

RELATIONSHIP BETWEEN SELF-EFICATION AND SOCIAL SUPPORT WITH ACADEMIC STRESS IN STUDENTS

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Abstract. Research for studies both simultaneous or partial correlation of self efficacy and social support with academic stress. This study used quantitative methods, with data collection through a questionnaire that take 100 student entrants away in the State High School 1 Pamekasan purposively. Results of regressions analysis showed the value of $F = 28,453$ and $p = 0,000$ ($p < 0,05$). Means self efficacy and social support with support with academic stress has a highly significant correlation. The results of partial correlation between test self efficacy with academic stress to get the value $t = -0,145$ and $p = 0,000$ ($p < 0,05$), which means that between self efficacy with academic stress has a significant negative correlation. The results of correlation between social support to stress obtained value $t = -0,561$ with $p = 0,081$ ($p > 0,05$), meaning that the social support with academic stress has a significant negative correlation.

Keywords : *academic stress, self efficacy, social support*

PRELIMINARY

Education is an invaluable asset for a nation, especially for individuals and society as a driver and milestone in the nation's success. Education is an essential process for achieving individual goals and personal aspirations. Education is basically a conscious conscious plan in realizing the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state (National Education System Law No. 20 of 2003). This illustrates that the success of education is not only centered on cognitive abilities, but the development of the affective, mental and emotional side of students.

According to Law No. 20 of 2003 the function of national education is to develop capabilities and form a dignified character and national civilization in order to educate the life of the nation. Thus education is an effort to develop quality human resources, so that education is carried out in formal settings as a concrete manifestation to produce good quality quality human resources.

Chronologically, students at the high school level are in the age range of 15-18 years or are in the stage of adolescent development. Adolescence is a period of transition from childhood to adulthood. The most unique period that will be passed by each individual in the phase of his life. According to Rita Eka Izzaty et al (2008: 135) In adolescence it was called a period of storm and stress (storm and stress), namely a period that describes emotional tension, adolescent emotional conditions that are uncertain, unstable and explosive. The

heightened emotion of adolescents is caused by one of them by school problems such as self-adjustment, emotional, social problems and conflicts with school rules.

According to Hurlock (in Rita Eka Izzaty et al., 2008: 135) there are five changes in each adolescent namely heightened emotions, changes in body, interests and roles, changes in behavior patterns, changes in values and ambivalent attitudes towards any changes marked by demands for freedom but afraid to be responsible. Thus, along with the changes that occur, adolescents are very vulnerable to problems and stress. Adolescents have a developmental period including physical, cognitive, emotional, social, and moral development. These developments are influenced by various factors. One of the factors that influence individual development is external factors in the form of environment, the environment, especially education (Rita Eka Izzaty et al., 2008: 14). Education can be obtained through a family, school and community environment. However, in this study education which will be discussed further is education obtained through the school environment.

According to Schneiders (1964) the ability to adapt is related to the process of forming beliefs. Schneiders states that psychological conditions are one of the factors that influence self-adjustment. Psychological conditions include mental states of healthy individuals, individuals who have a healthy mentality are able to make arrangements for themselves in their behavior effectively. According to Bandura (in Smet, 1994) to regulate behavior will be formed or not, individuals do not only consider information and beliefs about advantages and disadvantages, but also consider the extent to which individuals are able to regulate these behaviors, this ability is called self-efficacy. According to Bandura (1997), self-efficacy is a belief in one's ability to organize and carry out a series of appropriate actions to achieve an expected outcome. This belief is a feeling of trust in one's ability so that it can encourage someone to achieve everything he wants. The aspect of self-efficacy according to Bandura (1997) consists of a) level, b) generality, and c) strength. Students who have strong confidence in their abilities will be more diligent in trying and not easily giving up despite facing various difficulties and obstacles.

Based on research by Uly Gusniati (in Desmita, 2009: 280) at Jakarta Public High School Plus found a phenomenon of academic stress experienced by students in school, caused by students feeling burdened with having to maintain school rankings, anxiety in facing semester exams, fear of getting poor test scores, confused to finish too much homework, tired and bored following the extension of study time at school.

The academic stress phenomenon experienced by students is not only caused by academic demands, but also the existence of high competition in the assessment process, (Desmita, 2009: 290). With this assessment, students are competing to compete for the best results for their future interests both in college and for career determination. In addition, other academic demands include the existence of longer study hours, a large number of subjects, pressure to show achievement from parents, family, teachers, neighbors, peers, students themselves. According to Albana (2007: 6) increasing social status can be stressful, because education is always a social status symbol. People with higher education qualifications are valued by society, whereas uneducated people appear to be lagging behind. Children who succeed in academics are well received, known, and valued by the general public, it makes pride for parents. Therefore it is understandable why many parents want their children to be educated and achievers, because it shows the community that successful parents are parents who are able to give status to their children. But children who seem lazy, slow and difficult at school tend to be rejected by their teachers, criticized by their parents, and ridiculed or ignored by peers. Such a condition or social pressure causes

children to be stressed because for children they will try to fulfill the social requirements to get an award in the community, but if the child is not able to fulfill these social requirements, it becomes easier to experience stress.

Self-Efficacy

Individuals who believe that they are capable of dealing with their environment, then when the situation in the environment they are facing is pressing, the individual will still feel calm and able to think clearly. Self-efficacy acts as a cognitive mechanism that controls individuals to deal with pressure. If students feel they cannot control the situation and environment they are facing (academic stressors and are perceived as threatening, then students will feel anxious and stressed. Conversely, if these students will not experience excessive stress, Bandura (Nurlaila, 2011) explains that self-efficacy will increase immunity to anxiety, stress, depression, and activate biochemical changes that can affect various threats.

The above statement is supported by several previous studies. Suhada (2012) found that one of the factors that influence academic stress in students is self-efficacy. The results of the study agree with the results of Wisantyo's research (Suhada, 2012) which proves the existence of a negative relationship between academic self-efficacy and academic stress on students of State High School 3 Semarang. The negative relationship between academic self-efficacy and stress shows that students' confidence in their academic abilities can reduce stress on students of State High School 3 Semarang. The results of these studies are supported by Jex, Bliese, Buzzell, and Primeau (Nurhasanah, 2007), that individuals with high self-efficacy have low tension levels, compared to individuals who have low self-efficacy. The tension in question is tension caused by pain or stressors.

Social Support

Rook (in Smet, 1994) defines social support as one of the social relations functions that describes the general level and quality of interpersonal relationships that will protect individuals from the consequences of stress. Acceptable social support can make individuals feel calm, cared for, arise self-confidence and competency. According to Pierce (in Kail and Cavanaugh, 2000) social support as a source of emotional, informational or mentoring provided by people around individuals to deal with every problem and crisis that occurs daily in life. According to Sarafino (2006) that social support refers to providing comfort to others, caring for it or appreciating it. A similar opinion was also expressed by Sarason (in Smet, 1994) who stated that social support is the existence of interpersonal transactions that are indicated by providing assistance to other individuals, where assistance is generally obtained from people who are meaningful to the individual concerned.

Family (especially father and mother) is the first and foremost environment that gives a lot of influence on various aspects of children's social development, especially in relation to the learning process. The attitude of parents who are too restrictive and restricts the association of students will affect the development and learning process of children. Conversely the attitude of parents who are too free of their children will cause children to be out of control. This is reinforced by Piaget's opinion (in Fatimah, 2010) that social interaction / social relations of children in the first year are very limited, especially only with their mothers and fathers. This opinion reinforces that the psychological satisfaction that children get in the family will be largely determined by family factors, especially father and mother, while determining how children will react to their environment, especially their

learning environment. House (in Smet, 1994) distinguishes four types or dimensions of social support, including:

- a. *Emotional Support*: individuals need sympathy, love, trust and need to be heard. Individuals can feel that the people around them pay attention to themselves, listen, sympathize with personal and work problems.
- b. *Appraisal Support*: assessment of individuals by giving awards or giving judgments that support a person's work, achievements, and behavior in social roles and provide interdependent feedback.
- c. *Informational Support*: provides information that is useful for someone to overcome personal and work problems. This information can be in the form of advice, direction, and other information that fits your needs.
- d. *Instrumental Support*: instrument support is also called real support or material support, such as money loan assistance, transportation, helping with work assignments, spending time and more.

Based on the description above it can be concluded that social support is support or assistance that comes from people who have a social relationship familiar with individuals who receive assistance in the form of information, certain behavior, or material that can make individuals who receive assistance feel loved, cared for and valued.

Academic Stress

According to Boutler (2008), academic adjustment ability is one of the most important factors related to mental health as long as students take the study process. A student who is able to adapt himself to the environment and academic demands will be able to overcome various stressful conditions. Similarly, Cheng (2011) also said that academic stress is rare in urban students who have good adjustment skills in the academic field, even though students must take learning activities in new environments in different cultures.

Desmita (2011) explains that students' learning stress (academic stress) can be reduced by providing social support, in this case family support is the most important factor. Feldman, et al., (2008) also provide the same information that social support has an important role to reduce the burden of stress on students in addition to the ability of the student itself to adjust to their academic demands. According to Lazarus in Sarafino (2002) stress is an individual's condition with physical or psychological demands of a particular situation with biological, psychological and social resources. Stress involves stressors and individual responses to stressors (strains). Stress is a non-specific response from the body to any demands in the individual. Each of these demands will give a certain reaction (Seyle in Kalat, 2005). The theory revealed by Seyle encompasses all processes that have an impact on changes in an individual's life.

Seyle (1983) divides stress into two types of areas, eutres and distresses. Eutres is a happy experience of stress. Usually appears when you get victory and success. Whereas Distres is a painful and unpleasant stress experience that means threatening and usually occurs when individuals get success and victory. According to the American Accreditation Health Care Commission (2005) interpret stress as a response to conditions or factors that cause motivation for the individual concerned. However, if stress has crossed the line, it will be able to disrupt the environmental activities that lead individuals to perceive a gap between the life and health of the individual. Furthermore, it was explained that children learn to respond to stress from personal experience and observation of their environment. Most stress experienced by children is considered not important by adults. But because

children only have little experience to learn, even situations that cause small changes also have an effect on a child's feelings.

Baumel (2000) stress in the academic realm in children arises when expectations for academic achievement increase. Both from the teacher, parents and peers. This stress is thought to emerge every year in line with the demands of the times for high achieving children. Based on the description, it was concluded that academic stress is a situation where the tension experienced by students is due to the demands of their ability to achieve it, so that such situations have an impact on students' responses both biologically and psychologically.

Hypothesis

The research hypothesis drawn in this study is: 1) There is a relationship between self-efficacy, social support and academic stress in students. 2) There is a negative relationship between self-efficacy and academic stress. The higher self-efficacy, the lower academic stress. Conversely the lower the self-efficacy, the higher academic stress. 3) There is a negative relationship between social support and academic stress. The higher social support, the lower academic stress. Conversely the lower the social support, the higher the academic stress.

METHOD

Research Subject

The population in this study was conducted in class X students at State High School 1 Pamekasan. The total population is 100 students. The number of subjects was taken because 100 students constituted 16% of the total population, 270 students so that 100 students were considered capable enough to represent the population. As said by Arikuntoro (2006) that if the respondent is more than one hundred it can be taken 10% - 15%.

The data analysis technique used to test the hypothesis in this study is the Regression Analysis technique (ANAREG) using the help of the Product and Service Solution (SPSS) for Windows version 20.0, Regression Analysis, coupled with the Partial Correlation technique to test the variable self-efficacy correlation with academic stress variables and social support variable correlation with academic stress variables separately.

To find out the distribution normality, the analysis used is the Kolmogorov-Smirnov method. The results of the normality test analysis show normal. According to Priyatno (in Sujono, 2012), Linear and whether or not the correlation is concluded if the significance of Linierity > 0.05 then the relationship between the two nonlinear variables, and if the significance of Linierity < 0.05 , the relationship between the two variables is linear. The linearity test of the relationship in this study used the help of SPSS (Statistical Package and Social Science) Software 20.0 for Windows. The conclusion of computational results shows the relationship between the two variables (X1 and Y) and (X2 and Y) are linear correlations. To find out whether there is multicollinearity, if $r^2 < R^2$, it can be concluded that multicollinearity does not occur or if tolerance is more than 0.1 and VIF is less than 10, multicollinearity does not occur (Priyatno, 2010). The results of computational analysis show that there is no multicollinearity.

Measuring Instrument

The academic stress scale is prepared by researchers. Academic stress is a condition of tension experienced by students because of the gap between environmental demands on academic achievement and the ability to achieve it. This situation will result in changes in

the area's response in students both biologically and psychosocially. Academic stress in this study uses the academic stress scale with aspects based on operational definitions, namely: Biological aspects with sub aspects: anxiety, defense, and fatigue. Psychosocial aspects with sub aspects: cognition, emotion, and behavior.

To obtain data on academic stress, a scale containing 50 statement items was prepared and the researchers themselves used a Likert scale model with answers to favorable (support) and Unfavorable research. The choice of answers for each item statement is very agree (SS), agree (S), quite agree (CS), disagree (TS) and strongly disagree (STS). Testing the item discrimination index on 50 statement items on the academic stress scale resulted in 35 valid statement items and 15 items that were dropped. With the Cronbach's alpha number of 0.925 and the discrimination index limit the item used as reference is 0.3.

The scale of self-efficacy is the belief in one's ability to organize and carry out a series of appropriate actions to achieve an expected outcome. This belief is a feeling of trust in one's ability so that it can encourage someone to achieve everything he wants. Academic self-efficacy scale: in the form of a Likert scale that refers to three dimensions (Bandura, 1997), namely level (level), breadth (generality), and strength (strength).

Testing the item discrimination index on 50 statement items on the academic stress scale resulted in 35 valid statement items and 15 items that were dropped. The choice of answers for each item statement is very agree (SS), agree (S), quite agree (CS), disagree (TS) and strongly disagree (STS). With the Cronbach's alpha number of 0.928 and the discrimination index limit the item used as reference is 0.3.

Social support is one of the social relations functions that describes the general level and quality of interpersonal relationships that will protect individuals from the consequences of stress. Acceptable social support can make individuals feel calm, cared for, arise self-confidence and competency. Social support in this study uses a social support scale in the form of a Likert scale that refers to the four forms of social support aspects, namely: emotional support, award support, instrumental support, informative support.

To obtain data on social support, a scale containing 50 statement items was prepared and the researchers themselves used a Likert scale model with answers to favorable (support) and Unfavorable research. The choice of answers for each item statement is very agree (SS), agree (S), quite agree (CS), disagree (TS) and strongly disagree (STS). Testing the item discrimination index on 50 statement items on the academic stress scale resulted in 39 items of valid statements and 11 items that were dropped. With the Cronbach's alpha number of 0.940 and the discrimination index limit the item used as reference is 0.3.

RESULTS

The correlation of self-efficacy and academic stress is 0.004 ($p < 0.05$), it can be concluded that self-efficacy has a significant correlation with academic stress. The correlation coefficient for self-efficacy and academic stress is -0.263, meaning that there is a significant correlation with very weak closeness. Correlation of social support and academic stress is equal to 0.000 ($p < 0.05$), meaning that there is a significant relationship between social support and academic stress. Thus the hypothesis is accepted. The coefficient between social support and academic stress is 0.608 with an R square coefficient of 0.370 which means that social support has an effective contribution to academic stress by 37.0%.

The results of the output of the regression coefficient show the price of $F = 28.453$ that social support has a significant closeness to academic stress, which is indicated by a significance value of 0.000 ($p < 0.05$). While the variable self-efficacy has a lower closeness with a significance level of 0.081 ($p > 0.05$). This academic stress is related to self-efficacy

and social support. The results of multiple linear regression analysis show that the value of R (correlation coefficient) is 0.608 with a significance level of 0.000 ($p < 0.05$), meaning that there is a very significant relationship between self-efficacy and social support with academic stress in students.

The results of the partial correlation test between self-efficacy and social support with academic stress obtained a value of $t = -0.145$ and $p = 0.000$ ($p < 0.05$), which means that between self-efficacy and academic stress has a very significant negative correlation. The results of the correlation test between social support and stress obtained a value of $t = -0.561$ with $p = 0.081$ ($p > 0.05$), which means that between social support and academic stress has a very significant negative correlation.

DISCUSSION

The negative and significant correlation between self-efficacy and academic stress with the results of the correlation (r) is -0.263 with a significance level of 0.000 ($p < 0.05$). This means that the higher the student's self-efficacy, the lower the academic stress, and conversely the lower the student's self-efficacy, the higher the student's academic stress.

Self-confidence in question is a belief in himself for the ability he has to be able to complete tasks from school. Self-confidence can also be called self-efficacy which is limited as an individual's confidence in his own ability to deal with problems and the direction of thinking of individuals in looking at the problem, optimistically or pessimistically, because it will determine how to deal with academic obstacles that will be faced. Students who experience academic stress will experience negative emotions such as anxiety, fear, sadness, anger and confusion in dealing with academic demands including the amount of homework, completion of assignments and examinations, longer study hours, and high standards of minimum completeness on each lesson. Therefore self-efficacy is very important for students in reducing academic stress levels. This is reinforced by Bandura's theory (in Feist and Feist, 2010: 213) which states that low self-efficacy indicates easy surrender when faced with academic difficulties and easily stressed when finding difficulties in his life, while high self-efficacy will lead to trust yourself to be able to do the task in accordance with the demands, work hard, survive working on the task to completion.

Students who have high confidence that they are able to do academic assignments, will accept the tasks assigned to them and try to do the task well and with a good mood. When encountering obstacles, students with high self-confidence will try to be more diligent and persistent. If they fail, students with high academic self-confidence will attribute the failure they experience to lack of effort, so that students are increasingly encouraged to improve their business. The business and perseverance that is owned is based on the belief that what is done will provide results as expected. Meanwhile, students who are not sure of their ability to do academic assignments tend to avoid academic tasks that they feel are heavy and beyond their abilities. Students with low self-confidence tend to reduce effort and give up easily when they encounter obstacles. Failures experienced by students are attributed to their lack of ability, so they are resigned to the limitations they feel.

The demands of the school, on the one hand are school activities that are very beneficial for the development and progress of students, but on the other hand the demands of the task often create feelings of stress and anxiety. According to Desmita (2009: 292-296) the phenomenon of stress felt by adolescent students due to the demands of the task, will cause some reactions such as feelings of anxiety and stress among teenagers. Teenagers are generally more interested in doing other activities than doing homework. In addition, teens who spend a lot of time doing homework experience negative feelings, such as feeling sad,

angry, and bored. But self-efficacy has an important role in reducing stress, it is also reinforced by Durand & David (2006: 345) that self-efficacy is considered as one of the abilities that can reduce stress. Based on the description above, it can be concluded that self-efficacy has a relationship to academic stress, the lower the self-efficacy, the higher the level of academic stress, and conversely the higher the self-efficacy, the higher the level of academic stress.

Students or adolescents need support from others when they enter a crisis period, namely at the age of 15-17 years. According to Rempelin (in Mönks, et al., 1998) the period of crisis is a period with symptoms of a crisis that indicate a deficit in development. The crisis experienced by adolescents is mainly related to academic achievement or achievement in school. To be able to overcome this crisis period, adolescents need understanding and assistance from the people around him either directly or indirectly. The most expected support from adolescents in facing a crisis in the academic field is support from their families, especially from parents and siblings (Hurlock, 1980).

According to Purnamaningsih (1993) the existence of communication and warm relations between parents and children will help children in solving their problems. But in reality family social support especially parents and siblings in helping children complete their tasks does not always go smoothly. The current conditions in which both parents are both preoccupied with work outside the home cause limited interaction between parents and adolescents. Parents also often have unrealistic aspirations for adolescent academic achievement. This unrealistic demand actually eliminates teenagers' interest in education so that teenagers then work below their abilities. Such teenagers have lower achievements below their actual abilities (Hurlock, 1980). In addition, relationships with siblings that are not harmonious will make teenagers feel they don't get acceptance in the family. The failure of adolescents in completing their academic tasks will affect the adolescent's confidence in his ability which will affect the success of adolescents not only in the world of education, but also in everyday life. When adolescents perceive that they have the ability, the adolescent has a strong urge to achieve success, whereas when adolescents are unsure of their abilities, the adolescent does not have the drive to achieve success.

Academic stress is the pressure experienced by students while in school. Based on these pressures, students feel that they have not been able to deal with situations and conditions that compel them to suppress their emotions. Students are not yet stable when they do not understand the nature of solving problems facing conflict.

Also explained in Rumiani by Moore stated that stress experienced by students has various causes or stressors. Stress students in the form of academic activities in the form of task load and interaction problems with friends. The emergence of the stressor is caused by external stimulus (environment) and in the form of internal stimulus (psychic) that is received and experienced by individuals as unpleasant or causing and demanding adjustments and / or produce effects, both somatic and behavioral. One of the behavioral effects of stress is in the form of aggression.

In this discussion, the author realizes that the research that has been carried out has many limitations and disadvantages. Circumstances in the field, literature studies with costs and time are one of the obstacles in this study. The limitations were also felt by researchers when developing latent psychological measurements. So that the subject might answer with no portion. It is expected that the next researchers pay attention to other factors to achieve perfection in research.

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