



THE CORRELATION OF ADOLESCENT EMOTIONAL STABILITY TO ACADEMIC STRESS AT SMAN 3 TANGERANG REGENCY

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Research Report

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ABSTRACT

Introduction: Stress is a disorder of the nervous system that can cause a fast heartbeat, sweaty body, flushed face and so on. Emotional stability is a person's ability to adapt to the surrounding environment. Factors that come from within themselves or internal factors are the low intellectual property of students, emotions and attitudes that often change, as well as impaired function of the senses of sight and hearing (eyes and ears) while factors that come from outside or external are family environmental factors, community and school. The purpose of this study was to determine emotional stability, academic stress, characteristics such as gender in SMAN 3 Tangerang Regency. **Methods:** Correlation description design with Cross Sectional approach. The population in this study were students of class XI and XII of IPS SMAN 3 Tangerang Regency as many as 380 students, the number of samples was 195 students. The technique used is Stratified Random Sampling. Collecting data using a questionnaire of emotional stability and academic stress. **Results:** : In this study using the Chi-Square table test with a p-value smaller than 0.05 which indicates that H_0 is rejected and H_a is accepted so that it can be stated that there is a significant relationship between adolescent emotional stability and academic stress in students at SMAN 3 District Tangerang. **Conclusions:** Based on this research, it is expected that schools, parents, and students' environment will pay more attention to students and help to manage the stress experienced by students due to academic demands.

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INTRODUCTION

Academics are closely related to the world of education. Academic itself is the ability to master science that has been tested for truth so that the results can be measured. Education has a relatively important meaning for student development. Because education in schools can meet the needs of students and can determine the quality of their lives in the future. Academic achievement depends on several factors, two of which are stress and motivation. Stress is anything that poses a challenge or threat to a person's well-being can be experienced both at school and at school. Most students are affected by academic stress, because they experience various types of stress, such as academic pressure and the obligation to succeed according to Noson & Shastri in (Tus, 2020).

According Rahmawati (in Barseli,

M., Ifdil, L., & Nikmarijal, N. 2017) What is meant by academic stress is a condition where students experience a mismatch between the demands of the surrounding environment and the actual resources owned by students so that students feel burdened by the many demands they experience. Academic stress is stress that occurs during the education period that arises when students experience emotional tension when they feel they have failed to cope with the academic demands they experience (Putri et al., 2018). Academic stress can also be interpreted as a condition of individuals experiencing pressure due to the results of perceptions and assessments of academic stressors, which can be related to science and education (Govaerts & Gregoire in Ernawat & Rusmawati, 2015).

Stress can be interpreted as a disturbance in the nervous system that can

cause a fast heart beat, sweaty body, flushed face and so on. Realistic view views stress as a mental phenomenon that is separated from the body without any connection with the psyche. Meanwhile, idealism defines stress as a purely mental phenomenon. It is difficult to explain why the phenomenon of stress is only a mental phenomenon but can have an impact on the physical such as heart palpitations, sweat and so on. (Donsu, 2019 : 242).

In the process of academic education, students often experience stress due to their inability to adapt to programs at school (Barseli et al., 2017). The stress faced by each individual is different, this can be caused by many factors such as internal factors, namely due to individual mindsets, beliefs, and personality while external factors are caused by more lessons than usual, parental pressure to excel. (Siregar & Putri., 2019). According to the Big Indonesian Dictionary (in Muslim, 2020) said stress is a disorder that causes mental and emotional turmoil caused by external factors such as tension. Academic stress is a pressure on students that can be related to the ability to master science (Muslim, 2020). According Baumel (in Ade & Zikra, 2019) Stress in the academic field arises when there is hope for increased academic achievement from parents, teachers and peers.

At this time, students have reactions and expressions to emotions that tend to be unstable as well as relatively clearer interests and career choices. Where adolescence is a period of experiencing a high emotional peak point, one of which occurs in adolescent physical growth, especially sexual organs that can affect emotional development. (Fellasari & Lestari, 2016). Emotions can arise because of a special drive. Where later the special impulse that will vent emotions is marked by physical behavior and expression. Either (approach) or (avoidance) (Donsu, 2019 : 148). According Hurlock (in Fajri, 2017) Emotional stability in adolescents is the balance of adolescents in understanding, expressing and adjusting their own feelings. According Syah (in Ali & Hidayat, 2016) Emotional stability is a person's ability to adapt to the surrounding environment. When a person faces a problem, does not express excessive emotions and can control himself.

In the learning process, a student often has difficulty in the learning process. These difficulties can come from within the student, namely internal factors and external factors. Factors that come from within themselves or internal factors are the low intellectual property of students, emotions and attitudes that often change, as well as impaired function of the

senses of sight and hearing (eyes and ears) while factors that come from outside or external are family environmental factors. , community and school. Because stable emotions can lead a person to focus on the activities he is doing, feel confident, and can use his mind and intelligence well. Efforts to build students' emotional and spiritual intelligence can aim to develop the ability of emotional and spiritual values in these students.

Because individuals who do not have good emotional intelligence can cause uncontrolled emotions and can lead to lazy behavior, and weak in thinking. Because in everyday life, every person's actions are always influenced by his own emotions, which come from his state of mind and from his mind. But not infrequently in certain situations emotions are more influential than other functions of the soul. Sometimes emotions can impede behavior, and sometimes they can energize behavior according to Wahyudi (in Utomo & Meiyuntari, 2015).

The results of research conducted by Barseli Mufadhal et al. 2018 showed that the results of the research conducted there were 5.8% experiencing very high academic stress, students experiencing high academic stress as much as 23.0%, students experiencing moderate academic stress as much as 41.0% , and students who experience low academic stress are 24.4%, while students who experience very low academic stress are 5.8%.

Then the results of research conducted by Taufik et al. 2013 showed that 15% of students in Padang City Public High School experienced low academic stress, 71.8% of students who experienced moderate academic stress, while students who experienced high academic stress in Padang City Public High School were 13.2%.

Based on a preliminary study conducted on 10 students of SMAN 3 Tangerang Regency, it was found that 80% of students had experienced stress due to academic demands. sleep. In accordance with the description of the problem that has been obtained at SMAN 3 Tangerang Regency, the researchers found that many students experienced stress due to academic demands, one of which was due to the many assignments given, so that it could lead to emotional instability. Based on the explanation above, the researcher assumes that there is a relationship between adolescent emotional stability and academic stress at SMAN 3 Tangerang Regency.

MATERIALS AND METHODS

This research was conducted at SMAN 3 Tangerang Regency using a correlation description with a cross sectional approach. The technique used is stratified random sampling. The data collection in this study used a questionnaire of emotional stability and academic stress with a total of 195 students from SMAN 3 Tangerang Regency. The

instrument used was an emotional stability questionnaire with 20 questions and an academic stress questionnaire with 29 questions. The analysis used is univariate and bivariate analysis to determine the relationship between adolescent emotional stability and academic stress at SMAN 3 Tangerang Regency. Statistical analysis used is Chi Square with a significance level <0.05 .

RESULTS

1. Univariate Analysis
 - a. Frequency Distribution of Respondents Based on Emotional Stability at SMAN 3 Tangerang Regency

Table 1. Frequency distribution of respondents based on emotional stability at SMAN 3 Tangerang Regency

Category	Frequency	Percentage (%)
High	96	49,2%
Low	99	50,8%
Total	195	100

The results of the analysis obtained from the data. The results of the analysis obtained from the data on emotional stability in SMAN 3 Tangerang Regency with 195 students as respondents. The frequency of Emotional

Stability in SMAN 3 Tangerang Regency, with the high category as many as 96 respondents (49.2%) while the low category as many as 99 respondents (50.8%).

- b. Frequency Distribution Based on the Frequency Distribution of Academic Stress in SMAN 3 Tangerang Regency

Table 2. Frequency Distribution based on the frequency distribution of academic stress in SMAN 3 Tangerang Regency

Category	Frequency	Percentage (%)
High	160	82,1%
Low	35	17,9%
Total	195	100

The results of the analysis obtained from data on the frequency of academic stress at SMAN 3 Tangerang Regency with 195 respondents the frequency of Academic Stress

in SMAN 3 Tangerang Regency, with a high category of 160 respondents (82.1%) while a low category of 35 respondents (17.9%).

2. Bivariate Analysis

Table 3. Cross tabulation stability emotion and academic stress

		Academic_Stress		
		High	Low	Total
Stability_Emotion	High	Count 86	Count 10	Count 96
		% within Stability_Emotion 89.6%	% within Stability_Emotion 10.4%	% within Stability_Emotion 100.0%
	Low	Count 74	Count 25	Count 99
		% within Stability_Emotion 74.7%	% within Stability_Emotion 25.3%	% within Stability_Emotion 100.0%
Total		Count 160	Count 35	Count 195
		% within Stability_Emotion 82.1%	% within Stability_Emotion 17.9%	% within Stability_Emotion 100.0%

Based on the results of the study in the table it can be seen that there are 195 respondents. It was obtained from 160 students with high emotional stability and high academic stress as many as 86 respondents (89.6%) and high emotional stability and low academic

stress as many as 10 respondents (10.4%). Meanwhile, students with low emotional stability and high academic stress were 74 students (74.7%) and students with low emotional stability and academic stress were 25 students (25.3%).

Table 4. The correlation of adolescent emotional stability to academic stress at SMAN 3 Tangerang Regency

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.284 ^a	1	.007		
Continuity Correction ^b	6.312	1	.012		
Likelihood Ratio	7.496	1	.006		
Fisher's Exact Test				.009	.006
Linear-by-Linear Association	7.247	1	.007		
N of Valid Cases	195				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.23.

b. Computed only for a 2x2 table

Based on the results of the Chi-Square test in table 5.3.2 the p-value is 0.007 with a sig value <0.05 which indicates that Ho is rejected

and Ha is accepted. So it can be stated that there is a significant relationship between emotional stability and academic stress.

DISCUSSION

The results of this study indicate that there is a significant relationship between adolescent emotional stability and academic stress. Thus, the hypothesis in this study is accepted, namely, the higher the emotional stability of adolescents, the more they can cope with the academic stress they are experiencing. This is in line with what Smithons said in Chaturvedi, Chander, 2010 hat people who are better able to understand the emotions they feel will be better able to manage their emotions positively.

The results of previous research by Devi Julian, 2016 using the Spearman Rank correlation test with a significance level of 0.05. From the test it was found that the value of $p = 0.007$ which is smaller than 0.05 which

indicates that there is a significant relationship, then the hypothesis is accepted, so it can be said that there is a relationship between emotional stability and academic stress at SMAN 4 Jakarta. Based on the results of the study, it was found that students with mild stress levels experienced 6 students (14.3%), moderate stress levels as many as 25 students (59.5%), severe stress levels 9 students (21.4%), and very severe stress levels. 2 students (4,8%). The results of the study obtained students with mild stress levels experienced by 6 students (14.3%), moderate stress levels as many as 25 students (59.5%), severe stress levels 9 students (21, 4%), and the stress level was very heavy for 2 students (4.8%).

Frequency Distribution of Respondents by Age

Based on the data in table 5.2.1, it is found that the age of 15 years is as much as 24 if it is presented (12.3%), the age of 16 years is 96 if it is presented (49.2%), the age of 17 years is 72 if it is presented (36.9%), age 18 years as much as 3 if the percentage (1.5%). Increasing age can affect the mindset of individuals so that they can gain better knowledge. According to the Regulation of the Minister of Health of the Republic of Indonesia Number 25 of 2014, adolescence takes place in the age range of 10-18 years and according to the Population and Family Planning Agency (BKKBN) adolescence occurs in the age range of 10-24 years and is not married. Adolescence is a period of transition from children to adults. So that at this time adolescents experience both physical and mental development.

The results of previous research by Andini Wulandari (2021) showed that in general the emotional stability of students was in the fairly stable category and academic stress was in the moderate category. The results of hypothesis testing with Spearman's rho correlation analysis are $r = -0.403$, $\text{Sig} = 0.000 < 0.0005$ which means the level of the relationship is moderate and negative.

Frequency Distribution of Respondents by Gender

Based on the data in table 5.2.2, it is known that there are 133 female respondents and 62.8% respondents, while 62 male respondents (31.8%). Gender itself usually refers to the responsibilities between men and women that occur in society and culture. Academic stress can be influenced by various factors, one of which is gender.

Frequency Distribution of Respondents by Class

Based on the data contained in table 5.2.3, the total number of students in class XI Sosial Science is 105 students if it is represented as much (53.8%) while the total number of students in class XII Sosial Science is 90 if it is presented as much as (46.2%).

CONCLUSIONS

This study concludes that there is an influence between adolescent emotional stability and academic stress at SMAN 3 Tangerang Regency. The suggestions that can be given based on this research are expected to be additional information and can be input regarding the emotional stability of adolescents

against academic stress. As for the students of SMAN 3 Tangerang Regency, they can manage emotional stability in order to support the academic process they are undergoing and it is hoped that adolescents can increase their knowledge of academic stress by avoiding stress caused by the academic learning process. For the nursing profession, the results of this study are expected to be used as input regarding information on the emotional stability of adolescents with academic stress.

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