



Konseling Edukasi

Journal of Guidance and Counselling

https://journal.iainkudus.ac.id/index.php/Konseling_Edukasi

E-ISSN : **2580-9008**

Vol. 7 No. 2 Tahun 2023 | 198 – 218

DOI : [10.21043/counseling.v7i2.24415](https://doi.org/10.21043/counseling.v7i2.24415)

Analysis of Academic Stress Levels in UIN Walisongo Semarang Students and Its Impact on Physical Well-Being

Aulia Muthiatius Sa'adah

Walisongo State Islamic University Semarang, Central Java, Indonesia

auliamuthiatussaadah@gmail.com

Arsan Shanie

Walisongo State Islamic University Semarang, Central Java, Indonesia

arsanshanie@walisongo.ac.id

Abstract

Analysis of Academic Stress Levels in UIN Walisongo Semarang Students and Its Impact on Physical Well-Being. This research aims to measure the level of academic stress experienced by students in the last two to three weeks of study and to determine the causes and influence on their physical condition. The research was attended by 30 student respondents. The research method used is a quantitative method using the measurement instrument The Perception of Academic Stress Scale (PASS) and questionnaires related to physical condition. The analysis technique used is simple regression analysis and Pearson Product Moment correlation analysis. The research results show that the majority of students (93%) have high levels of academic stress. The burden of coursework and exams is the highest cause of academic stress. And from the regression analysis, the F_{count} value was $13.391 > F_{table}$ 4.196 (significant) and the calculated variance proportion was 0.299. This means that academic stress has an influence on physical condition with an influence of 29.9%. The results of the correlation analysis obtained an r_{count} value of $0.569 > r_{table}$ 0.361 (significant). This means that there is a positive relationship/influence, where the higher the level of academic stress, the higher the complaints about physical condition.

Keywords: Academic Stress; Student; Physical condition.

A. Introduction

Student is the term for individuals who are currently studying at the tertiary level. In carrying out the learning process, students cannot be separated from the problems that can befall them (Merry & Mamahit, 2020). In facing a problem, there are students who can easily overcome the problems they face, there are also students who are unable or less able to overcome the problems they face which will easily make these students experience pressure or stress (RI Safitri & Dewi, 2020). In academic terms, the pressure and demands that come from academic activities are called academic stress (Merry & Mamahit, 2020). Stress is a condition of pressure due to a mismatch between the demands received by an individual and the ability to overcome them (Saputri & Sugiharto, 2020). Academic stress can also cause learning problems, which is a certain condition experienced by an individual that hinders the smoothness of the learning process. Learning problems experienced by students are closely related to learning skills (Bastomi, 2020).

Academic stress is a condition where students cannot face academic demands and view the demands they receive as a nuisance (Merry & Mamahit, 2020). Academic stress can also be interpreted as a response that arises due to the demands and tasks that students must carry out (Syam, 2019). Another definition of academic stress is stress that originates from academic demands that exceed an individual's abilities (M. Purwati & Rahmandani, 2018). According to Bedewy and Gabriel in Palangda (2022) Academic stress is students' perception of the pressure they face, starting from the time needed to complete assignments, academic load, and their academic self-perception.

There are many factors that cause academic stress, including according to Bedewy and Gabriel, there are three main causes of academic stress in students, namely workload and exams; academic expectations and pressure in achieving them; as well as students' academic self-perception (Aliyya, 2020). Calagus in his research also explained the factors that cause academic stress in students, including stress related to courses, such as preparing for exams, facing written exams, facing oral exams, carrying out research, and doing lecture assignments. Apart from that,

academic stress can also be caused by anxiety about the future, work after graduating from college, expectations from parents, lecturers' expectations, and one's own expectations. (Syam, 2019). Based on this, the researchers assume that students who do not attend lectures in the last two to three weeks of the lecture period are due to experiencing academic stress caused by pressure from end-of-semester exams and the burden of end-of-semester lecture assignments. This is also supported by research conducted by Guthrie, et al. In their research it was found that 50% of students admitted to having experienced stress caused by lecture assignments (A. Safitri, 2018). Agreeing with this, Nowak and Marie in their research also explained that excessive lecture workload and exam periods are one of the factors that cause stress among students (A. Safitri, 2018). This is also confirmed by Anderson and Cole's research that the main cause of stress in students is facing exams, where during exam periods, the pressure experienced by students generally increases (A. Safitri, 2018). Students are stressed when facing exams, usually due to demands for academic achievement, unclear or difficult lecture material, a large workload at the same time as the exam, changes in the time spent studying, eating or sleeping (A. Safitri, 2018).

Academic stress also has many impacts on students, one of which is the impact on students' physiological or physical condition. These include fatigue, headaches, stomach disorders, vomiting, nausea, diarrhea, changes in appetite, changes in body weight (S. Purwati, 2012). Agree with this, Gadzella and Masten in Aliyya (2020) also states that academic stress results in physiological reactions, such as fatigue, stomach problems, breathing problems, back pain, skin reactions, headaches, arthritic pain, and weight loss or gain. Shinta, Sharma, and Nepal also mentioned that things that a person feels physically when stressed are headaches, nervousness, lack of desire to eat, lack of sleep, and a fast heartbeat (Aliyya, 2020). Agolla and Ongori also stated that the impacts caused by academic stress on students include endless worries, nervousness, restlessness, indigestion, tension, and pain in the neck or shoulders (M. Purwati & Rahmandani, 2018). In connection with these explanations, researchers assume that students experience academic

stress which then has an impact on their physical health which ultimately results in them falling ill and being unable to go to college.

Based on a literature review, research examining the influence of academic stress levels on students' physical condition is still minimal. Several views emphasize that academic load, especially in the form of coursework and exams, is the main trigger for stress in students. Previous references by Merry and Henny Christine Mamahit stated that the burden of coursework is the most dominant cause of academic stress in students (Merry & Mamahit, 2020). The theories also highlight the significant impact of academic stress on students' physical condition. Previous studies by Sugiarti A. Musabiq and Isqi Karimah confirmed that stress has a striking impact on the physical condition of students (Musabiq & Karimah, 2018). However, research efforts that focus on the direct relationship between academic stress and its impact on physical condition are still limited.

From the explanation above, researchers want to explore whether students experienced academic stress in the last two to three weeks of lectures. The research aims to measure their level of academic stress and find out the main factors that trigger their academic stress. Apart from that, this research also aims to evaluate their perception of their physical condition during that period and whether there is a correlation between academic stress and physical condition. If there is, this research will also identify the extent of the influence of academic stress on students' physical condition and explore the dynamics of the relationship between academic stress and physical condition.

B. Method

This research uses quantitative research methods. Quantitative research methods are a type of research method that uses data in the form of numbers. Quantitative methods are used to research populations or samples, collect data using research instruments, analyze quantitative data (Syam, 2019). Quantitative research is research that explores data that is empirical and measurable and the data obtained is in the form of answers made from statements with researcher

questionnaires to respondents.(RI Safitri & Dewi, 2020). The research was conducted on PGMI UIN Walisongo Semarang students. In this research, data was obtained from 30 students as respondents.

The research instruments used to collect data were two questionnaires. The first questionnaire is the Perceived Academic Stress Scale (PASS) questionnaire compiled by Bedewey and Gabriel which has been developed by Ni Putu Regina Pramestia Putri and has been tested for validity with face validity involving experts who are experts in their field which is then modified slightly by the researcher, and by The researcher created a questionnaire in the form of a Google form which was distributed to respondents. This instrument is used to measure the level of academic stress experienced by students. The questionnaire consisted of 18 statements (13 favorable, 5 unfavorable) related to aspects of student academic stress. A favorable statement is a positive statement regarding stress. Meanwhile, an unfavorable statement is a negative statement regarding stress. The questionnaire answers are in the form of a Likert scale with five intervals. For answers to favorable statements: Strongly Disagree (STS) gets a score of 1, Disagree (TS) gets a score of 2, Neutral (N) gets a score of 3, Agree (S) gets a score of 4, Strongly Agree (SS) gets a score of 5. For unfavorable statement answers: Strongly Disagree (STS) gets a score of 5, Disagree (TS) gets a score of 4, Neutral (N) gets a score of 3, Agree (S) gets a score of 2, Strongly Agree (SS) gets a score of 1. Total scores from this academic stress questionnaire has a range of 18-90. A score of 18-45 is in the lower level category, which means students have a low level of academic stress. And a score of 46-90 is in the high level category, which means students have a high level of academic stress(Princess, 2021). The second questionnaire is a questionnaire related to physical condition. This instrument is used to find out what physical condition students felt in the last two to three weeks of semester 5 lectures. The questionnaire was made in the form of a Google form which contains 10 statements taken from stress indicators on physiology from Shinta, Sharima, & Nepal, as well as from Gadzella & Masten (Aliyya, 2020). The questionnaire answers are in the form of a

Likert scale with three intervals, namely: Never gets a score of 1, Sometimes gets a score of 2, and Often gets a score of 3.

The analysis techniques used are simple regression analysis and Pearson Product Moment correlation analysis. Data calculations were carried out with the help of the Walisongo statistical application program (W-STATS) with a significance level of 5%. Simple regression analysis is used to see whether there is an influence from the predictor/free/independent variable (X), namely academic stress, on the dependent/independent variable (Y), namely physical condition. Regression analysis was also carried out to determine the proportion of variance or the magnitude of the influence that the academic stress variable had on the physical condition variable (Firdaus, 2021). The Pearson Product Moment correlation analysis is used to see the relationship/influence between variable (Hadjar, 2019).

C. Results and Discussion

1. Questionnaire Results

Based on data from the PASS questionnaire and questionnaires related to physical condition that the researcher distributed to fellow PGMI 5th semester students, a summary of the total scores from 30 respondents was obtained as follows.

Table 1. Recapitulation of Total Respondent Scores

No. Respondent	Academic Stress	Physical condition
1	62	25
2	70	13
3	68	30
4	56	18
5	87	26
6	60	24
7	63	20
8	57	22
9	54	16
10	68	23
11	83	28
12	64	14
13	70	27
14	82	22
15	68	24
16	69	27

17	72	21
18	29	10
19	58	16
20	72	24
21	73	23
22	54	22
23	85	30
24	57	28
25	67	19
26	63	28
27	82	21
28	78	23
29	75	24
30	45	15

2. Student Academic Stress Levels

Based on the results in the table above, a picture of student stress levels can be seen, which can be seen in the following table:

Table 2. Frequency Distribution of Students' Academic Stress Levels

Score Group	Category	Frequency	Percentage
46-90	Tall	28	93%
18-45	Low	2	7%

Based on the table above, it can be seen that out of 30 students, as many as 28 (93%) PGMI class 5A students have high levels of academic stress and as many as 2 (7%) PGMI class 5A students have low levels of academic stress. From these results, it can be concluded that the majority of PGMI students at UIN Walisongo Semarang experienced academic stress in the high category in the last two to three weeks of lectures. From these results, it can be seen that the researcher's assumption that fellow PGMI students experienced academic stress in the last two to three weeks of lectures was proven correct.

3. Causes of Student Academic Stress

The academic stress measurement instrument that the researcher used was the Perception of Academic Stress Scale (PASS) measurement instrument developed by Bedewey & Gabriel which had been slightly modified by the researcher. This instrument was created based on three components of the main sources of academic

stress felt among students, namely: academic expectations (4 statements), workload and exams (7 statements), and students' academic self-perception (7 statements). The following is the frequency distribution of the PASS questionnaire answers for each statement.

Table 3. Frequency Distribution for Each PASS Questionnaire Statement

Component	Statement	STS	T.S	N	S	SS
Students' academic self-perception	1. The value competition with my friends is strong	0% (0)	10% (3)	16.7% (5)	23.3% (7)	50% (15)
	2. Exam or UAS periods are stressful for me/make me stressed	6.7% (2)	0% (0)	20% (6)	20% (6)	53.3% (16)
	3. I find UAS questions difficult to answer	3.3% (1)	6.7% (2)	33.3% (10)	43.3% (13)	13.3% (4)
	4. There are courses that I am afraid of failing this semester	10% (3)	6.7% (2)	13.3% (4)	23.3% (7)	46.7% (14)
	5. I have time to relax after studying or doing assignments	16.7% (5)	23.3% (7)	30% (9)	13.3% (4)	16.7% (5)
	6. I can make decisions easily regarding when is the right time to do assignments	16.7% (5)	16.7% (5)	30% (9)	23.3% (7)	13.3% (4)
	7. The time given to do the assignment is sufficient for me	3.3% (1)	30% (9)	46.7% (14)	13.3% (4)	6.7% (2)
Assignment/exam load	8. I have difficulty/objection with final semester assignments and exams	3.3% (1)	3.3% (1)	30% (9)	40% (12)	23.3% (7)
	9. I find it difficult to manage time to complete this semester's final assignment which also coincides with the exam	6.7% (2)	10% (3)	36.7% (11)	30% (9)	16.7% (5)
	10. I feel that the number of tasks I have is too much	3.3% (1)	0% (0)	16.7% (5)	43.3% (13)	36.7% (11)
	11. I feel that the burden of coursework and exams at the end of this semester is excessive	3.3% (1)	3.3% (1)	26.7% (8)	33.3% (10)	33.3% (10)
	12. I once postponed a task because I felt tired	10% (3)	3.3% (1)	10% (3)	20% (6)	56.7% (17)
	13. I once postponed eating to complete an assignment	3.3% (1)	3.3% (1)	13.3% (4)	23.3% (7)	56.7% (17)
	14. I've done assignments or studied for exams late into the night	0% (0)	0% (0)	6.7% (2)	13.3% (4)	80% (24)
Academic expectations	15. I am worried that the learning results will not meet expectations	0% (0)	3.3% (1)	20% (6)	26.7% (8)	50% (15)
	16. My parents' hopes of graduating with satisfactory grades made me depressed	10% (3)	13.3% (4)	40% (12)	20% (6)	16.7% (5)
	17. I am confident that I can be a successful student	36.7% (11)	10% (3)	0% (0)	10% (3)	43.3% (13)
	18. I am confident that I can be successful in my future career	36.7% (11)	10% (3)	0% (0)	10% (3)	43.3% (13)

Information:

STS: Strongly disagree, TS: Disagree, N: Neutral, S: Agree

SS: Strongly disagree

Based on the results of the answers to the questionnaire which can be seen in the table above, it is known that in the source of stress component of students' academic self-perception, most students have strong value competition with friends.

They also feel that the exam period/UAS period is stressful and makes them feel stressed. They also have the perception that UAS questions are difficult to answer. Then most of them feel neutral, they feel they have enough time to relax after studying or doing assignments. They don't have much time to relax but they also don't lack time to relax after studying or doing assignments. They also feel neutral or quite easy to determine when is the right time to do a task. Most of them also felt neutral regarding sufficient time to complete their assignments. They do not feel that the time given by lecturers to do assignments is too little or too loose.

In the second source of stress component, namely the workload and exams, the majority of students find it difficult and overwhelming with end-of-semester assignments. They also feel that the number of tasks they have is too much. They also feel that the workload at the end of semester 5 is excessive. Many of them have or often postpone doing their assignments because they feel tired. Many of them also postpone eating in order to complete their tasks because they have so many tasks. Then, almost all PGMI students have done assignments or studied for exams until late at night, which means they only have a little sleep. However, almost half of them felt neutral regarding the difficulty of allocating time to work on their final assignment. They do not find it difficult but also do not find it easy to allocate time to do the task. But there are also many other students who find it difficult to allocate time to work on their final semester assignments.

As for the third source of stress component of academic expectations, most of them feel worried that learning outcomes will not match their expectations. And to the statement that their parents' hopes of graduating with satisfactory grades were stressful, many of them answered neutral, meaning they did not feel very pressured by their parents' expectations but also not to the point of not feeling pressured at all by their parents' academic expectations of them. Then they were divided into two parts stating that they were confident they would be successful students and confident they would be successful in their future careers. Most of them feel very confident that they will be able to become successful and successful students in their future careers, but there are also a large number of them who feel

unsure that they will be able to become successful and successful students in their future careers.

Based on the results of the answers to the questionnaire above, the researcher summarized the total score for each source component to find out which source component was the highest cause of academic stress in PGMI students. The recapitulation results can be seen in the following table.

Table 4. Recapitulation of Total Scores per PASS Component

Component	Number of Statements	Total Score	Percentage
Students' academic self-perceptions	7	748	37%
Load of assignments and exams	7	848	43%
Academic expectations	4	395	20%

In the table above, it can be seen that academic expectations are in third or last place with a total score of 395 with a percentage of 20%. Academic expectations are the pressure felt from the demands that students receive from both parents and teachers or lecturers (Pramesta & Dewi, 2021). Academic expectations are also related to students' hopes for their own success and success in their future careers (Aliyya, 2020). Regarding academic expectations, this can be a cause of stress for students if there are high expectations from within or outside of themselves to be able to achieve academic achievements which then causes high pressure on students and exceeds their body's endurance which ultimately makes students experience stress (Fitriani et al., 2022). Based on the results of the questionnaire, it can be said that academic expectations are not a cause of academic stress for PGMI students. From the results of the questionnaire in table 3, it can also be seen that the majority of students do not feel too pressured by their parents' expectations of their academics 43.3% of them also felt confident that they could be successful students and believed they would be successful in their future careers. So it can be said that academic expectations, whether from themselves or from outside themselves, are not too high.

Furthermore, the second cause of student academic stress is students' academic self-perception with a total score of 748 and a percentage of 37%. Students' academic self-perception is related to the personal characteristics that students have, which can be related to personality, psychology, intelligence, social, academic achievement, and so on which can have an influence on students' perceptions of their abilities in academic matters (Pramesta & Dewi, 2021). If students have a negative self-perception of their academic abilities, this can be a cause of stress experienced by students (Fitriani et al., 2022). As the second cause of academic stress, it can be seen from the results of the questionnaire, that in the four statements related to students' academic self-perception, the majority of them have perceptions that tend to be negative, such as feeling that they have strong competition for grades with friends, consider the exam period to be stressful and make them stressed, they feel that the exam questions are difficult for them to answer, and there are courses that they are afraid they will fail in semester 5. These negative perceptions can then cause pressure on them which can ultimately result in academic stress for them. However, not all of their statements were perceived negatively. In the other three statements, they have quite positive perceptions as shown in the questionnaire results, 30% of them answered neutrally in the statement of having time to relax after doing assignments or studying and can easily determine when is the right time to do assignments. And 46.7% of them also answered neutrally to the statement that the time given to do the task was sufficient. This means that quite a lot of them have quite positive self-perceptions regarding their academics. So students' academic self-perception becomes the second source of academic stress they experience.

The workload and exam components are in first place with the highest score, namely 848 with a percentage of 43%. Regarding the workload and exams, if students feel they have a lot of work to do, and are anxious when facing exams, this can trigger a feeling of fear or failure which leads to academic stress (Pramesta & Dewi, 2021). Apart from that, if students also feel that an assignment is an excessive burden and difficult to complete, this can also be a source of academic stress for

them (Fitriani et al., 2022). The burden of assignments and exams is the main cause of academic stress experienced by PGMI students in the last two to three weeks of study. It can be seen from the results of the questionnaire in table 3 that on average almost all students answered agree and strongly agree to statements related to assignment loads and exams that were favorable or positive for academic stress. These results are also in accordance with the researchers' assumption that the workload and exams will be the main cause of academic stress felt by fellow PGMI students. Because in the last two to three weeks of semester 5 lectures, it is a period with lots of final assignments starting from making teaching materials, making modules, LKPD, articles, resumes, teaching modules, lesson plans, teaching practice videos with almost the same assignment deadlines. Not only that, the large workload also coincides with written and oral exams. This situation causes pressure on students to increase rapidly and disrupts students' self-resilience, especially for students who are unable or less able to meet these demands or burdens, they will easily experience pressure that exceeds their body's endurance and thus experience academic stress (RI Safitri & Dewi, 2020). The heavy workload with deadlines that are almost the same and at the same time as exams also causes students to feel afraid and fail and causes students to experience changes in the time spent studying, doing assignments, eating and sleeping which disrupts students' self-resilience and mental health which ultimately causes stress (A. Safitri, 2018). These results also strengthen previous research conducted by Henny Christine Mamahit, whose research also found that the workload made the highest contribution to academic stress (Mamahit, 2021). This is also confirmed by the results of Anderson and Cole's research, that the main factor causing stress among students is facing exams (A. Safitri, 2018). This is also strengthened by the research results of Merry and Henny Christine Mamahit, in whose research the results showed that workload was the highest cause of academic stress in students (Merry & Mamahit, 2020).

4. The Effect of Academic Stress on Students' Physical Condition

In this study, researchers also distributed questionnaires related to the physical condition felt by PGMI students in the last two to three weeks of semester

5 lectures. The following are the results of the frequency distribution for each questionnaire statement related to the students' physical condition.

Table 5. Frequency Distribution of Each Physical Condition Questionnaire Statement

No.	Statement	TP	K.K	S
1.	Having a headache	3 (10%)	11 (36.7%)	16 (53.3%)
2.	Having nervousness	5 (16.7%)	13 (43.3%)	12 (40%)
3.	Experiencing decreased appetite or reduced desire to eat	8 (26.7%)	14 (46.7%)	8 (26.7%)
4.	Experiencing lack of sleep/only a little time to sleep	5 (16.7%)	8 (26.7%)	17 (56.7%)
5.	Experiencing a fast heart beat	8 (26.7%)	11 (36.7%)	11 (36.7%)
6.	Experiencing stomach ache or stomach problems	7 (23.3%)	11 (36.7%)	12 (40%)
7.	Having breathing problems	17 (56.7%)	8 (26.7%)	5 (16.7%)
8.	Having back pain	3 (10%)	6 (20%)	21 (70%)
9.	Experiencing some kind of rheumatic pain or pain in the muscles or joints or bones or pain in the neck/waist	4 (13%)	12 (40%)	14 (46.7%)
10.	Experiencing weight gain or weight loss	6 (20%)	11 (36.6%)	13 (43.3%)
Experiencing other illnesses not mentioned above in the last two to three weeks of class		Anemia, anxiety and restlessness, tiredness, eye pain, dry eyes, migraines, decreased vision, gastric inflammation, intestinal inflammation, urinary tract infections, stomach acid, ulcers, tonsils, sore throat, flu.		

Information:

TP: Never, KK: Sometimes, S: Often.

Based on the data in the table above, it can be said that the majority of 5th semester PGMI students at UIN Walisongo Semarang in the last two to three weeks of lectures experienced many complaints about their physical condition ranging from headaches, nervousness, decreased appetite, lack of sleep, fast heartbeat, stomach ache or stomach problems, breathing problems, back pain, rheumatic pain or muscle/joint/bone pain or neck/waist pain, weight gain or weight loss. Apart from these complaints, the researchers also asked fellow students to write down complaints or other illnesses that they experienced in the last two to three weeks of semester 5 lectures. And from the results of the questionnaire it was found that many of them experienced complaints or other illnesses. such as anemia, anxiety and restlessness, tiredness, eye pain, dry eyes, migraines, decreased vision, gastric inflammation, intestinal inflammation, urinary tract infections, stomach acid, ulcers, tonsils, sore throat, and flu.

In connection with this, researchers assume that many PGMI student friends did not attend college due to illness in the last two to three weeks of semester 5 lectures because there was an influence or consequence of the academic stress they experienced which had an impact on their physical condition or physical health. Where they experience many complaints about their physical condition which ultimately makes them sick and causes them not to be able to go to college. To prove the researcher's assumption, the researcher carried out a simple regression analysis and Pearson Product Moment correlation analysis to determine the influence and relationship between academic stress variables and physical condition variables.

a. Simple Regression Analysis

Simple regression analysis is used to see whether there is an influence from the predictor/free/independent variable (X), namely academic stress, on the dependent/independent variable (Y), namely physical condition, by conducting a regression significance test or F-test. Regression analysis was also carried out to determine the proportion of variance or the magnitude of the influence that the academic stress variable had on the physical condition variable (Firdaus, 2021). In this research, researchers used the Walisongo statistical application program (W-STATS) to calculate data. The simple regression significance test or F-test in this study was carried out with a significance level of 5%. The results of simple regression analysis using W-STATS are as follows.

Table 6. Results of Descriptive Statistical Analysis

Variable	N	Highest	Lowest	Average	Variance	Baku intersection	Standard Error
Physical Condition (Y)	30	30	10	22,100	26,576	5,155	0,941
Academic Stress (X)	30	87	29	66,367	155,068	12,453	2,274

Table 7. Summary of Simple Regression Analysis Results (F-Test and Proportion of Variance)

Source	Sum of Squares (JK)	Degrees of Freedom (dk)	Mean Square (RK)	F	F-Critical at Sign Level. 5%	Conclusion
Regression	249,339	1	249,339	13,391	4,196	Significant
Residue	521,361	28	18,620			
Total	770,700	29				
The proportion of X's contribution to Y				R ² : 0.299 = 29.9%		

b. Pearson Product Moment Correlation Analysis

Pearson Product Moment correlation analysis is used to see the relationship between variable X (academic stress) and variable Y (physical condition) and the level of relationship between the two variables, whether strong, moderate or weak (Hadjar, 2019). In this research, researchers used the Walisongo statistical application program (W-STATS) to calculate data. The correlation significance test in this study was carried out with a significance level of 5%. The results of correlation analysis using W-STATS are as follows.

Table 8. Summary of Pearson Product Moment Correlation Analysis Results

Correlation Coefficient Value (r)	r-Critical at Sign Level. 5%	Summary
0.569	0.361	Significant

Based on the results of simple regression analysis, it is known from the simple regression significance test or F-test, the calculated F value is 13.391 and F-critical at the 5% significance level (F table) is 4.196. From these results it can be seen that the calculated F value is greater than the table F value, which means that the results of the regression significance test or F-test are significant. These results indicate that there is an influence of academic stress on physical condition. And from the results of calculating the proportion of variance, the result was 0.299, which means that the contribution of the academic stress variable to the variance in physical condition was 29.9%, or in other words, 29.9% of the variance in physical condition was influenced by the academic stress variable, while 70.1% percent others are influenced by other variables not examined by researchers.

Based on the results of the Pearson Product Moment correlation analysis, it is known that the correlation coefficient (calculated r) is 0.569 and r -critical at the 5% significance level (r table) is 0.361. From these results it can be seen that the calculated r value is greater than the table r value, which means that the results of the correlation significance test are significant. This indicates that there is a relationship between academic stress and physical condition. The results of the calculated r are interpreted based on categories of relationship strength levels as in the following table (Hadjar, 2019):

Table 9. Table of Relationship Strength Level Categories

0.00 – 0.20	Very weak
0.21 – 0.40	Weak
0.41 – 0.60	Currently
0.61 – 0.80	Strong
0.81 – 1.00	Very strong

The calculated r value (0.569) is in the range of 0.41 – 0.60 in the medium category. This means that the influence/correlation between academic stress and physical condition is moderate. Where academic stress contributes or influences physical condition. And because the results of the correlation coefficient value are positive, the relationship/influence between these two variables is a positive relationship, meaning that the higher the level of academic stress, the higher the complaints about physical conditions or the more/frequent complaints about physical conditions experienced.

As in the questionnaire results, it is known that 97% of respondents have high levels of academic stress. And from the results of the second questionnaire regarding physical condition, it was discovered that most of them experienced complaints about their physical condition ranging from headaches, nervousness, decreased appetite, lack of sleep, fast heartbeat, stomach ache or stomach problems, breathing problems, back pain, rheumatic pain or pain in muscles/joints/bones or pain in the neck/waist, weight gain or weight loss, anemia, anxiety and restlessness, fatigue/tiredness, eye pain, dry eyes, migraines, decreased vision, gastric inflammation, intestinal inflammation, urinary tract infections, stomach acid, ulcers,

tonsillitis, sore throat, and flu. Based on the results of the questionnaire and data analysis results, it is proven that when an individual (student) has a high level of academic stress, this will have an impact on their physical condition, where they will experience pain and many complaints about their physical condition. As according to Aryani in Rosanti (2022) who said that one of the effects of stress is a decrease in the body's endurance so that it becomes easy to get sick. Also according to the opinion of Shankar & Park, high stress can have a negative impact on physical health. Also the opinion of Pascoe, Hetrick, & Parker who said that academic stress has an impact, one of which is disruption to physical health.(Pramesta & Dewi, 2021). Potter & Perry's opinion explains that stress has physiological impacts such as fatigue, headaches, stomach disorders, vomiting, nausea, diarrhea, changes in appetite, changes in body weight, and sweaty palms.(S. Purwati, 2012). The results of this research are also strengthened by the results of previous research conducted by Sugiarti A. Musabiq and Isqi Karimah, in whose research data was obtained that stress had the greatest impact on the physical condition of students, such as feeling tired and weak, headaches, dizziness or migraines, eating disorders, pain, body aches and muscle tension, getting sick easily or declining body health, sleep disturbances, and indigestion or stomach ache (Musabiq & Karimah, 2018). Stress can cause illness and complaints about physical conditions because when stressed, the body releases the hormones cortisol and adrenaline which make the heart work faster. This hormone can also release energy for free, making people who experience stress feel tired easily (P2PTM Ministry of Health of the Republic of Indonesia, 2018). When you feel stressed, there will be an increase in the electrical activity of the brain's nerves to various parts of the body. This condition can trigger symptoms, such as rapid heart rate, nausea or vomiting, shaking or tremors, sweating, dry mouth, chest pain, headache or stomach ache. Apart from that, stress is also thought to trigger the release of adrenaline (epinephrine) into the bloodstream or weaken the immune system, causing various physical complaints and the body becoming more susceptible to disease (Agustin, 2021).

Related to the results and discussion above, where many students have high levels of academic stress, the main cause of which is the burden of coursework and exams, it is necessary to pay attention and consideration to parents, lecturers and other academic supervisors so that they can provide more support. to students by telling students that no matter how much assignment work they get, they must remain diligent and have confidence that all the assignments they get will be completed well. Academic supervisors can also share and explain strategies for doing assignments in lectures to students, so that students can complete assignments well so that a large workload will not be a pressure for students. Apart from academic supervisors, students can also plan their studies and time to do assignments well so that there are a lot of assignments and exams can be well organized so as to minimize academic stress on students and its impact on their physical condition (Merry & Mamahit, 2020). Apart from making plans or managing time, you can minimize academic stress by doing self-healing, which is a method for eliminating pressure and feelings of anxiety in the body. These include listening to music, sports, pursuing hobbies or doing things you like, etc(Andhayani et al., 2023). Apart from that, to prevent or minimize academic stress you can also use religious coping, namely a way of dealing with problems/pressures based on belief in a religion. Among religious coping is by building the perception that Allah/God is with him, always accompanying him, and providing guidance when facing stressful problems as well as by carrying out religious rituals that can create calm, such as prayer, reading the Koran, dhikr, prayer and rituals. -Other rituals according to individual beliefs. These things will be able to create a feeling of calm and become positive suggestions because you are sure that there is a place to lean on and ask for help so that you can reduce feelings of anxiety and pressure within yourself which will prevent stress from occurring (Gamayanti, 2012). By doing things and methods to prevent or minimize academic stress and by maintaining body health, physical complaints will also be prevented.

D. Conclusion

Based on the results of the research that has been carried out, it can be concluded that students at UIN Walisongo Semarang have high levels of academic stress in the last two to three weeks of semester 5 lectures with the burden of coursework and exams being the main or highest cause of academic stress for them.

Based on the research results, it is also known that there is an influence of academic stress on students' physical condition. The magnitude of the influence that academic stress has on physical condition is 29.9%. Apart from that, there is also a moderate positive influence/relationship between academic stress and physical condition, where academic stress has quite a contribution or influence on physical condition. A positive relationship also indicates that the higher the level of academic stress, the higher the complaints about physical conditions or the more/frequent complaints about physical conditions experienced.

Limitations in this research refer to the lack of breadth of locus and selection of sample size. This is a weakness of this research so that in the future it is hoped that it will involve more samples and locus selection at several campus locations. However, based on the research results it can also be concluded that the researcher's assumptions or guesses are correct. Students experience academic stress caused by a large workload at the same time as exams, which then has an impact on their physical condition, where they get a lot of complaints about their physical condition which ultimately makes them sick and unable to attend college.

Based on the research results, parents and academic supervisors should be able to provide more support to students and can also share and explain strategies for doing assignments to students so that they can complete assignments well so that a large workload will not be a pressure for students. . Students are also advised to be able to plan their studies and time to do assignments well. Students can also carry out self-healing and religious coping to prevent and minimize academic stress so that complaints about their physical condition can also be minimized.

REFERENCES

- Agustin, S. (2021). *Gangguan Psikosomatik, Ketika Pikiran Menyebabkan Penyakit Fisik*. Kementerian Kesehatan Republik Indonesia.
- Aliyya, A. (2020). *Pengaruh Stres Akademik, Thwarted Belongingness, terhadap Ide Bunuh Diri pada Mahasiswa*. Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- Andhayani, A., Rizka, A., Kholiza, H. N., & Mariam, S. (2023). Self Healing Pada Mahasiswa Yang Mengalami Stress Akademik. *Parade Riset Mahasiswa*, 1(1), 145.
- Bastomi, H. (2020). Pemetaan Masalah Belajar Siswa SMK Negeri 3 Yogyakarta Dan Penyelesaiannya (Tinjauan Srata Kelas). *KONSELING EDUKASI: Journal Of Guidance And Counseling*, 4 No. 1. <https://doi.org/http://dx.doi.org/10.21043/konseling.v4i1.7418>
- Firdaus. (2021). *Metodologi Penelitian Kuantitatif*. DOTPLUS Publisher.
- Fitriani, W., Asmita, W., Hardi, E., Silvianetri, & David. (2022). Kuliah Daring : Tingkat Stres Akademik pada Mahasiswa dan Faktor yang Mempengaruhinya. *Edukasi: Jurnal Pendidikan Islam*, 11(1), 152. <https://doi.org/10.30868/ei.v11i01.1869>
- Gamayanti, W. (2012). Religious Coping dengan Subjektive Well-Being pada Orang yang Mengalami Psikofisiologis. *Psymphatic, Jurnal Ilmiah Psikologi*, 5(1), 934.
- Hadjar, I. (2019). *Statistik untuk Ilmu Pendidikan, Sosial, dan Humaniora*. Remaja Rosdakarya.
- Mamahit, H. C. (2021). Stres Akademik selama Pembelajaran Jarak Jauh pada Siswa Kelas 8 SMP Kolese Kanisius Jakarta. *Jurnal Psiko-Edukasi*, 19(2), 194–205.
- Merry, & Mamahit, H. C. (2020). Stres Akademik Mahasiswa Aktif Angkatan 2018 dan 2019 Universitas Swasta di DKI Jakarta. *Jurnal Konseling Indonesia*, 6(1), 6.
- Musabiq, S. A., & Karimah, I. (2018). Gambaran Stress dan Dampaknya pada Mahasiswa. *InSight*, 20(2), 80.
- Palangda, L., Mandey, L. J., Mamuaya, M. P., Ponamon, J. F., Monoarfa, H., & Jacobus, S. (2022). Pengaruh Dukungan Sosial Terhadap Stres Akademik Siswa di SMK 1 Tana Toraja. *Jurnal Pendidikan Dan Konseling*, 4(6), 8657.
- Pramesta, D. K., & Dewi, D. K. (2021). Hubungan antara Efikasi Diri dengan Stres Akademik pada Siswa di SMA X. *Character: Jurnal Penelitian Psikologi*, 8(7), 24.
- Purwati, M., & Rahmandani, A. (2018). Hubungan antara Kelekatan pada Teman Sebaya dengan Stres Akademik pada Mahasiswa Teknik Perencanaan Wilayah dan Kota Universitas Diponegoro Semarang. *Jurnal Empati*, 7(2), 31.
- Purwati, S. (2012). *Tingkat Stres Akademik pada Mahasiswa Reguler Angkatan 2010 Fakultas Ilmu Keperawatan Universitas Indonesia*. Universitas Indonesia.
- Putri, N. P. R. P. (2021). *Hubungan Stres Akademik dengan Pola Makan pada*

Mahasiswa Tingkat Akhir di Institut Teknologi dan Kesehatan Bali. Institut Teknologi dan Kesehatan Bali.

- RI, P. K. (2018). *Mengapa Stres dapat Menyebabkan Penyakit?* Kementerian Kesehatan Republik Indonesia.
- Rosanti, Purwanti, & Wicaksono, L. (2022). Studi tentang Stres Akademik pada Peserta Didik Kelas VIII SMP Negeri 18 Pontianak. *Khatulistiwa: Jurnal Pendidikan Dan Pembelajaran*, 11(9), 1579. <https://doi.org/10.26418/jppk.v11i9.58102>
- Safitri, A. (2018). Hubungan antara Kesabaran dengan Stres Menghadapi Ujian pada Mahasiswa. *Jurnal ISLAMIKA*, 01(01), 34–35.
- Safitri, R. I., & Dewi, D. K. (2020). Perbedaan Perceived Academic Stress Ditinjau dari Tahun Angkatan pada Mahasiswa Fakultas X. *Character: Jurnal Penelitian Psikologi*, 07(02), 32.
- Saputri, K. A., & Sugiharto, D. (2020). Hubungan Antara Self Efficacy Dan Social Support Dengan Tingkat Stres Pada Mahasiswa Akhir Penyusun Skripsi Di FIP UNNES Tahun 2019. *KONSELING EDUKASI "Journal of Guidance and Counseling,"* 4(1). <https://doi.org/10.21043/konseling.v3i2.6010>
- Syam, T. H. (2019). *Gambaran Stres Akademik pada Mahasiswa Psikologi Universitas Bosowa Makassar*. Universitas Bosowa.