

Factors that influence the stress level of first semester students at high school of health sciences Husada Hospital Jakarta

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Article Info	ABSTRACT
Keywords: Stress Level, First Semester Students, Academic Pressure, Students Withdraw	Background: Academic pressure, which comes from students' efforts to achieve high grades and avoid failure, is the main trigger for stress among students. Stress levels tend to be high in students who have difficulty adapting to academic demands, while those who can adapt generally experience lower stress levels. Stress experienced by students can have both good and bad impacts, especially related to increased academic workload which can affect academic performance and GPA. Research objective: to understand academic pressure, stress levels, and the factors that cause first semester students to withdraw. Research method: used was quantitative with a cross-sectional design, involving 131 respondents. Research results: show that there is a strong relationship between conflict, pressure and change and the factors that cause stress in first semester students at one of the private universities in Jakarta. Student characteristics, including age, gender, and study program, were also identified in this study.
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INTRODUCTION

Academic pressure is the main cause of student stress, the feeling of anxiety that arises due to students' efforts to hope to get good grades and not fail. Students who cannot adapt to academic demands will have high stress levels, while students who adapt to academic demands will generally have lower stress levels.

Mental health is something that is starting to be discussed and taken seriously by Indonesian society at this time. Mental health problems in Indonesia at this time are still considered very high, especially among teenagers because they still have unstable emotions and do not have good abilities to solve existing problems. Adolescence is a time when they often experience stress, especially during certain events in their lives. Teenagers are considered a group that is vulnerable to experiencing mental disorders. Therefore, teenagers need to get more attention because teenagers are state assets and the nation's next generation (Rochimah, 2019) Health is a state of physical, mental and social well-being that enables everyone to live a socially productive life, and is everyone's concern for both physical and mental health. High economic burdens, widening social gaps and social instability give rise to psychological disorders. The academic demands that students have to face and their reluctance to face them can also lead to stress and other mental illnesses (Ambarwati, P. D., Pinilih, S. S., & Astuti, 2017). In the world of medicine, mental health is

defined as a condition that may occur in a person's physical development, or that person's intellectual and emotional development optimally to suit the conditions of other people. Therefore, mental health has a meaning that is very in harmony with human nature, in fact it is very closely related to humans when viewed from all aspects of human life (Azania, 2021). Mental health in society is increasing day by day and inviting reactions from various groups. News about the increase in the number of mental hospital patients due to natural disasters in various regions, students committing suicide due to love problems, students committing suicide due to stress, and so on. Some cases of mental unhealthiness are problems that cannot be simply ignored. Mental illness can be experienced by everyone, including students, especially students who live in an unsupportive environment (Mahfud, D., Mahmudah, & Wihartati, 2015).

The stress experienced by students can have positive and negative impacts. An increase in academic workload causes a decrease in academic achievement and affects the academic achievement index. Even something that seems too difficult can cause problems with memory and concentration, as well as decreased problem-solving abilities and academic performance. High levels of stress can also trigger negative behavior such as smoking, drinking, fighting, promiscuous sex, and even drug abuse. Stress not only has a negative impact, but also has a positive impact, namely increasing creativity and encouraging self-development. Stress is still necessary for students' personal development (Ambarwati, P. D., Pinilih, S. S., & Astuti, 2017). Data from the World Health Organization around 264 million people worldwide suffered from stress or depression in 2019 (Prima Yuda, M., Mawarti, I., Mutmainnah, M., & Studi Keperawatan Fakultas Kedokteran dan Ilmu Kesehatan Universitas Jambi, n.d.). The prevalence of stress is very high, with nearly 350 million people worldwide suffering from stress, making it the fourth disease in the world according to WHO. The Stress Prevalence Survey, conducted by the UK Health and Safety Executive, involved the UK population, with a total of 487,000 (people) still productive in 2013-2014. Data shows that the incidence of stress is higher in women (54.62%) than men (45.38%) (Ambarwati, P. D., Pinilih, S. S., & Astuti, 2017). The prevalence of students suffering from stress ranges from 38 to 71% or 4,444 students worldwide, while in Asia it ranges from 39.6 to 61.3%44. The prevalence of 4,444 students suffering from stress was revealed in Indonesia (Ambarwati, P. D., Pinilih, S. S., & Astuti, 2017). Medical books state that 50%-70% of physical illnesses are actually caused by stress (Dhea, Dewanti, E., Dan, B., & Fakultas, 2016). In a survey conducted by the American College Health Association, around 32% of students stated that academic stress resulted in them not completing their studies (dropping out) or lower grades. Meanwhile, the prevalence of academic stress in Indonesia for students experiencing academic stress is 36.7-71.6% (Prima Yuda, M., Mawarti, I., Mutmainnah, M., & Studi Keperawatan Fakultas Kedokteran dan Ilmu Kesehatan Universitas Jambi, n.d.).

Based on research (Sagiarto, 2012), found a positive relationship between emotional intelligence and students' stress tolerance. With increasing emotional intelligence, students' resistance to stress increases, and with decreasing emotional intelligence, students' resistance to stress decreases (Ambarwati, P. D., Pinilih, S. S., & Astuti, 2017).

Research conducted by Giyarto shows that symptoms of academic stress in students are anxiety, digestive disorders, neck and shoulder pain, and cases of migraines. In addition, students are constantly worrying about their problems, making it difficult for them to concentrate and calm down (Prima Yuda, M., Mawarti, I., Mutmainnah, M., & Studi Keperawatan Fakultas Kedokteran dan Ilmu Kesehatan Universitas Jambi, n.d.).

Based on a direct survey conducted by researchers at one of the private universities in Jakarta on level I students who withdrew, several results were obtained, namely the number of assignments, the amount of material that had to be memorized, economic factors and the distance traveled too far. The study load for nursing students is very high. Apart from academic activities, they also have to take part in clinical practice, write observation reports, and complete course assignments given by the lecturer (Ishmah Rostidah, 2020). Then students are required to memorize the material given by the lecturer. Memorizing is the act of consciously and truly remembering something. Memorization is the identification of difficulties in memorizing learning content. These include problems with perception, memory, and the ability to use old memories to recognize new memories (Afriani, 2022). Factors that cause students to withdraw include family economic factors, family factors, community environmental factors. The main factor that causes students to drop out of college is family economic factors. Families are unable to meet their children's school needs, not only are they unable to pay tuition fees and buy books, some parents of children who have dropped out of college are also unable to provide vehicles to go to college (Ziana, n.d.). Distance to school is one of the factors that influences school dropout rates. The farther the distance to school, the higher the dropout rate. In terms of region, the influence of distance to school on school dropout rates is more pronounced in rural areas than urban areas. Apart from school dropout rates, school distance also influences school enrollment rates. The farther the distance to school, the lower the school enrollment rate. Distance to school creates additional personal education costs, direct transportation costs and opportunity costs of travel time due to the length of the trip to school. These additional costs will influence parents' decisions to enroll their children at a certain level of education (school participation), especially in disadvantaged areas. Students from poor families choose not to go to school because the distance to travel is long, which increases transportation costs to school (Khairunissa, 2014) (Robby A Sirait., 2019). Students who chose to resign and postpone their studies are now choosing to work and look for scholarships to continue their higher education. And students who withdrew because of the distance from home chose to move to a campus close to their home.

METHODS

This type of research is quantitative with a cross-sectional design. The research approach used is a quantitative approach, namely the use of questionnaires and survey research techniques which are components of quantitative research. This research uses an associative causal research strategy. Quantitative research methods are survey techniques used to collect data from certain natural sources; However, researchers treat the collected data themselves by administering questionnaires, tests, structured interviews, and other

similar methods (Sugiyono, 2019). Cross sectional design is a cross sectional study examining risk factors and effects simultaneously through approach, observation, or data collection (Notoadmojo, 2018).

Research variables are attributes, characteristics, or values of people, objects, or activities that researchers choose to investigate and then draw conclusions from. The independent variable (X) and dependent variable (Y) are the variables used in this research. Independent Variables Stimulus, predictor, and antecedent variables are common names for independent variables. They are often referred to as independent variables in Indonesian. A variable that influences or is the cause of changes or emergence of the dependent variable is called an independent variable (Sugiyono, 2019). Factors that influence the stress level of first semester students at the College of Health Sciences are independent variables in this research. Dependent Variable According to (Sugiyono, 2019), The terms output, criterion and consequence variables are common names for dependent variables. This is often referred to as the dependent variable in Indonesian. The variable that is influenced or resulting from the independent variable is called the dependent variable. First semester students were used as the dependent variable for the research.

RESULTS AND DISCUSSION

Validity and Rehabilitation Test

Validity test comes from the word validity which means the extent to which a measuring instrument (test) is accurate and precise in carrying out its measuring function. A test is said to have high validity if the instrument carries out its measuring function correctly or provides measuring results that correspond to the purpose of the measurement. This means that the measuring result of the measurement is a quantity that accurately reflects the actual facts or conditions of what is being measured (Matondang, 2009).

The reliability of the instrument can be tested with several reliability tests. Several reliability tests for an instrument that can be used include test-retest, equivalent, and internal consistency. Internal consistency itself has several different test techniques. The internal consistency reliability test technique consists of the split half, KR 20, KR 21, and Cronbach's alpha tests. However, what is used in this reliability test is Cronbach's alpha. . Cronbach's alpha is a measure of reliability that has a value ranging from zero to one. The reliability level of Cronbach's alpha value $> 0.40-0.60$ can be stated as quite reliable or reliable (Widi, 2011). If a variable shows a Cronbach's alpha value > 0.60 , it can be concluded that the variable can be said to be reliable or consistent in measuring (Putri, 2015). Of the 20 questions that were created and filled in by a minimum of 30 respondents by third year students at one of the private universities in Jakarta, it was declared valid and reliable with halil:

Table 1. Reability Statistics

Very strong	N of items
0,917	20

Descriptive Test

Table 2. Deskriptif (n=131)

		Frequency	Percent
Valid	Mean	81,25	
	Median	82,00	
	Modus	80,00	
	Std. Deviation	8,95	
	Variance	73,74	
	Kurtosis	4,10	
	Skewness	-0,96	
	Range	56,00	
	Sum	6581,00	
	Count	81,00	
	Minimum	43,00	
	Maximum	99,00	
Gender	Laki-laki	15	0,11
	Perempuan	116	0,89
Respondent's Age	17-19	93	0,78
	20-24	23	0,22
Study Program	S1 Keperawatan	106	0,81
	S1 Administrasi Kesehatan	12	0,09
	S1 Fisioterapi	13	0,10

In the table above, the results show a mean of 81.25, median 82.00, mode 80.00 Std. Deviation 8.95 variance 73.74 kurtosis 4.10 skewness -0.96 range 56.00 sum 6581.00 count 81.00 minimum 43.00 and maximum 99.00, based on gender category it was found that 11% were male and women 89%, in the category the highest age group is 17-19 years, namely 78% and the least is 20-24 years, namely 22%. The study program with the most respondents is Bachelor of Nursing, namely 81%, Bachelor of Science in Physiotherapy, 10% and the least is study program. S1 Health Administration, namely 9%.

Uji Chi-Square Tests

Table 3. Chi-Square Tests

Chi Square Value	0,923
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The Chi-Square Tests table shows the results of the chi-square test to test the relationship between factors that influence the stress level of first semester students at one of the private universities in Jakarta. The Pearson Chi-Square test produces a value of 0.923

Based on the results of research conducted on 131 respondents, it was found that 106 respondents had a Bachelor's Degree in Nursing, 12 respondents had a Bachelor's

Degree in Health Administration and 13 respondents had a Bachelor's Degree in Physiotherapy.

Based on the age and gender table of 131 respondents, the results showed that the dominant age group was the 17 to 19 year age group, namely 102 respondents or around 78% of the total respondents. This shows that the majority of respondents are in this age group. However, there were far fewer respondents in the 20-24 year age group, namely only 29 respondents or around 22% of the total respondents. This shows that the age group 20 to 24 years only represents a small portion of the sample in this study.

Correlation is a method used to determine the closeness of the relationship between two or more different variables which is described by the size of the correlation coefficient. The correlation coefficient is a coefficient that describes the closeness of the relationship between two or more variables. The size of the correlation coefficient does not describe the causal relationship between two or more variables, but only describes the linear relationship between the variables. Apart from that, the correlation coefficient also shows a reciprocal relationship so that it will not be a problem when determining the independent and dependent variables in a study [5]. Correlation is also useful in measuring the level of strength of relationship between two or more variables within a certain range. The level of closeness of the relationship in this correlation lies between 0 to 1. Correlation has the possibility of testing in two directions. If the correlation coefficient is positive, it is said to be unidirectional correlation, and conversely, if the correlation coefficient is negative, it is said to be unidirectional correlation. The correlation coefficient value lies between -1 to 1. -1 means there is a perfect negative relationship (inverse), 0 means there is no relationship at all, and 1 means there is a perfect positive relationship. In statistics, the correlation coefficient is closely related to the regression equation because the regression equation itself represents the equation of the relationship between two or more variables (Wibowo, R. A., & Kurniawan, n.d.). After testing the correlation relationship between variables:

Table 4. Variable correlation relationship X, Y1 and Y2

Relationship between X and Y1	0,736
Relationship between X and Y2	0,707
Relationship Y1 and Y2	0,704
Relationship between X and Y1 and Y2	0,704

According to Weiten (2007), stress can be seen from emotional responses, behavioral responses and psychological responses. Apart from that, stress can be seen from the stimulus, namely it can be due to change (a situation that occurs due to a real change in one situation so that it requires readjustment), conflict (a situation that occurs because of two or more conflicting motivations or competing behavioral drives for expression.), frustration (situations that occur due to failure to achieve targets) and pressure (situations that occur because they require hope or require someone to react to existing circumstances) (Indahtiningrum, 2013).

Apart from that, Lazarus (1976) also stated that there are several situations of stress, namely frustration that occurs from situations that result in failure to achieve important

needs and goals and conflict that occurs from simultaneous situations, from two opposing actions or two opposing goals. The source of stress in a person that can cause him to experience a state of threat or depression comes from different sources of stress. According to Gadzella (sitat in Gadzella and Masten, 2005) sources of stress in individuals are frustration, change, conflict, pressure and self-pressure (Indahtiningrum, 2013).

Stress can be defined as pressure caused by stressors in the form of changes that require adjustments from a person. Stress level also means the high or low level of pressure felt or experienced by a person as a result of stressors in the form of physical, mental and social changes in the life they experience (Setyawan, 2017).

According to researchers, Stressor itself focuses on five types of stressors which include frustration, conflict, pressure, change, and self-imposed (self-burden). There are also four reactions to stressors including physical reactions, emotional reactions, behavioral reactions, and also cognitive assessments. Apart from that, sources of academic stress experienced by respondents include: So it can be concluded that conflict, pressure and changes have a strong relationship to the factors that cause stress in students.

CONCLUSION

The conclusion of this research is that there is a strong relationship between conflict, pressure and changes in the factors that cause stress in first semester students at one of the private universities in Jakarta. Characteristics of students based on age, the most were 17-19 years old, based on gender, the most were 116 female, and based on the study program, the most were Bachelor of Nursing, 106, Bachelor of Physiotherapy, 13, and the least was Bachelor of Health Administration, namely 12 people.

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