

Analysis of Factors Influencing Academic Stress Among Counseling Guidance Students at the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry Banda Aceh

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Abstract

In their daily lives, students, especially guidance and counseling students, take part in many campus activities, such as lectures, field practicums, skills practicums. Academic stress is often experienced by students because of the many academic demands that sometimes exceed the individual's abilities. Many factors can cause academic stress in students. This research aims to identify factors that influence academic stress in counseling guidance students. This research is qualitative research with a structured interview method. This research used questionnaire data collection and interviews with 6 respondents. The search results show that academic stress is influenced by internal and external factors. Internal factors consist of self-efficacy, hardiness, optimism, achievement motivation, and procrastination, while external factors consist of social support.

Keywords: *Stress; Academic; Questionnaire; Student.*

Abstrak

Dalam kesehariannya, mahasiswa khususnya mahasiswa bimbingan konseling banyak mengikuti kegiatan kampus, seperti perkuliahan, praktikum lapangan, praktikum keterampilan. Stres akademik sering dialami mahasiswa karenabanyaknya tuntutan akademik yang terkadang melebihi kemampuan pada diri individu tersebut. Banyak faktor yang dapat menyebabkan stres akademik pada mahasiswa. Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang mempengaruhi stres akademik pada mahasiswa bimbingan konseling. penelitian ini merupakan penelitian kualitatif dengan metode wawancara yang bersifat terstruktur. Penelitian ini menggunakan pengumpulan data koesioner dan wawancara dengan responden 6 orang. Hasil penelusuran menunjukkan bahwa stres akademik dipengaruhi oleh faktor internal dan eksternal. Faktor internal terdiri dari *self-efficacy*, *hardiness*, *optimisme*, motivasi berprestasi, danprokrastinasi, sedangkan faktor eksternal terdiri dari dukungan sosial.

Kata kunci: *Stress; Akademik; Koesioner; Mahasiswa*

Introduction

Students are categorized at a stage of development, specifically the late adolescence stage, which is considered a transition from childhood to adulthood. Purwati (2012), citing Wong and Hockenberry, defines late adolescents as those aged 18-20 years. Putro (2017), quoting Jahja, notes that during this transitional phase, adolescents experience a condition referred to as "Storm & Stress," characterized by physiological changes due to increased hormones, leading to demands for greater independence and responsibility. This can cause students to struggle with various issues.

Students are particularly vulnerable to experiencing stress. Stress is an individual's response to stressors—situations and events perceived as threatening and hindering one's ability to adapt (King, 2017). The stress experienced by students is referred to as academic stress (Oktavia, Urbayatun, Mujidin, 2019; Kaur, 2020).

Academic stress is a condition in which individuals face excessive pressure and demands, worrying about exams and assignments, making it difficult to manage academic tasks due to a busy schedule (Munir, 2015; Dixit, 2020). This aligns with research by Ibrahim, Kelly, Adams, and Glazebrook (2013), which explains that students often experience depressive symptoms due to academic demands and stress.

Many factors contribute to academic stress. According to Oon (2004), the causes of academic stress can be categorized into: (1) **External Factors**, which include various life events such as environmental and physical factors; (2) **Internal Factors**, which are those that occur within the individual. Internal factors, such as character, beliefs, and mindset, influence how an individual manages situations. Fairbrother & Warn (in Reddy, Karishmarajanmenon & Anjanathattil, 2018) identify academic stress factors in the academic environment, including excessive assignments, poor time management, social skills, and peer competition. Specific individual factors mentioned by Byron, Brun & Ivers (in Reddy, Karishmarajanmenon & Anjanathattil, 2018) include financial management issues, changes in life circumstances, and difficulties in managing personal and academic life.

Academic stress among students can have both positive and negative impacts (Agolla & Ongori, 2009). One positive impact may include increased creativity, while negative impacts can vary, such as a lack of motivation to study. According to a survey conducted by Suwartika et al. (2014), the effects of student stress include loss of appetite leading to weight loss, headaches, difficulty sleeping, and more. These reactions are part of students' responses to academic stress.

Method

This research is a qualitative study using interviews with several samples, and data collection was conducted using a questionnaire distributed proportionally. The population for this study comprises counseling guidance students from the 2021-2023 cohort, totaling approximately 100 students, with a sample of 6 students representing each cohort, with a minimum of 2 students from each year. The objects of this study are the factors contributing to academic stress, which include: (1) Mindset; (2) Character; (3) Beliefs; (4) Environment; (5) Physical factors; (6) Excessive assignments; (7) Poor time management; (8) Peer competition; (9) Financial management issues; (10) Changes in circumstances; (11) Difficulties in managing life.

The population of this study consists of all counseling guidance students at Ar-Raniry State University from the 2021-2023 cohort, totaling approximately 100 individuals. Data collected includes written responses and images measured through direct interviews with respondents.

The aim of this research is to identify the factors influencing academic stress among counseling guidance students. The research design used is qualitative with a case study approach. This study will employ a Likert scale as a data collection method. The research population consists of approximately 100 counseling guidance students. From this population, 2 representatives will be selected from each cohort, resulting in a sample of 6 individuals who will be interviewed. Interviews will be conducted using structured questions designed to explore the factors influencing academic stress.

The data obtained from the questionnaire will be analyzed using a Likert scale approach. Data analysis will involve identifying patterns, themes, and meanings that emerge from the interviews and questionnaires regarding academic stress. The results of the data analysis will be interpreted to understand the relationship between the factors influencing academic stress among counseling guidance students.

Result and Discussion

Based on previous readings, several relevant research findings were obtained as follows:

Self-efficacy: One factor that influences academic stress is self-efficacy. Bandura (1997) defines self-efficacy as an individual's belief in their ability to perform tasks or actions necessary to achieve desired outcomes. Research by Sagita, Daharnis, and Syahniar (2017) found a significant relationship between self-efficacy, achievement motivation, academic procrastination, and academic stress.

Hardiness: According to Kobasa (1979), hardiness is a personality characteristic that makes individuals stronger, more resilient, and stable in facing stress, thereby reducing negative effects.

Research by Putri and Sawitri (2017) indicates a significant negative relationship between hardiness and academic stress.

Optimism: Optimism is also a factor influencing academic stress. Seligman (2006) explains that optimism involves a comprehensive outlook, seeing the good, thinking positively, and easily finding meaning in oneself. Research by Huan, Yeo, Ang, and Chong (2006) found a significant negative relationship between optimism and academic stress.

Achievement Motivation: Achievement motivation is another factor influencing academic stress. This is consistent with research by Mulya & Indrawati (2016), which shows that higher achievement motivation correlates with lower academic stress.

Procrastination: Procrastination is also a factor affecting academic stress. Research by Sharma & Kaur (2011) indicates that procrastination contributes to academic stress. Tice and Baumeister (1997) stated that procrastination can lead to stress and affect an individual's psychological functioning.

Parental Social Support: One external factor influencing academic stress is parental social support. Parental social support encompasses emotional, esteem, instrumental, informational, and group support provided to children (Rambe, 2010). Research conducted by Ernawati and Rusmawati (2015) explains that there is a negative relationship between parental social support and academic stress, indicating that higher parental support correlates with lower academic stress experienced by students; conversely, lower parental support is associated with higher academic stress.

Data collection was conducted using a questionnaire distributed proportionally to 6 representatives from each cohort of counseling guidance students in the Faculty of Tarbiyah and Teacher Training at Ar-Raniry State Islamic University, Banda Aceh, from the 2021-2023 cohorts. A field study was conducted through questionnaires following interviews, with a total of 10 statements regarding factors that can influence the level of academic stress among these students, leading to the following data:

Level Stress	Banyak	Persentase
Tidak Stress	2	5%
Ringan	9	29,5%
Berat	10	50%
Sangat Berat	7	15,5%

Based on the data, the level of academic stress among counseling guidance students at the Faculty of Tarbiyah and Teacher Training at Ar-Raniry State Islamic University, Banda Aceh,

shows a tendency toward a severe level, with 50% of respondents indicating this level. This is followed by a light level at 29.5%, a very severe level at 15.5%, and a no-stress level at 5%. The academic stress at this level among counseling guidance students is primarily caused by a lack of time management regarding their daily activities or semester workload. This lack of time management leads to an uneven distribution of time for each activity, ultimately resulting in fatigue and lethargy, especially when studying or completing assignments at night.

Students who have a considerable number of activities in a single day (ranging from academic classes to extracurricular activities) from morning until evening or night, without being balanced by good time management skills, tend to do their assignments late at night until the early morning, often employing a last-minute study approach (SKS). This can lead to a reduction in students' rest time at night, as it is used for studying or completing assignments. If this continues, it will result in fatigue and a decrease in concentration for many students during morning classes. For students with a light to moderate level of daily activity—such as those not participating in extracurricular activities or only having a few non-academic activities—they tend to experience moderate levels of stress.

Students experiencing moderate academic stress often feel that the course materials and assignments provided by the university are difficult to understand or complete. In previous studies, some differences were noted regarding the stress levels most commonly experienced by counseling guidance students. Previous research indicated that most counseling guidance students experienced moderate stress levels, and no students were found to be at a very severe stress level. This was attributed to the research considering not only academic factors but also interpersonal and intrapersonal relationships with those around them, teaching and learning relationships, social interactions, desires and self-control, and group activities. Additionally, the previous research was conducted in a different campus environment and focused solely on the 2021-2023 cohort. However, regarding academic stress, previous findings were similar, indicating that the stress level experienced by counseling guidance students was high, while low and no-stress levels were not reported. This also suggests that the stress levels among counseling guidance students tend to be higher compared to previous studies involving students from other fields.

E. Conclusion

The level of academic stress experienced by counseling guidance students at the Faculty of Tarbiyah and Teacher Training at Ar-Raniry State Islamic University is categorized as severe stress. The most significant stressor for students is the numerous activities they engage in, which are not balanced by effective time management skills, leading to an imbalance between one activity and another, particularly between academic and non-academic activities.

Literature studies indicate that academic stress is influenced not only by internal factors within the individual but also by external factors. Internal factors include self-efficacy, hardiness, optimism, achievement motivation, and procrastination, while external factors include parental social support. Academic stress is indicated by several issues, including academic overload, students' perceptions of exams and assignments, personality characteristics, and fear of failure.

The results of studies show that academic stress experienced by students can have both positive and negative effects. The positive effects can enhance creativity and personal development as long as the stress is within normal limits. Conversely, the negative effects can lead to sleep disturbances, headaches, neck tension, eating disorders, and even alcohol abuse. Thus, academic stress impacts the mental and physical condition of students, which can lead to a decrease in academic performance, as academic stress influences students' grade point averages

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