.9%)	0.038
Very low	65 (26.4%)	46 (18.7%)	111 (45.1%)	
Total	125 (50.8%)	121 (49.2%)	246 (100.0%)	

The results of this study of 135 students with very high social support, there were 75 (30.5 %) with heavy academic stress levels. Furthermore, from 111 santri with deficient social support, there were 65 (26.4%) with light academic stress levels. Hypothesis test results obtained P-value = 0.038 <0.05 it can be concluded that there is a significant relationship between social support and the level of students' academic stress.

It is in line with Ernawati and Rusmawati's (2015) research that mentioned a negative relationship between social support and academic stress. The social support that is very influential on academic stress is the support that comes from parents. Furthermore, this research is in line with the analysis of Eggens, Werf, and Bosker social support serves as a "rescue net" that can help students cope with or cope with stress and adversity (Rahma, 2011).

Table 8
Results of the Selection Test Factors as Predictors of the Academic Stress Level of Santri (n = 246)

No.	Predictors	P-value
1	Self-efficacy	0.030
2	Hardiness	0.029
3	Optimism	0.032
4	Social support	0.028
5	Achievement motivation	0.211

Table 9
Results of Step 1 Analysis for Factors as Predictors of Santri Academic Stress Levels

Predictors	OR	P-Value	95% CI	
			Lower	Upper
Self efficacy	0.730	0.029	0.414	1,288
Hardiness	0.778	0.028	0.437	1,386
Achievement motivation	0.837	0.517	0.488	1,435
Optimism	0.650	0.031	0.382	1,108
Social Support	0.632	0.028	0.373	1,074

Table 9 shows that the results of step 1 logistic regression analysis show control of self-efficacy (p-value: 0.029), hardiness (p-value: 0.028), optimism (p-value: 0.031), and social support (p-value: 0.028). obtained a significant value <0.05, so it is feasible to be analyzed at the next step. Meanwhile, achievement motivation (p-value: 0.517) obtained a significant value > 0.05, so it is not feasible to be analyzed in the next step.

Table 10
The results of the final step analysis for the factors as predictors of academic stress

Predictors	OR	P- Value	95% CI	
			Lower	Upper
<i>Self efficacy</i>	0.730	0.278	0.414	1,288
<i>Hardiness</i>	0.778	0.395	0.437	1,386
Optimism	0.650	0.113	0.382	1,108
Social Support	0.632	0.090	0.373	1,074

Table 10 shows that the last step logistic regression analysis results show that based on the previous step logistic regression analysis results, it is also known that hardiness is the predominant predictor associated with the academic stress level of students (OR: 0.778). Hardiness is related to the academic stress level of students as much as 0.778 times.

4. Conclusion

This study concluded that hardiness is the most dominant factor related to the level of academic stress among Santri at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar (OR: 0.778). In particular, the results of this study as follows:

1. Most of the Santri Ruhul Islam Anak Bangsa (RIAB) of Aceh Besar have high hardiness.
2. There is a relationship between self-efficacy and students' academic stress at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar.
3. There is a relationship between hardiness and students' academic stress at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar.
4. There is no relationship between achievement motivation and students' academic stress at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar.
5. There is no relationship between procrastination and students' academic stress at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar.
6. There is a relationship between social support and students' academic stress at the Ruhul Islam Anak Bangsa (RIAB) Islamic boarding school in Aceh Besar.

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