



ACADEMIC STRESS LEVELS OF PHYSICAL EDUCATION STUDENTS IN ATTENDING ODD SEMESTER CLASSES 2021/2022

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Abstract

The purpose of this study was to determine the level of academic stress experienced by Physical Education students in the odd semester 2021/2022. This type of research was a quantitative approach using a descriptive method through a survey approach. The research sample consisted of 199 students whose samples were taken using random sampling. In this study, the instrument used was an academic stress scale questionnaire which the author compiled to be used as a measuring tool. This academic stress measurement tool uses a Likert scale. The validity of the instrument used was 0.85 while the reliability was 0.86. The description of academic stress will thoroughly explain the aspects of academic stress in the form of percentages and categories. The results of data analysis showed that the level of academic stress experienced by physical education students in attending the odd semester was in the moderate category, and there was no significant difference between the stress experienced by female and male students.

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INTRODUCTION

Every student must have obstacles that must be overcome during their education in college. For students who are currently studying in tertiary institutions, they are required to be able to complete lecture assignments within the allotted time. The demands felt by students are obtained from various parties such as lecturers, academics, or universities, the wishes of parents who want to see their children get a bachelor's degree, and encouragement from friends and desires from themselves (Samaha & Hawi, 2016). What's more, during the Covid-19 pandemic, most lectures were held online. Using online learning methods does not completely overcome all the learning barriers experienced by students (Nopiyanto, 2020).

Many research states that students experience many obstacles in online learning including expensive internet quotas, unstable internet networks, frequent power outages, physical and psychological (Adnan & Anwar, 2020). These obstacles cause academic stress for students. The results showed that the problem with the highest percentage of stress among students was the pile of lecture assignments, their uncertainty over exams, and end-of-semester assessments (Moawad, 2020). According to research results, students feel academic stress from the low category to the high category (Azmiyyah & Lianawati, 2021).

The process that must be passed by students in online lectures is to make lecture assignments. However, not all students can make assignments. Many of them are not able to submit assignments on time. Some of these obstacles are caused by the difficulty of finding reference sources that are relevant to the task topic, lack of cooperation with group friends, and difficulty communicating with group friends. The existence of these

obstacles has a negative impact which is called academic stress.

Academic stress can be defined as a condition in which the demands of the academic environment are perceived as greater than their ability to cope with these academic demands, causing psychological and biological changes (You, 2018). If it is associated with the situation of students who are preparing lecture assignments, sources of academic stress are monotonous situations, noise, too many assignments, far-fetched expectations, ambiguity, lack of control, dangerous and critical conditions, unappreciated, ignored, lost opportunities, confusing rules, conflicting demands, and coursework deadlines.

Students who experience academic stress can have a positive or negative impact depending on how they are handled (Zhu et al., 2021). There is a significant relationship between stress academic and online learning (Samudra & Matulesy, 2021). The results showed that academic stress reduced the positive influence of online learning readiness on student welfare (Akmal & Kumalasari, 2021). According to (Amrullah, Herlambang, & Rozaddi 2016) an increase in academic stress will reduce academic ability which affects the achievement index. The burden of stress that is felt to be heavy can trigger a person to behave negatively such as smoking, alcohol consumption, brawls, free sex, and even drug abuse (González et al, 2013). Meanwhile, the positive impact of stress in the form of increasing creativity and triggering self-development, as long as the stress experienced is still within the limits of individual capacity. Stress is still needed for student self-development (Liao, & Wei, 2014). Predictors of control and support are important to direct students to get positive benefits from the stressful conditions they experience (Lee et al, 2021).

Based on the results of observations during online lectures, it is known that there are still students who do not collect lecture assignments on time, the assignments produced are not following the guidelines, and students are not able to make assignments properly. From the results of interviews, students admitted that in the semester that was being carried out they took many courses and each course had a heavy task. Therefore, students experience stress with symptoms such as sleep disturbances, irregular eating patterns, excessive anxiety, and thinking too hard. Therefore, further research is needed to determine the level of academic stress experienced by students in attending lectures in the odd semester of 2021/2022). The results of this study are expected to provide a comprehensive picture of the level of academic stress for physical education students.

METHODS

This type of research is a quantitative approach using descriptive methods, which is a type of research that aims to describe systematically, factually, and accurately certain facts and characteristics, or try to describe phenomena in detail. This study uses a descriptive survey format that allows researchers to generalize a certain variable in a large population (Bungin, 2005). The subjects of this study were physical education students as many as 199 students whose samples were taken using random sampling.

In this study, the instrument used was an academic stress scale questionnaire which the author compiled to be used as a measuring tool. This questionnaire uses a Likert scale. The validity of the instrument used is 0.85 while the reliability is 0.86. The description of academic stress will

thoroughly explain the aspects of academic stress in the form of percentages and categories. The academic stress scale consists of 22 statement items regarding the academic stress conditions experienced by students during lectures in the odd semester of 2021/2022.

The researcher distributes research instruments to the sample via a google form. After all the data was collected, the researcher analyzed the data through excel and made categories of academic stress levels. The author used the mean ideal score and standard deviation in analyzing the data. To make categories of stress experienced by students, researchers used the formula from (Wagiran, 2015) in table 1 below.

Table 1. Formula

Interval	Category
(Mi + 1.8SD) to (Mi + 3SD)	Very High
(Mi + 0.6) to (Mi + 1.8SD)	High
(Mi - 0,6SD) to (Mi +0.6SD)	Moderate
(Mi - 1.8SD) to (Mi - 0.6SD)	Low
(Mi - 3SD) to (Mi - 1.8SD)	Very Low

RESULT

This study discusses the academic stress experienced by physical education students in participating in learning in the odd semester of 2021/2022. The results of the study are presented in the table.

Table 2. The results of academic stress levels

Interval	Frequency	Category
83- 100	9	Very High
65- 82	74	High
47- 64	87	Moderate
28 - 46	24	Low
15 -27	5	Very Low
Total	199	

Based on table 2 it is known that Physical education students' stress levels

in attending odd semester lectures in 2021/2022 are generally in the medium category with a frequency of 87 students. Meanwhile, there were 5 students in the very low category, 24 students in the low category, 74 students in the high category, and 9 students in the very high category.

Table 3. The results of the level analysis in terms of male students

Interval	Frequency	Category
83- 100	6	Very High
65- 82	51	High
47- 64	61	Moderate
28 - 46	16	Low
15 -27	2	Very Low
Total	136	

This research also analyzed the level of stress in terms of gender. Based on the analysis of the data presented in table 3, it is known that the stress level of male students is in the moderate category with a frequency of 61 students, there are 2 students in the category very low, 16 students in the low category, 51 students in the high category, and there are 6 students. which is in the very high category.

Table 4. The results of the level analysis in terms of female students

Interval	Frequency	Category
83- 100	5	Very High
65- 82	26	High
47- 64	28	Moderate
28 - 46	2	Low
15 -27	2	Very Low
Total	63	

The levels of academic stress experienced by female students also showed the same data. Table 4 shows that the stress level of female students is in the moderate category with a frequency of 28 students, 2 students are in the very low

category, 2 students are in the category low, 26 students are in the high category, and there are 5 students in the very high category.

DISCUSSION

Stress is an experience that many students experience in an academic environment. This can be due to the many academic demands that must be faced, for example, assignments, exams, and so on. Most of the students who experience academic stress in the moderate category indicate that they assess the academic demands that are quite high on them. These academic demands are related to the existence of high academic expectations of him, the demands of lectures that are considered excessive, and difficulties in facing exams, as well as the perception of him being unable to meet the existing academic demands.

Online lectures undertaken by students in the semester of physical odd 2021/2022 have various impacts on students' abilities which make students' abilities increase or even decrease, students who prefer independent learning methods will feel more comfortable and easier to understand with the online learning system. On the other hand, students who prefer the learning system by gathering with many people in one room will find it difficult in the learning process using the online system, and students who are accustomed to understanding the explanation of material directly/offline will find it difficult to understand an explanation (Salvador et al., 2021).

Having difficulties in academics can lead to more stress. Students experience stress such as dramatic lifestyle changes from high school to colleges, such as achieving academic grades, excessive demands, managing finances, friendships, and relationships in love. As if all these rights were not

enough, students are faced with several important tasks during their lifetime such as achieving emotional independence, choosing and preparing for a career. Managing these transitional changes requires students to develop new roles and modify old ones, and this can create a lot of stress (Turner et al, 2015).

Students who take lectures online usually experience frustration from the medium category to the category high (Capdeferro & Romero, 2012). Frustration is related to delays in achieving goals, daily difficulties, lack of resources, failure to achieve planned goals, not being socially accepted, disappointment in relationships, and missed opportunities. This frustration is often experienced by students, especially those who are working on assignments, usually, students who are working on assignments feel frustrated when they have difficulty finding sources of literature for their papers. In the frustration indicator, physical education students have a medium category. This means that students can manage stress. According to the results of previous studies, it was stated that there was an influence significant between the level of frustration on academic stress experienced by students (Motlagh & Nahad, 2018; Shi et al., 2021; Wilde, 2012).

Students are prone to conflict when working on lecture assignments carried out in groups (Pane, Siregar, & Sriyanto, 2017). Conflict relates to the choice of desirable or undesirable alternatives. This conflict is experienced by students who are preparing a lot of lecture assignments when they are between choices, such as confusion about choosing between meeting with the lecturer or working on unfinished revisions, or dividing assignments with a group of friends. Physical education students can choose the best to complete the lecture assignments given by the

lecturer. Therefore, the level of academic stress experienced is still in the moderate category. The results of the study stated that the internal conflicts experienced by students will affect academic stress (Huang & wu, 2016).

Not only experiencing frustration and conflict, but students also often experience pressure when attending lectures or doing lecture assignments (Eva et al., 2020). Pressure related to competition, deadlines, excessive workload. Students who are preparing assignments experience various pressures from various sources, for example, pressure from both parents who demand to get good grades and graduate on time, pressure from lecturers who give deadlines revision that is so fast, and pressure from the social environment that requires students to be able to compete with others.

In attending lectures in the odd semester of 2021/2020, physical education students also feel many changes. Change is related to unpleasant experiences, many changes at the same time, and disrupted life and goals. This change is felt by students who are working on assignments, lectures especially when there are many changes at the same time, for example, it is difficult to meet face-to-face with lecturers, changing pocket money, to reduced sleep hours due to doing many lectures. Academic stress experienced by students will affect the quality of student sleep. This means that the higher the stress level, the more difficult it will be to sleep (Wunsch, Kasten, & Fuchs, 2017).

In lectures in the odd semester of 2021/2020, physical education students sometimes impose themselves. Self-imposition is related to one's desire to compete, to be liked by everyone, to worry about everything, to have solutions to problems, and to be anxious about exams. This self-imposed feeling is felt by

students who are working on assignments, especially in terms of worrying about something that hasn't happened, such as worrying about not being accepted by a task that has been made. The results of the study stated that the level of anxiety experienced by students will affect academic stress (Clinciu, 2013).

The level of stress experienced by students is shown through various physical reactions, emotional reactions, behavioral, and cognitive assessments. Physical reactions include excessive sweating, stuttering, trembling, rapid movement, fatigue, stomach pain, shortness of breath, back pain, skin problems, headaches, arthritis, drastic weight loss, or gain (Cuberos et al., 2019). Emotional reactions include fear, anger, guilt, and sadness. A Reaction to negative emotions shown by someone will harm a person's academic achievement (Arsenio & Loria, 2014). Behavioral reactions include crying, hurting others, self-harm, smoking excessively, getting angry easily, attempting suicide, using defense *mechanisms*, and separating oneself from others (Reeve et al., 2013). Cognitive assessment includes how a person assesses situations that can cause stress and how a person can use appropriate strategies to deal with stressful situations (Shahmohammadi, 2011).

CONCLUSION

Lectures held online in the odd semester of 2021/2022 will not significantly affect the level of academic stress experienced by students. Students are still able to manage the stress experienced so that in this study Physical education students' academic stress level is in the medium category, there is no significant difference in stress levels of female and male students. However, in this study, there are still shortcomings,

such as the students involved are still relatively small and no known stress coping strategies used by students. It is highly recommended for further researchers to be able to discuss comprehensively coping with stress for physical education students at Bengkulu University.

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