The pressure of academic stress and self-efficacy among student

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Article Info	ABSTRACT
	Academic stress is the pressure that is felt by individuals in achieving the expected goals. The phenomenon that occurs is that students are not so confident in their abilities that they cause academic stress in achieving their college goals. This study aims to obtain a picture of student self-efficacy and an overview of student academic stress in the guidance and counseling study program. Based on the results of the study found the coefficient of self-efficacy variables with student academic stress is said to be significant and negatively correlated. This research departs from the fact that many students feel pressured by many assignments at school, and this causes their stress symptoms to experience at school. Therefore the ability to solve problems (self-efficacy) is thought to be very important to deal with these problems. The purpose of this study is to examine the relationship between self-efficacy and stress symptoms of elementary school students (Madrasah Ibtidaiyah Private) in Solok City, West Sumatra. This research uses a quantitative approach, with a population of 354 students. However, only grades 4-6 were included in this study as a sample totaling 80 people. The sampling technique used is proportional to stratified soak sampling. The statistical model used in this study is the Pearson correlation. The results of this study prove the relationship between self- efficacy and stress symptoms of school students.

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Introduction

Stress can be defined as an individual's state of disturbed balance. Stress occurs due to an external or internal situation that raises disturbances and requires individuals to respond to adaptively (Watson, 2016). In general, everyone has experienced stress, whether mild, moderate, or severe. The term "stress" is often misused, which refers to the "insane" phenomenon. Stress is a neutral term, which refers to things that humans always experience in everyday life.

Then, stress experienced by children at school is called stress at school, or the language of psychology is school stress. School stress is a condition of anxiety or uncomfortable feeling experienced by students due to the school's demands, which is considered pressing, thus triggering the occurrence of physical, psychological, and behavioral changes and can affect students' learning achievement. In school, the relationship between students is usually inseparable from mutually uncivil behavior about individual shortcomings. The condition must be overcome calmly and not too much. Students who experience academic stress have maladaptive perceptions of academic demands. Academic stress is a subjective perception of students' educational condition or response in physical reactions, behaviors, thoughts, and negative emotions that arise due to school or academic demands (Mufadhal, Ifdil & Nikarijal, 2017).

Students are individuals who are following the process of education in tertiary institutions in which students experience changes in habits in the process of learning in high school to tertiary institutions. Can not be separated in the lecture process of students interacting with other students even with lecturers and other teaching staff. (Siregar, Yusuf, & Mudjiran, 2016) argues that one's interactions with others are very important aspects of human life, as well as in living their lives in various environments. In interacting, students are

inseparable from the various problems in their nature. Seen from the process of students adapting to the atmosphere of learning in tertiary institutions which is full of new things for them, it is enough to make students stressed by various independent, group and practical assignments. With its increasingly high capacity, students are expected to be able to understand concepts, be able to map problems and choose the best solution to overcome problems.

This condition is predicted to trigger stress on the student if he is unable to meet these demands. Stress has become a real problem in everyday human life. (Sarafino, 2006) defines stress as a condition caused by a mismatch between the desired situation and the biological, psychological or social system of the individual. Stress faced by individuals varies and varies from one individual to another individual. This is caused by various factors such as internal factors (mindset, personality, and beliefs) and external factors (more dense subjects, pressure for high achievers, encouragement of social status, and pressure from parents).

Academic stress also includes students' perceptions of the amount of knowledge that must be mastered and the perception of sufficient time to develop it. Another factor that can cause academic stress on students is confidence (efficacy). Confidence in one's ability to complete academic tasks can increase efforts to achieve goals, but can also be an obstacle in achieving goals. Self-efficacy is an ability to organize and carry out parts of activities needed to achieve the desired goals. (Bandura, 1997) states "self-efficacy refers to beliefs in one's capability to organize and execute the courses of action required to produce given attainments". Bandura stated that self-efficacy is a person's belief in his ability to organize and carry out a series of actions needed to produce the results to be achieved.

The belief that exists in individuals is expected to be able to help students in dealing with various situations that occur in themselves. (Sarafino, 2006) suggests that the self-efficacy of individuals can make individuals able to deal with various situations. Individuals who have high self-efficacy, believe that they are able to do something to change the events around them. While individuals who have low self-efficacy will assume basically they are not able to do everything around them. In difficult situations, individuals with low self-efficacy tend to give up easily. While individuals with high self-efficacy will try harder to overcome existing challenges. This is consistent with the opinion of (Sarafino, 2006) which says that individuals who have high self-efficacy will experience lower pressure when dealing with sources of stress or stressors. Furthermore (Bandura, 1994) put forward the factors that influence individual self-efficacy: (a) the nature of the task facing the individual; (b) awards received by individuals from others; (c) the status or role of individuals in their environment; (d) information about one's abilities.

Method

The research method uses quantitative research with correlational research designs. Data analysis techniques used include the data description test, prerequisite tests (normality and linearity) and hypothesis testing. The sample selection is only for students in grades 4-6 because the higher the grade level they have, the more assignments are given. The task given is not just to record or copy the subject matter. They are also asked to search for subject matter on the internet, while they generally have low internet literacy. The sampling technique uses *proportionate stratified random.* Retrieval of data using the Guttman Scale model with two answer choices, namely "yes" and "no." The measuring instrument used is the scale of the psychological form of Scale Efficacy of Self based on the dimensions of self-efficacy by Bandura. Furthermore, the research carried out according to the planned research procedures, gave the instrument to the sample and provided an explanation of how to fill in and proceed with collecting the results of the instrument filling. The next step is to make a table of frequency and standard deviation of variables, making it easier for researchers to determine the criteria for respondent achievement.

Results and Discussion

The Self-Efficiency Scale obtained the lowest score of 8 and the highest score of 16 with an average rating of 13.50. The Stress Scale in Schools received the lowest score of 1 and the highest score of 12 with 4. 39. Based on the table above shows that the average spread in the self-efficacy variable is high. It means that generally, students have high problem-solving abilities. They can complete tasks well, divide time effectively and efficiently, and work with peers. So their self-efficacy achievements are classified as good. At the same time, the stress variable in schools owned by students is relatively low. It means that students do not feel too depressed during the learning process at school. After collecting data on the sample using the instrument, then the results of filling the instrument are analyzed. Based on the data description, it was found that the highest score of the self-efficacy variable was 80 directly proportional to the highest score of the academic stress

variable by 70 with a total score of the self-efficacy variable by 12510 and the academic stress variable by 11137. If shown in Table 1.

Table 1. Distribution of variable data

	Self-efficacy	Stress at School
The mean	13.50	4.39
Median	14. 00	4. 00
Minimum	8	1
Max Imum	16	12

Table 1. Data Description

No.	Variabel	Skor				Rata-rata	% rata-rata	SD	Ket
		Ideal	Tertinggi	Terendah	Total				
1	*Self-efficacy*	80	80	38	12501	57,34	71,68	8.071	T
2	**Stress akademik**	70	70	27	11137	51,09	72,98	4.754	T

Table 1 shows that the score of the variable self-efficacy and academic stress is directly proportional, it can be said that students who have high self-efficacy can avoid the conditions of academic stress just the opposite, students who have high self-efficacy also feel a condition of academic stress that is sufficient too high. In line with what was stated by (Bandura, 2005) related to the source of self-efficacy, one of them is mastery experience (the fourth point of mastery experience) said that failure under high emotional conditions or high stress levels of self-efficacy is not as weak as failure under maximum conditions. Perception of failure can defeat the conditions of high academic stress, but in fact self-efficacy is increasing in line with the conditions of academic stress felt by students. (Feist & Feist, 2010) also argues that the individual's beliefs about his ability to influence the form of action to be chosen, how much effort will be done, for what individual will survive in the face of obstacles and failures, as well as the individual's resilience to rise in failure. The opinions of these two figures strengthen the results of research that self-efficacy when a student is confident in his ability to achieve goals, then the student is said to have self-efficacy. Students who have high self-efficacy can cause confidence to be able to do the task in accordance with the demands of lectures to completion. Furthermore (Durand & Barlow, 2006) suggested that self-efficacy is considered as one of the abilities that can reduce stress.

The results of the simple linear regression analysis in Table 2 show an R value of -0.275 which shows the regression coefficient between self-efficacy and student academic stress. R Square value of -0.075 can be interpreted that self-efficacy contributes negatively to student academic stress by 7.5%, self-efficacy can reduce student academic stress. Furthermore, the simple regression significant test showed an F value of 3.89 with a significant level of 0.000. The probability of 0,000 is smaller than the significant level of 0.05 which shows the correlation coefficient between self-efficacy and student academic stress is significant. For further testing, a simple regression coefficient test is seen in Table 3.

Table 2. Simple Linier Regression Analysis

Model	R	R Square
1	-0.275	-0.075

Table 3. Simple Regression Test

Model	Unstandardized Coefficients	T	Sig.
	B		
(constant)	33.511	-5.880	0.000
Self-efficacy	-0.467	-4.200	0.000

Significance testing of the academic stress variable constant with a tcount of -4.200 at a significant level of 0.000 (p <0.05). It can be concluded that there is a significant negative relationship between self efficacy and student academic stress. So that the higher the academic stress of students the higher the student's self-efficacy in the guidance and counseling study program in one private tertiary institution.

Conclusion

Self-efficacy has an important role in individuals as managers of self-perception in facing the challenges of lectures. Increased motivation, increased ability, and prepare to face various conditions that can trigger academic academic stress. Based on the results of the study found that academic stress can increase student self-efficacy by 7.5%, due to the pressure generated from academic stress conditions can shape the perception of students ready to face increasingly greater challenges going forward. Indeed this research has proven a significant negative relationship between selfefficacy and stress symptoms in school among students. However, this study has not explained how much influence the gender, culture, nature and tasks faced, and information and abilities that can affect the relationship between the two variables. So it is interesting for other researchers to examine further the influence of these factors, which can potentially have a close relationship between the variables examined in this study.

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