



THE RELATIONSHIP BETWEEN SELF-EFFICACY AND ACADEMIC STRESS AMONG FINAL-GRADUATE STUDENTS AT STKIP PGRI TRENGGALEK

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ABSTRACT - *Students who are writing their thesis are very vulnerable to experiencing stress. The causes can come from external or internal demands which can change the psychological and physical condition of students. The aim of this research is to find out whether there is a relationship between self-efficacy and academic stress in final students working on their thesis at STKIP PGRI Trenggalek. This type of research is descriptive quantitative where it uses a purposive sampling technique, the researcher chose this technique because this method allows the researcher to selectively choose samples that are considered the most selective for research purposes. This technique also makes it possible to gain in-depth insight into the phenomenon under study by focusing on groups or individuals who have the specific information needed. The respondents used were 88 students who were final semester students who were working on their thesis in semester 8. The data collection instrument used a self-efficacy questionnaire which was made in form and distributed to respondents via the WhatsApp application. The descriptive statistical analysis method with correlational test results found that there was a significant relationship between self-efficacy and academic stress with value $p=0,0616$ ($>0,05$). The correlation coefficient (r) from this hypothesis test is 0,055. This proves that the hypothesis proposed by the researcher can be accepted as proven by the results of this research, namely that self-efficacy has a significant relationship with academic stress.*

KEYWORDS: *Self efficacy, Academic Stress, Final Students*

I. INTRODUCTION

Higher education is inseparable from the stress experienced by students. Stress can come from within oneself, family, friends, education, and other social environments. Academically, students are required to have a deep understanding of their field of study. The amount of pressure

in this development makes students work and struggle with all their might. This condition causes individuals to feel depressed and can lead to stress (Ureka Hakim et al., 2017). Students who are writing their thesis are very vulnerable to stress. The causes of stress in final year students can come from external and internal demands that can change the psychological and physical condition of students. These demands cause students to become stressed and lead to anxiety, depression, poor sleep quality, and poor academic performance. Therefore, students must instill a high sense of self-efficacy in themselves so that they are more confident in completing their final assignments and can motivate themselves that they can do and complete the tasks as expected (Suhandiah et al., 2021).

The urgency of this research addresses a problem faced by final-year students who are working on their theses. Students who are working on their thesis are prone to stress and often experience despair to the point that they cannot complete their thesis on time because there are several problems they experience, such as confusion in determining the research title, demands from the supervising lecturer, difficulty in finding a problem to research, and some students also have difficulty in dividing their time between working on their final assignment and working. Some students also stated that they experienced stress due to the large number of course assignments scheduled for the eighth semester. Therefore, it is important for students to develop a high level of self-efficacy so that the academic stress they experience will be reduced. Conversely, the lower the self-efficacy, the higher the academic stress experienced by students working on their thesis at STKIP PGRI Trenggalek. The purpose of this study is to determine the strength of the relationship between self-efficacy and academic stress among final year students at STKIP PGRI Trenggalek.

Several researchers have conducted studies on self-efficacy and stress levels, but there are still contradictions in the results of these studies due to differences in the backgrounds of the students. Therefore, the researcher chose the title "The



relationship between self-efficacy and academic stress among final year students at STKIP PGRI Trenggalek," which involved five study programs, namely Pancasila and Civic Education (PPKN), Indonesian Language and Literature Education (PBSI), Physical Education, Health and Recreation (PENJASKESREK), English Language Education (PBIG), and Primary School Teacher Education (PGSD). The difference with previous studies is that previous studies discussed self-efficacy and academic stress among final year students working on their theses at STKIP PGRI Trenggalek.

The objectives of this study are: 1) To determine the level of self-efficacy of final year students at STKIP PGRI Trenggalek. 2) To determine the level of academic stress among final year students at STKIP PGRI Trenggalek. 3) To determine whether there is a relationship between self-efficacy and academic stress among final year students at STKIP PGRI Trenggalek.

This research also contributes both theoretically and practically. The theoretical benefits of this research are expected to be used as a means to increase the knowledge of researchers and readers. The practical benefits for lecturers are: 1) To better understand and relate to various types of student characters, 2) To find alternative feedback to determine the relationship between self-efficacy and academic stress among final year students at STKIP PGRI Trenggalek. Second, for students, namely: 1) Providing broad insight and understanding of self-efficacy and academic stress among final year students at STKIP PGRI Trenggalek, 2) Enabling students to manage and reduce stress while working on their final assignments through self-efficacy. Third, for researchers, namely: 1) To provide knowledge and understanding of self-efficacy and academic stress among final year students at STKIP PGRI Trenggalek, 2) To understand the actual conditions of stress experienced by final year students and to research the actions that must be taken to increase self-efficacy among final year students, 3) With the available information, it is hoped that researchers will also be able to overcome learning stress themselves.

II. METHODOLOGY:

In this study, the researcher used a quantitative descriptive approach for data collection. This study used quantitative descriptive research, which is related to information that describes existing symptoms. This is especially related to the extent of the relationship between self-efficacy and academic stress among final year students at STKIP PGRI Trenggalek. In this study, the population used by the researcher consisted of 148 students from the 2020 batch of STKIP PGRI Trenggalek in their eighth semester from five study programs at STKIP PGRI Trenggalek. Of the 148 students, 23 were from the PBSI study program, 68 were from the PGSD study program, 16 were from the PPKN study program, 29 were from the PBIG study program, and finally, 12 were from the PENJASKESREK study program. The requirements in this study were as follows: (1) Seventh-semester students at STKIP PGRI Trenggalek who are currently working on their final thesis, (2) Have a heavy academic workload in the final semester (3) Currently working on a final project or thesis, as

a thesis is a graduation requirement that students must complete in their final semester through research (4) Willing to be a respondent.

This study aims to determine the relationship between independent variables (X) and dependent variables (Y). Variables are everything that will be the subject of research, including factors that influence the events being studied (Purwanto, 2019). The variables identified in this study are as follows: (1) Independent variables (X): Self-efficacy (2) Dependent variables (Y): Academic stress. The data collection method is the procedure used by researchers to collect data. The data collection method in this study used a survey method by distributing questionnaires or surveys using Google Forms as a research instrument distributed online via the WhatsApp application to respondents. This was done to determine whether there was a significant relationship between self-efficacy and academic stress experienced by students. The data analysis technique in this study used SPSS version 21.0 with the following data analysis steps: (1) Validity Test. In this validity test, the researcher did not conduct a validity test for the self-efficacy and academic stress questionnaires. The researcher used questionnaires from previous studies with results of 25 self-efficacy questionnaires and 18 academic stress questionnaires that had been validated by three experts and declared valid. (2) Normality test. The normality test used in this study was the Shapiro-Wilk normality test using SPSS 21.0 software. (3) Hypothesis testing. The hypothesis testing in this study used Pearson's bivariate correlation analysis with the help of SPSS 21.0 software. Based on the SPSS output, to draw conclusions based on the decision in the Pearson bivariate correlation analysis, the significance value of *Asymp. Sig* (2-tailed) is known.

III. RESULT AND DISCUSSION

This study was conducted to determine whether there is a relationship between self-efficacy and academic stress among final-year students working on their theses at STKIP PGRI Trenggalek. This study used a questionnaire consisting of a self-efficacy questionnaire and an academic stress questionnaire. The results of the study based on the questionnaire completion showed a significant relationship between self-efficacy and academic stress among final year students at STKIP PGRI Trenggalek. The results of the self-efficacy and academic stress questionnaires showed that 88 students completed the questionnaire, consisting of 29 male students and 59 female students. These students were final semester students who were working on their theses. The 88 students consisted of 5 study programs, namely 19 PBING students, 20 PBSI students, 10 PENJASKESREK students, 28 PGSD students, and 11 PPKN students.

This research was conducted online using Google Forms for the research questionnaire. The data obtained was taken from a self-efficacy and academic stress questionnaire for final semester students majoring in physical education and health. This research was conducted at STKIP PGRI Trenggalek. This research was conducted from April 23 to May 31, 2024. The research questionnaire contained 43 statements, consisting of 25 self-efficacy statements and 18 academic



stress statements. Based on the research data obtained, there were 88 respondents, consisting of 19 BING students, 20

PBSI students, 10 PENJASKESREK students, 28 PGSD students, and 11 PPKN students.

Table 1. Average (mean) *self-efficacy* scores

Respondents	Minimum	Maximum	Mean	Standard deviation
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Based on Table 1. Based on the results of statistical analysis of the self-efficacy questionnaire data conducted on students at STKIP PGRI Trenggalek, Table 2. Statistical analysis of academic stress questionnaire data

Respondents	Minimum	Maximum	Mean	Std. deviation
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Based on the results of statistical analysis of academic stress questionnaire data conducted on students at STKIP PGRI Trenggalek, the following results were Table 3. Description of Research Respondents Based on Gender

Gender	Number of Respondents	Percentage
Male	29	33

The table above shows that there were 29 male respondents, representing 33% of the total, and 59 female respondents, representing 67% of the total. Thus, the total number of respondents in this study was 88, representing 100% of the total.

The validity study findings of 25 statements regarding self-efficacy that have been validated by three experts Table 4. Results of the normality test for self-efficacy and academic stress.

The normality test was used to determine whether the variables used in the study were normally distributed or not. The test in this study used the Shapiro-Wilk formula with the SPSS version 21.0 application program. In the normality test, the criteria are as follows: if p-count is greater than p-table, then the data is declared to be normally distributed, and vice versa, the data is declared to be not normally distributed using a significance level of $\alpha = 0.05$.

From the data in the table above, it can be seen that the p-value is greater than the sig. value of 0.05 ($p >$ Table 5. Results of the Pearson bivariate correlation test

		Self-efficacy	Stress
Self-efficacy	Pearson correlation	1	0.055
	si. (2-tailed)		0.616
	N	87	87
Stress	Pearson correlation	0.055	1
	si. (2-tailed)	0.616	
	N	87	87

88	58	100	84.06	10.46
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the following results were obtained: Mean = 84.06, standard deviation = 10.46, minimum = 59, maximum = 100

88	22	77	44.28	76.75
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obtained: Mean = 44.28, standard deviation = 76.75, minimum = 22, maximum = 77

Female	59	67
Total	88	100

are declared valid and can be used for the recapitulation results examined using SPSS 21.0. The validity study findings of 18 statements regarding academic stress that have been validated by experts are also declared valid for the recapitulation results examined using SPSS 21.0.

0.955). Based on the results of the normality test, it can be concluded that all variables are normally distributed.

Results of normality tests for self-efficacy and stress	Kolmogorov-Smirnov				Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
	Self-efficacy	.098	87	.038	.955	87	.004
	Academic stress	.118	87	.005	.959	87	.007



Pearson's bivariate correlation is one of the testing methods used to measure the strength and direction of a linear relationship between self-efficacy and academic stress at STKIP PGRI Trenggalek. If the results of the Pearson bivariate correlation test show that the *Asymp.Sig* (2-tailed) value is less than 0.05, it can be concluded that there is a significant relationship between the variables of self-efficacy and academic stress, so *H1* is accepted and *H0* is rejected. Conversely, if the *Asymp.Sig* (2-tailed) is greater than 0.05, it can be concluded that there is no significant relationship between the self-efficacy variable. Conclusion The results of the Pearson's bivariate correlation test show that there is a significant correlation or relationship between self-efficacy and academic stress with a sig. (2-tailed) value of $0.616 < 0.05$. The correlation coefficient (*r*) of this hypothesis test is 0.055, which shows a negative relationship between the two variables and indicates a moderate relationship. The absolute coefficient value of 0.055 shows an inverse relationship, which means that the higher the self-efficacy, the lower the academic stress of students and vice versa. This proves that the hypothesis proposed by the researcher can be accepted, as evidenced by the results of this study, namely that self-efficacy has a significant relationship with academic stress.

After analyzing the questionnaire data, the researcher obtained an average score of 84.06 for self-efficacy and an average score of 44.28 for academic stress. In the correlation test results, there was a significant value of $p = 0.616$ with a coefficient (*r*) from the hypothesis test of 0.055, which indicates that there is a moderate relationship between self-efficacy and academic stress.

From the research results and several opinions, it is known that self-efficacy is one of the factors that influence academic stress. Thus, self-efficacy is a way for someone to assess their ability to manage or do something with the aim of achieving predetermined targets.

Based on the results of the analysis of the research conducted by the researcher, it was found that there is a negative relationship, which can be interpreted as an inverse relationship, between self-efficacy and academic stress in students working on their thesis at STKIP PGRI Trenggalek. This is because the higher the self-efficacy of students working on their thesis, the lower the academic stress experienced by students. Conversely, the lower the self-efficacy of students, the higher the academic stress experienced by students.

The inverse relationship between self-efficacy and academic stress among students working on their thesis at STKIP PGRI Trenggalek in this study shows that the degree of correlation between self-efficacy and academic stress experienced by students is moderate. Students who are working on their thesis must be able to control themselves. Whether done face-to-face or online, working on a thesis gives students the choice to continue working

on their thesis or not. This is because all control is in the hands of the students themselves. Meanwhile, lecturers are only able to monitor and guide students in working on their theses.

IV. CONCLUSION

Based on the research conducted, there is a significant relationship between self-efficacy and academic stress among final-year students working on their thesis at STKIP PGRI Trenggalek. This means that the higher the students' self-efficacy, the lower the academic stress experienced by students working on their thesis, and vice versa. The lower the self-efficacy, the higher the academic stress experienced by students working on their thesis. Therefore, it can be concluded that the results of the hypothesis indicate that *H_a* is accepted, or there is a relationship between self-efficacy and academic stress among final-year students at STKIP PGRI Trenggalek.

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