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The correlation of full-day school on student academic stress

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ABSTRACT

The research base on the education system's phenomenon in Indonesia implements full-day school, which triggers academic stress experienced by students in schools, particularly in Central Kalimantan. This study aimed to get empirical data on a significant effect of a full-day school on academic stress. Statistical data analysis in this study using simple linear regression analysis. The sample in this study was 53 students who were taken by purposive sampling. The Likert scale uses as an instrument for collecting data related to academic stress. The full-day school does not affect students' academic stress. Evidenced by the results of the Pearson analysis, which shows that the value of the t count is 0.379 while the value of the T table is 0.679. Pearson analysis shows that T count is less than T table so that it can see that there is no relationship between full-day school and student academic stress. The results of the study indicate that the school can still carry out full day learning for its students but still pay attention to psychological conditions so that learning outcomes remain quality. the school needs to develop special policies related to full day school so that learning is carried out in accordance with the flow of the existing education system.



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Introduction

Along with the dynamics of life that increasingly demand the speed, accuracy, intellectual, emotional, spiritual, and creative development of students, conventional education is still considered unable to meet the educational needs of the present and the future. Full-day school is an educational process that starts from 07.00 WIB to 16.00 WIB with a break every two hours, and the lesson schedule adjusted to the weight of the subjects and added deepening of the material (Suyyinah, 2019). This educational concept is base on (KEMENDIKBUD RI, 2017). School days run from Monday to Friday. Implementation of learning carried out from Monday to Friday eventually earned the title full-day school (Mansur & Utama, 2019; Pionera et al., 2020). There are currently several schools, especially in Kalimantan, which have implemented a full-day school system. Of course, this condition is a challenge for teachers in Kalimantan, so that learning becomes fun and not dull.

Full-day school is a new formal education system implemented in Kalimantan while first implemented in Indonesia in 1989 at the Salman Al Farisi Education Foundation in Bandung. The transition to the concept of conventional education, from 07.30 to 12.30 to full-day school or starting from 07.30 to 16.00), this condition has an impact on the space that is increasingly needed and pay attention to student needs (Cardiah & Sudarisman, 2019). The full-day school aims to produce character and quality students who are rich in knowledge and competent. The full-day school has good quality graduates, exemplary learning achievement, reliability, academic achievement, character, depth of knowledge, moral excellence, and daily behavior (Melati, 2019). Full-Day School is one of the new systems applied in Indonesia. There are special provisions; the learning must have a perfect strategy in carrying out a lesson, supporting facilities, and dig more in-depth about the material that will be or have to give. The full-day school allows schools to arrange lesson schedules

freely, adjust to the subjects' weight, and add to the material's deepening. Schedule arrangements for subjects and deepening prioritize in full-day school. In general, full-day schools establish to reduce various societal problems, which want their children to get the best education from academic and non-academic aspects and protect children from promiscuity. Learning in full-day school is flexible and can adapt to students' conditions to make it more enjoyable and easy to accept (Cahyaningsih et al., 2020). During his time as education minister, Muhajir Effendy said Full day School would not make students bored were after the lesson was complete it continue with extracurricular activities. Regardless of the pros and cons of planning to launch a full-day school program, based on some research results before the government launched the program, it can understand that full-day school can be useful and supports learning objectives (Safi'i, 2020). The results of the full-day preschool group were superior to the half-day group (Atteberry et al., 2019). Also, a full-day school is a solution for making savings. Most of the reduction in spending came from spending areas that saw a high decrease in services (Thompson, 2019); others think learning time affects academic stress (Desmita, 2017).

In addition to the advantages, there are also weaknesses felt by students with the full-day school, namely the activities of students while at school are long and on the other hand, students lose more time at home. It can also impact students who can tend to be slow / lacking in understanding lessons. Tend to increase/trigger their mental stress, so that it can cause students to experience stress that can interfere with their physical, psychological, and even mental (Anggraeni et al., 2020). The psychological condition has a significant influence on teaching and learning activities, especially for vulnerable school-age children, with the full-day school system where the subject provided and the learning time is more than ordinary schools that are not full-day (Tambunan et al., 2017). Results of academic stress in various contexts (Bouton, 2019; J. H. Choi et al., 2019; N. Choi et al., 2020; Jaekel et al., 2015; Jang, Mi Na, Oh Su-mi, Kim hee soon, 2019; Kato-Kataoka et al., 2016; Lee, Ye-Won ; Lee, 2019; Ozsaban et al., 2019; Pajarianto, Hadi Kadir, Abdul Galugu, Nursaqinah Sari, Puspa Februanti & Pajarianto, 2020; Saklofske et al., 2012; Waqas et al., 2015).

The full-day school has something to do with students' academic stress because the length of a lesson is also very influential on students' concentration, students' condition, and even affects students' ability to capture the lessons given by the teacher. Previous research has explained that full-day school affects a students mental health (Risqi Mahmudatul & Edi, 2020). Full day school also affects students' learning motivation, where students have better learning motivation (Dwi, 2020), Learning interests and learning outcomes of students (Armadani et al., 2020), religious character (Nikmatun Hasanah, Sopiatus Nahwiyah, 2020; Nurmaida & Octamaya, 2020).

The learning system that requires students to be at school until the afternoon to learn triggers students' pressure. The full-day school implemented in several schools in Palangkaraya shows that the full-day school system affects students' academic stress (Esty Aryani & Indah Sari, 2020; Yulifah et al., 2020). The results of this study indicate that there is a relationship between stress and full day. Researchers will review whether there is a relationship between full day school and students' academic stress. Stress academic is a condition of a person's discomfort with something that disturbs one's mind, and impacts decreased concentration, anxiety, anxiety, and physical and psychological fatigue. Academic stress is a state of our discomfort towards school demands, demands on the learning process, even demands for high target grades. Academic stress is a particular type of stress that appeared due to parents' and teachers' expectations from students because of academic achievement (1). Students who are happy in their lives and have less stress will do their home works better and make more success, while those with less physical and mental health have less motivation to study and use methods such as killing time and absence from school to get along with academic stress (Hosseinkhani et al., 2020). Academic stress is pressure due to subjective perceptions of an academic condition. This pressure gives rise to students' responses in the form of adverse physical reactions, behaviors, thoughts, and emotions that arise due to school or academic demands (Barseli & Ifdil, 2017). The pressure always triggers problems in students (Trigueros et al., 2020). Looking at the problems and existing research results, in this case, the purpose of this study is to determine the correlation of full-day school and student academic stress.

Method

Research Design

This research is a quantitative type. Quantitative research examines the relationship between variables (Creswell, 2014; Creswell & Clark, 2018; Jain, 2019; Pruzan & Pruzan, 2016; Ryan, 2015). This correlation study will determine whether the predictive variable, namely full-day school, affects academic stress that

occurs in students. This research was conducted through several stages; namely, the researcher collected initial data to see the full day school condition and academic stress. The next step is sample collection and also the selection of instruments according to the research. The final stage is to design and procedure and analyzes data interpretation to show the research result.

Instrument

The research instrument used was a scale likert to measure academic stress and questionnaire full-day school. The type of scale used is the Likert scale. The Likert scale used has four answer choices for each item, namely: A (Agree), SA (Strongly Agree), D (Disagree), SD (Strongly Disagree). According to the respondent's condition, the range of choices for scale students' understanding of academic stress in this study was 1 to 4 as 4 statement items

Table 1. Criteria of Likert Scale

A	SA	D	SD
Agree	Strongly agree	Disagree	Strongly Disagree

The research instrument comprises 46 items on a Likert scale for academic stress and a full day school questionnaire. Likert scale and questionnaire developed were taken from academic stress indicators and full day school indicators Validity and reliability tests were carried out on 105 students using SPSS version 22 and obtained 40 items which were declared valid and reliable to be used as research instruments. Researchers also used an observation rubric to see throughout the day school as full-day school support.

Population and Sample

This study's population were all students at Muhammadiyah 1 Palangkaraya Senior High School, totalling 350 students. The sample in this study was 53 students selected by using purposive sampling. 53 students were declared eligible as samples because they had indications of experiencing academic stress based on the results of the academic stress scale analysis. The sample is part of the population (Ardhian et al., 2020; Arikunto, 2006). This study's sample indicated experiencing academic stress and obtaining a scale of academic stress using the purposive random sampling technique in line with research sampling (Russell et al., 2020).

Data Analysis

The research data were analyzed using statistical analysis. Statistical analysis carried out is descriptive analysis in the form of analysis of the mean, standard deviation of data related to full day school. This descriptive statistical analysis is used to find out everything related to full day school. In addition to descriptive statistical analysis, Pearson correlation analysis was also carried out to see whether there was an effect of full day school on academic stress that occurred in students. The data obtained were analyzed with the help of SPSS version 22 for windows.

Results and Discussion

Data Research

Student academic stress data is the data that is obtained from the analysis of the Likert scale academic stress, while for full-day school using a full-day school questionnaire. The researcher conducted a descriptive statistical analysis of the research variables to determine the mean value of each variable and the standard deviation. The analysis results can see in the table below.

Table 2. Standard deviation and a mean of Research Variables

Variable	N	M	Sd
Full-Day School	53	113.3214	12.95306
Academic stress	53	123.2857	5.81732

Full-day school as measured using the full-day school instrument has a score ($M = 123.2$; $SD = 5.8$), than academic stress has a score ($M = 113.3$; $SD = 12.9$). The table also shows the smallest results obtained for the full day school variable (116.00) and the largest (135.0). Furthermore, the data distribution of each data distribution for each variable is displayed. In the full-day school variable, each item's theoretical score on the full day school scale moves from 1 to 4 with 44 items, so the total score moves between 44 (44 x

1) to 176 (44 x 4). the total area of the interval is Range (R) / Category (K), where the value of R = 176 - 44 = 132 and the value of K = 5. The number of criteria arranged on the criteria for variable objects, namely very high, high, medium, low, and very low) so that the area distribution of the interval (I) = 132/5 = 26.4. For the assessment criteria, the research criteria = highest score - interval = 176 - 26 = 150, then the assessment criteria are very high = if the score is >= 150, high = if the score is 124, moderate = if the score is >= 98, low = if the score is >= 72, and very low = if the score >= 46. The following is the data presentation description of the categorization and interpretation of students' full-day school scores. The full-day school questionnaire data analysis stated in three main research indicators. These indicators are as follows: (1) planning, (2) implementation and (3) evaluation. The results of the data analysis are as follows.

Table 3. The results of the full day school questionnaire analysis

Category	Score Interval	Frequency	Percentage
Very high	> = 150	0	0%
High	> = 124	21	40%
Are	> = 98	32	60%
Low	> = 72	0	0%
Very low	> = 46	0	0%
Amount		53	100%

The table results show no respondents with a very high group, while the respondents who have a high group are 21 people (40%) and respondents who have a moderate group are 32 people (60%). While the academic stress scale theoretically, the score for each item academic stress scale moves from 1 to 4 with items totalling 46. The following is the data presentation description of the categorization and interpretation of participants' academic stress scores:

Table 4. Description of Academic Stress Score Categorization and Interpretation

Category	Score Interval	Frequency	Percentage
Very high	> = 157	0	0%
High	> = 130	5	10%
Are	> = 103	32	60%
Low	> = 76	16	30%
%Very low	> = 49	0	0%
Amount		53	100%

Respondents who have a very high group not found, while respondents who have a high group are as many as three people (10%). In comparison, respondents with a moderate group are 18 people (60%), and respondents with a low group are seven (30%).

Classic assumption test

To test the research hypothesis using simple linear regression analysis techniques. The classical assumption test used multicollinearity and normality test. The classic autocorrelation assumption test was not carryout in this study because the data obtained was cross-sectional, not time series.

Normality test

The normality test was carryout using a non-parametric test method, namely the One-Sample Test from Kolmogorov-Smirnov. The rule uses to find the distribution of standard data if P is more significant than 0.05, and if p is less than 0.05 is considered abnormal. The following is the Kolmogorov-Smirnov One-Sample Test table based on the output from SPSS. The Kolmogorov-Smirnov test using One-Sample has a K-Z value = 0.095, greater than 0.05 for the full day school questionnaire. The results of the academic stress normality test show that K-Z = 0.091 is greater than 0.05. Analysis of the normality test conducted showed that the two research data categorized as normally distributed.

Multicollinearity Test

The results of the analysis with SPSS show that the tolerance value exceeds getting a score of 1.00, which means it can be concluded that there is no relationship between the research variables. Multi collinearity test that has been doing is as follows:

Table 5. Multicollinearity Test Assumption

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	Q	Sig.	Tolerance	View
Full_Day_School	143.083	53.576		2.671	,013		
Stres_Akademik	-, 241	, 434	-, 108	-, 556	, 583	1.000	1.000

Hypothesis testing

In this study, the researcher used an analysis technique in the Process software installs in the SPSS version 22 application to carry out the analysis hypothesis. Correlation (R) defined as a measure to measure the degree of closeness of the relationship to variables, and the analysis results show that the value between variables is 0.108. Meanwhile, when viewed at the value of R-sq (R Square) can be seen that a full-day scholar does not influence academic stress with a value of $P > 0.05$. Furthermore, Pearson correlation analysis aims to see whether full-day school affects academic stress. The result of statistical analysis using SPSS 22 for windows shows that the T count value of 0.379 is smaller than the T table value of 0.679. Statistic result means that it can see that there is no relationship between full-day school and student academic stress.

This study aims to find the correlation of a full-day school on academic stress. The results of the statistical analysis show that there is no influence between full-day school and academic stress. Academic stress is an unpleasant condition. Students' academic stress more influence by conditions within and outside the learner's personality. Factors from within yourself usually arise because of uncontrolled thought patterns that have an impact on stress. Therefore, students expect to have adequate self-control to avoid academic stress. Personal qualities also affect academic stress; when students tend to be confident, they will have lower academic stress levels. Self-efficacy also contributes significantly to shaping academic stress; the more people have good self-efficacy, the smaller the academic stress level. Self-confidence will encourage people to meet their goals.

Factors that come from outside cause academic stress, namely various things outside and trigger academic stress. These conditions include too much schoolwork will force students to be even more problematic in learning, and when the situation lasts a long time, it will start to impact the higher level of academic stress. Parents' demands for the academic achievements that their children must make also force them to get good results, and there are worries in students if they experience failure. Interactions with peers in school are less harmonious, and bullying also triggers academic stress. Learning outcomes are also one of the factors that cause students to experience academic stress. Poor learning outcomes will lead to academic stress (Barseli et al., 2018).

Students who can develop their potential well will produce exemplary achievements, while students who cannot develop their potential properly will conflict with their desires (expectations). When their wishes and expectations cannot fulfil, they will become a burden and cause stress. Stress is the experience of an unpleasant situation experienced by a person because various causes cause it in the form of stressors, namely frustration, conflict, pressure, change, and burdens on oneself causing various reactions, namely physiological reactions, emotional reactions, and behavioral reactions (Gadzella, Bernadette M., 2005). Examples include academic stress, graduation exams, length of study, piling up study assignments, and not excellent grades. Academic stress show by several symptoms including (1) physical: having trouble sleeping, quickly tired, tight veins in the neck and shoulders, (2) emotions: restlessness, irritability, anger, and low self-esteem, (3) cognitive: lack of concentration and difficulty in making decisions, (4) interpersonal: lack of confidence, blaming others, ignorant, and indifferent

The statistical analysis results show that full-day school does not have a significant effect on academic stress. This study strengthens by the research conducted (Malinda et al., 2020; Yousefi & Abdullah, 2019), some argue that it affects learning motivation (Dwi, 2020). This condition occurs because the learning that is carryout has a more extended period so that the motivation to learn is more motivated and always triggered to be enthusiastic. Another advantage gained from a full-day school is to shape students' morals so that the moral crisis that students have experienced will resolve properly (Anggraeni et al., 2020; Nikmatun Hasanah, Sopiatur Nahwiyah, 2020). It seems clear that with a full-day school, education quality can improve because the learning process is longer and more comprehensive. Apart from the advantages of full-day school, there are also weaknesses (Firda Rahmayani, Bahri, 2020).

The weakness that arises with the full-day school is that not all students can adapt to the new learning system. Most students are also too distracted from their time to learn; from this condition, the learning process becomes unfocused. Time with family is getting minimal because most of the peseta students' time spent in school. The length of time learning in school becomes a vehicle for entrusting children to school so that the school's impression loses as a vehicle for education.

The results of this study can give an illustration to the school, parents, and government that it turns out that learning carried out with the full-day system has a positive impact on students, seen from the aspect of the educational process, a more mature educational process can occur. Students also have more time to study at school so that the knowledge gain. For that, we need full support from the government and schools to start the full-day school system in every line of education in central Kalimantan. The results of this study investigated the relationship between full-day school and academic stress. Precisely, the internal or external factors that are more dominant in influencing academic stress have not been determining.

Conclusion

Full-day school is an education system that applies a learning system with a longer duration. Length of learning time is assumed to affect the academic stress of students. The result of statistical analysis using SPSS 22 for windows shows that the T count value of 0.379 is smaller than the T table value of 0.679. Statistic result means that it can see that there is no relationship between full-day school and student academic stress. The results showed that academic stress that occurred in students came from other pressures or burdens or not due to full-day school. Other pressures or burdens that affect it include pressure to enter classes, the number of assignments, low test scores, anxiety during exams/studying, and not managing stress. These findings explain that full-day school is one of the new, more effective learning systems that can apply in the world of education, and full-day school is also declared not to trigger student academic stress.

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