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The Ability of Islamic Religious Education Study Program Students in Overcoming Academic Stress Problems at the UIN Sumatra Utara Medan

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Abstract

This study aims to determine what factors influence academic stress of students of the Islamic Education Study Program and to determine how students of the Islamic Education Study Program overcome academic stress problems at the UIN Sumatera Utara Medan. This study uses a data collection method used is the questionnaire method. The questionnaire used by researchers as a research instrument. This study uses quantitative descriptive research. Data taken using a questionnaire to students to determine the level of academic stress in classroom learning. The results of this study indicate that there are two factors. Namely: the first factor when students can overcome academic stress by: sharing stories about the problems they are facing with peers, asking for moral support from friends, and sharing stories about the problems they are facing with parents. Meanwhile, the second factor when students cope with academic stress is by: using free time to do assignments, and doing assignments immediately.

Keywords: *Academic, Student, Stress*

Abstraction

This study aims to determine what factors influence academic stress of students of the Islamic Education Study Program and to find out how students of the Islamic Education Study Program overcome academic stress problems at the UIN Sumatera Utara Medan. This study uses a data collection method that is used is a questionnaire method. The questionnaire used by researchers as a research instrument. This study uses quantitative descriptive research. Data taken using a questionnaire to students to determine the level of academic stress in classroom learning. The results of this study indicate that there are two factors. Namely: the first factor when students can overcome academic stress by: sharing stories about problems being faced with peers, asking for moral support from friends, and sharing stories about problems being faced with parents. While the second factor when students overcome academic stress by: using free time to do assignments, and immediately doing assignments.

Keywords: *Academic, Students, Stress*

INTRODUCTION

Every human being is created by Allah SWT. surely no two are the same. Every human being has different circumstances, situations or life conditions (Ruslan, 2018) . The hopes and desires that they have will not all be achieved and run smoothly according to their wishes. Every human being must face various kinds of problems, challenges and difficulties which will be felt by each individual (Utami & Helmi, 2017) . How humans are able to face, live and overcome difficulties, challenges, and problems (Sulistyawati & Mbato, 2022) . The perspective of each individual greatly influences how they overcome problems, difficulties and challenges (Hardiansyah et al., 2020) . As faced such as problems faced by students or students in the educational environment, especially in the tertiary environment.

The college education undertaken by students is one example of the problems, difficulties and challenges that they will face. Students in college education are brought to different conditions from their previous education. They are expected to be independent in learning, active and critical (Kopzhassarova et al., 2016) . Even students are required to study ideas or concepts and opinions, statements to find out the truth.

In addition, students are also faced with assignments for the courses they take. Not only learning various theories, but students must face pressure from the lecturers who teach and other problems (Kapasa et al., 2015) . With various problems, challenges and pressures experienced by students both from lectures, assignments, target grades and interactions with lecturers. Students must be able to adapt and face it. Then these students are called academic resilience (Kaur, 2019) . Therefore, with so many demands on students, sometimes students become stressed in completing academic demands.

It should be noted that academic stress experienced by most students certainly has many factors. Some of them are the adjustment of students to the new environment and culture, the semester credit system which is one of the changes experienced by every student so that social support such as friends, or parental encouragement to complete academic assignments is very necessary (Marhamah & Hamzah, 2017) . Academic demands, to completing course assignments given by lecturers. This is because there is indeed a significant difference between studying in high school and college so that students need to make academic adjustments (Christy & Soetjining, 2024) . This is as explained by Rony in his research conducted on first-year students at the University of Riau. The results of his study stated that there was a higher level of stress at the initial level compared to the final level with a prevalence of 57.23% (Wahyudi et al., 2017) .

Then according to the research results of Nurul Romadhona, et al., the level of depression, anxiety, and stress in students in Indonesia during the Covid-19 pandemic showed that 61.5% of respondents experienced depression, stress and anxiety (Romadhona et al., 2021) . Meanwhile, according to Habeeb and Koochacki, the percentage of students experiencing academic stress globally is 38-71%, while in Asia it is 39.6 - 61.3%. In Indonesia, the percentage of students experiencing academic stress is 36.7 - 71.6% (Reza et al., 2021) .

Students of the Islamic Religious Education (PAI) Study Program at the State Islamic University of North Sumatra (UINSU) Medan also face various challenges related to academic stress. In addition to academic burdens such as piling assignments, tight deadlines, and exam preparation, they also have to face pressure from the social environment, including expectations from family and society. Another challenge is how they balance academic obligations with spiritual demands that are also important in the lives of PAI students. Academic stress

experienced by PAI Study Program students is often influenced by the pressure to uphold religious values in carrying out daily activities on campus.

However, PAI study program students have advantages in coping strategy thing based on religion that can help them in managing stress. Different from students from study programs. On the other hand, PAI students tend to rely more on religious approaches, such as praying, remembering God, and reading the Qur'an, as a way to relieve academic stress. Coping strategies This No not only effective in helping them cope with stress, but also strengthening their emotional and spiritual balance. In addition, the religious values they learn also provide guidance in dealing with difficult situations, so they can be calmer and more motivated in undergoing the academic process.

Seeing the problem of academic stress experienced by students, this problem is very important to study. Because academic stress problems can inhibit student concentration, and inhibit solving a problem which in turn will affect academic performance. Especially in the academic environment of higher education, where there is academic pressure, limited and high opportunities and competitiveness that causes academic stress. Even academic stress problems can damage students' physical and psychological pressure that causes irritability (Ali & El-Sherbini, 2018).

Therefore, there are various ways that students can do to solve academic demands. Usually, most students in completing academic demands are very diverse. Such as, immediately doing assignments when given new assignments, postponing to do them, taking a vacation to calm down and so on. This is also in accordance with the results of the study by Manicka Valli et al., on "Academic Stress, Stress Levels and Ways of Coping Among Students of Johor Bahru Allied Health Sciences College". The results of the study showed that there are several ways to overcome academic stress, namely by controlling oneself, distancing oneself, accepting responsibility, and seeking social support (Valli a et al, 2017).

This study aims to determine the extent of the ability of PAI study program students in dealing with academic stress, and to identify factors that contribute to reducing this stress. The main focus of this study is on the role of coping strategies, social support, and time management in managing academic stress. Therefore, this study is very important to be studied, this is because it will be a solution for students in general in dealing with the academic stress they face. The importance of this study is that many students will know what factors can influence academic stress and what can be done in completing academic demands. Thus, students are able to use the skills they have in overcoming the problems they face and ultimately can adapt and complete academic demands well.

18 RESEARCH METHODOLOGY

This study uses a quantitative descriptive research method (Rukmiingsih, 2020). Data were collected using an online questionnaire from students to determine the level of academic stress in completing the burden of lectures at college. The subjects of this study were 40 students who were studying at the State Islamic University of North Sumatra, Medan.

Data collection techniques in this study include: identifying constructs, namely the researcher begins by designing a scale, namely starting from identifying the purpose of the measuring instrument, namely choosing a definition and recognizing the theory underlying the construct to be measured. Next, writing items, before writing items, the researcher first

determines what type of scale will be used, then creates statement items from behavioral indicators. Next, conducting Content Validity, content validity is validity that is estimated through testing the feasibility or relevance of the test content through rational analysis by a competent person or through expert judgment. Next, conducting a Trial, after the scale is in content validity, the researcher then distributes the scale via google form (online) so that 40 respondents are obtained. Then the last step, Item Analysis. Item analysis is the process of testing item parameters to find out whether the item meets the psychometric requirements to be included as part of the scale. The analysis carried out is validity and reliability.

The data analysis technique in this study is using the exploratory factor analysis technique, which aims to reduce or summarize a number of independent variables into fewer (Utama, 2016). The steps of exploratory factor analysis are as follows:

1. Identification of variables

The variables to be analyzed and reduced by factor analysis should be based on existing theories or previous research or existing justifications. In this context, the variables used to measure academic stress of Islamic Religious Education students should be based on established theories or previous research related to academic stress and religious-based coping strategies.

2. Selecting Variables

The process of factor analysis is based on correlation between variables. Therefore, a number of variables that have a fairly high correlation correlate with other variables and tend to be grouped, there should be a fairly strong correlation between the variables to be grouped. Conversely, those with low or weak correlations with other variables will be excluded. The statistical method used in testing the factor analysis model based on correlation is KMO (Kaiser-Meyer-Olkin) or Bartlett's test. The minimum value of KMO is 0.5 and if the result of the factor analysis KMO value <0.5 then factor analysis cannot be used.

3. Determining the Number of Factors

To determine the number of factors, *eigenvalue* and *percentage of variance can be used*. Based on eigenvalue, only factors that have *eigenvalue* > 1 can be used. While based on the *percentage of variance*, for social sciences the percentage of cumulative variance is at least 60%. The factors formed must be able to describe the differences between the forming factors.

4. Naming New Variables

If the factor has been truly formed, the next step is to give a name based on the content of the existing factor. Sometimes it is difficult to determine the right name to combine a number of variables that form a factor, and the naming of the factor can use the name of the variable forming the factor that has a value.

5. Determining the Number of Factors

Determining the number of dominant influencing factors can be seen from the highest present value of variance *eigenvalue*.

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RESULTS AND DISCUSSION

Results

This study aims to provide an overview of the factors that cause academic stress in students at the UIN Sumatera Utara Medan and how to solve the problem of academic stress . Based on the results of the descriptive test, it is known that there are 20 students experiencing academic stress due to the many pressures of assignments given by lecturers to students. If we understand what is meant by academic stress is anxiety and stress that comes from school to college . This often happens because of the many pressures that come together when you want to pursue your dreams . Usually academic stress is due to too many assignments, competing with other people, failures in relationships with other people, students , students, teachers or lecturers .

Increasing the ability to reduce the level of academic stress experienced by students at the UIN Sumatera Utara Medan has fostered sensitivity to themselves. This means that some students have their own responsibilities to solve their problems. In addition, some students already know and understand the mind gradually and try to solve the problems being faced by each student.

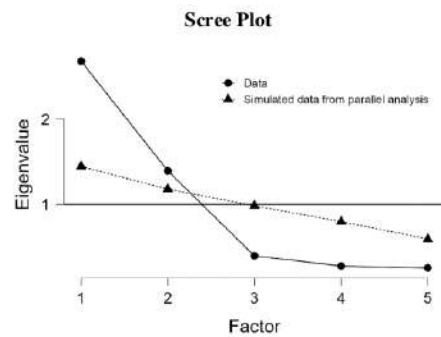
Several efforts that can be made by students at the UIN Sumatera Utara Medan to overcome the problem of academic stress can be seen in the table below.

		MSA
Overall MSA		0.681
P1	Share stories about problems you are facing with friends	0.716
P2	Asking friends for moral support	0.778
P3	Using free time to do assignments	0.553
P4	Share stories about the problems you are facing with your parents	0.758
P5	Get to work as soon as there is a new task	0.584

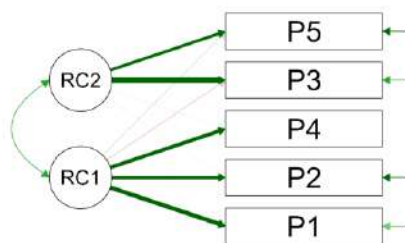
Based on the table above, it can be seen that there are five methods used by students. in to overcome stress academic , meaning , from this table shows five ways or strategies carried out by students in dealing with academic stress, with the level of suitability of each strategy based on the MSA value. Strategies involving social support, such as sharing stories and asking for moral support, seem to have stronger relevance than other strategies, such as immediately doing assignments.

The table above can be understood in the prerequisite test, then the data assumption must be met, namely the MSA value must be more than 0.05. If this value is greater than 0.05, it means that the set of variables can be analyzed by factor analysis. From the table above, the MSA value is 0.681, so it is concluded that it is greater than 0.05 and the data assumption test is met.

Furthermore, the conclusion of the results of the exploratory factor analysis is seen from the scree pole and factor loading which aims to determine the number of factors obtained.



From the table above shows a *scree plot graph*. Based on the graph, it appears that there are two factor components that will be explained by FAHT as the following diagram.



Based on the table above, dimension 1 (RC1) is measured by P4, P2, P1, while dimension 2 (RC2) is measured by P5, P3, P4. The thicker the line on the path diagram, the greater the loading factor. The thinner the line on the path diagram, the smaller the loading factor. Then, the results are seen through the loading factor results :

Then seen from the results through the loading factor results :

Factor Loadings			
	Factor 1	Factor 2	Uniqueness
P1	0.883		0.225
P4	0.803		0.340
P2	0.771		0.416
P3		1.027	0.004
P5		0.713	0.443

Based on the table above, it is known that factor 1 is measured by items P1, P4, and P2. While factor 2 is measured by items P3 and P5. The loading factor value (uniqueness) is more than 0.03, so it can be concluded that the factor analysis is quite good. If we look at these three items, it must be known that the way to overcome academic stress of students at the UIN Sumatera Utara Medan, namely: the first factor.

P1: Share stories about problems you are facing with friends.

P4: Share stories about problems you are facing with your parents.

P2: Asking friends for moral support

Meanwhile, the second factor can be seen in items P3 and P5. From this second factor, the way students deal with academic stress during college in college height, namely:

P3: Using free time to do assignments

P5: Immediately work on a new task

According to Suliyanto For Determining the name of the factors that have been formed in factor analysis can be done in two ways, namely: (1) providing a factor name that can represent the names of the variables that form the factor. (2) Providing a factor name based on the variable that has the highest *factor loading value* (Ayuningtyas, 2021).

Discussion

Factor 1 Influencing Academic Stress of Islamic Religious Education Students

Based on the results of the descriptive test, it is known that there are 20 students at the UIN Sumatera Utara Medan who experience academic stress. The existence of academic stress is widely understood. As stress academic stress explained by Alejenik and Holchuh, he said that what is meant by academic stress is a response that arises because of too many demands and tasks that must be done by individuals. Academic stress as tension that must be worked on by individuals. Academic stress as tension due to too many tasks that must be done by individuals. This is in accordance with Sinaga's opinion, that stress that occurs in the school or educational environment is usually called academic stress (Adom et al., 2020).

Academic stress is a feeling of anxiety, pressure both physically and emotionally, tension and worry experienced by students because there are academic demands from teachers/lecturers and parents to get good grades, complete assignments on time and well, and unclear homework demands, an uncomfortable classroom environment (Mulya & Indrawati, 2016). Then according to Desmita, (2014) that academic stress is stress caused by *academic stressors*. *Academic stressors* are stress experienced by students that originate from the learning process or things related to learning activities such as: pressure to move up a class, long study time, cheating, lots of assignments, getting test scores, decisions about majors or careers and exam anxiety and stress management.

Academic stress experienced by some students at the UIN Sumatera Utara Medan during the learning process can certainly have a negative impact on academic achievement and concentration in completing assignments in lectures. From the results of the data collected by the researcher, the negative impact of the many lecture assignments, finally students have difficulty in completing lecture assignments, difficulty in concentrating, difficulty remembering the number of assignments that must be done, lack of attention and assignment guidance, difficulty in meeting and contacting lecturers, and finally some students like to delay completing the lecture assignments. This is in line with the opinion of Kohn and Frazer, both

of whom explained that one of the sources and causes of academic stress, such as: a lot of piling up work, unclear assignments, even an uncomfortable study space. The impact of this, in the end, also students often very take road shortcut by plagiarizing assignments from the internet.

Student Efforts in Overcome Academic Stress in Learning

Looking at the various factors that cause students to be at school or at university in college high who experience academic stress because of No capable of student in adapt . This causes some students to tend to avoid assignments by withdrawing, such as having difficulty sleeping, sleeping continuously, and even having difficulty eating (Amallia Putri and Yuline, 2021) . Then academic stress can not only be seen from the form of behavior, but academic stress can also be in the form of each individual's physiology, such as skin that feels cold sweat easily, pain, dizziness, and fatigue. Each individual experiences changes in emotions and behavior if humans experience pressure or conflict that occurs while someone is still active in carrying out various life activities.

Stress should be able to be overcome if humans can manage time optimally. There are at least two ways that can be done in overcoming stress for human life, namely with principle principle homeostasis and coping with stress which is divided into two, namely *problem focused* and *emotional focused* . What is meant by with principle homeostasis is a efforts that can be made by each individual to be able to maintain and balance themselves against a condition that occurs within themselves. This aims to ensure that if at any time an unbalanced situation occurs, there will be efforts made to restore it to balance (Jannah, 2021) . Meanwhile, what is meant by *problem focused steps* is a step to eliminate the source of stress by reducing the cause of stress. Meanwhile, what is meant by *emotional focused* is a step that aims to control the emotions of each individual with situations that can provide stress. What is meant is that humans can seek support through a behavioral approach, namely seeking social support from parents, family or closest friends who can be trusted and can provide solutions to every problem.

Based on the results of the study, there are several ways that students of Islamic Religious Education Study Program use to overcome their academic stress. Students use various approaches to deal with stress, including sharing stories about the problems they face with friends or parents, and seeking moral support from their friends. In addition, some students prefer to use their free time to complete assignments gradually, while others immediately work on new assignments as soon as they are given by the lecturer. The essence of this sentence is that students use a combination of social and behavioral strategies to overcome academic stress, such as social support and management time .

An individual must be able to manage his/her emotional state in dealing with all forms of problems and issues. or demands life . As a student like a student. As a student, they should be able to overcome problems that cause some students to experience academic stress in completing academic assignments, and students should be able to regulate and manage the level of stress, meaning that students can regulate the mismatch between the demands and abilities they have (Putra & Ahmad, 2020) .

CONCLUSION

The problem of academic stress experienced by students of the UIN Sumatera Utara Medan varies greatly, both physically and psychologically. Physical stress experienced by students is indicated by symptoms such as a weak body, sweating easily, getting tired quickly, nervousness, and worry. Meanwhile, emotionally, students experience various responses, such

as some are able to be patient, persistent, and remain strong in facing academic challenges, although some are more susceptible to emotional stress. This shows that the level of academic stress affects the physical and psychological conditions of students differently, depending on their ability to manage stress.

In dealing with academic stress, students of Islamic Religious Education Study Program implement various strategies involving social support and time management. Some students share stories about the problems they face with friends or parents, and ask for moral support from their social environment. In addition, some students choose to manage their stress by using their free time productively, such as completing assignments gradually. While others prefer to immediately complete new assignments from lecturers so that they do not pile up. These strategies show that students have various mechanism coping used to cope with academic stress and balance their academic life.

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