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THE INFLUENCE OF ACADEMIC STRESS ON THE SUBJECTIVE WELL-BEING OF FINAL SEMESTER STUDENTS WITH THESIS

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ABSTRACT

Students are individuals who have the responsibility of writing a thesis to earn a bachelor's degree. In completing the thesis, academic stress can occurs. Academic stress may interfere with subjective well-being, which is an individual's evaluation of a student's psychological well-being. The purpose of this research was to know the influence of academic stress on the subjective well-being of final semester students with thesis. Participants amounted to 386 students aged 20-22 years old who were preparing a thesis. This type of research is quantitative correlational non-experimental. Sun et al. (2011) constructed Educational Stress Scale for Adolescents (ESSA), with 16 items and a Cronbach Alpha of 0.848 to measures academic stress. Diener et al. (1985), constructed Positive and Negative Affect Schedule (PANAS), with 44 items and a Cronbach Alpha of 0.934, and the Satisfaction With Life Scale (SWLS), with 5 items and a Cronbach Alpha of 0.797 to measure subjective well-being. The correlational results showed p -0.427, p = 0.000 < 0.05, meaning that there was a negative relationship between the two variables, which means high academic stress, low subjective well-being, and vice versa. The regression results showed F = 85.820, p = 0.000 < 0.05. The correlation value (R) is 0.427 and (R^2) is 0.183, meaning that the influence of academic stress on subjective well-being is 18.3%, while the remaining 81.7% is influenced by other factors.

Keywords: *Academic stress, subjective well-being, students, thesis*

1. INTRODUCTION

Students are individuals who are studying and have the responsibility to complete the education they are taking at a university. Based on the Central Bureau of Statistics of DKI Jakarta Province (2022), the student population in Jakarta is 701.366 people, consisting of 597.115 students at private universities and 104.251 students at state universities. In studying to get a Strata One (S-1) degree, a student has the obligation to take a minimum of 3.5 to 4 years of education and is usually asked to compile a thesis as a graduation requirement. Thesis has a higher level of difficulty compared to class assigments in general, so a few students experience difficulties when working on them. They seem to experience academic stress such as looking anxious or not excited, they complain a lot in the social media account and they even drop out from their studies (Gamayanti et al., 2018).

Stress is a condition caused by demands, both physicaly, mentally, environmentally, and uncontrolled social situations (Ambarwati et al., 2019). Stress is also a subjective response of individuals to things that put a burden above their adaptive capacity (Julika & Setiyawati, 2019). Stress caused by academic factors is referred to academic stress, which means a response that arises due to the demands of tasks or responsibilities that must be carried out by the students (Barseli et al., 2020). Academic stress arises due to academic stressors, which are causes of stress derived from academic factors, such as pressure to obtain good grades, number of tasks, length of study time, low grades obtained, and anxiety in facing exams (Barseli et al., 2021 in Heng & Lathiifah, 2022).

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The causes of academic stress in final year students are thesis which they have not completed yet and the deadline is approaching. They complained about many revisions, and difficulties in contacting their advisors. (Ambarwati et al., 2019).

Academic stress on students may have a negative or positive impact, on the physical and psychological (Julika & Setiyawati, 2019). The negative impact of academic stress, which can reduce academic ability, will affect individual achievement indexes. Besides that, a heavy burden of academic stress can trigger a person to behave negatively in ways such as alcohol use, poor sleep quality, anxiety, depression, substance abuse, reduced satisfaction and quality of life, and even the risk of committing suicide (Aulia & Panjaitan, 2019). This is evidenced by the news uploaded on Wednesday, July 15, 2020, by a Kompas.com news source entitled "Viral about Student Suicide Cases because Their Thesis is Often Rejected by Lecturers: This is an Analysis of Education Observers" (Dewi, 2020).

Academic stress also has a positive impact, namely increasing creativity and triggers for self-development, as well as motivation for individuals to change. This positive impact will occur if the stress levels experienced by individuals are still at their capacity (Ambarwati et al., 2019). Academic stress can have both positive and negative impacts on students'lives, including on their well-being. Although academic stress does not only affect subjective well-being, final semester students who are preparing a thesis and experienced academic stress will usually be disrupted by their happiness or well-being. This in evidenced by the news uploaded by Kompas.com and Serambinews.com, which shows that the individual's welfare is disrupted due to academic stress experienced and leads to mental disorders and even suicide.

Final semester students who are completing a thesis who experienced academic stress will eventually feel distrupted by their happiness or well-being. A person's well-being in English is called subjective wellbeing, which is related to happiness (Dewi &; Nasywa, 2019). Subjective well-being, according to Diener (1984), is an individual's evaluation of his psychological well-being. One of the indicators of a person's mental health determine by his SWB. According to Diener et al. (1999) a person is considered to have high subjective well-being if he feels happy and satisfied with his living conditions, both affectively and cognitively. Affective elements include moods, feelings, and emotions. While the cognitive element refers more to individual thinking about life satisfaction, both specifically and thoroughly, Meanwhile, according to Julika and Setiyawati (2019), subjective well-being includes three aspects, life satisfaction, the number of positive affects, and the least negative affects.

Based on several previous studies on the relationship between academic stress and subjective well-being, the result shows that there is a negative relationship between the two variables. That is, the higher the academic stress experienced by the students, the lower their subjective well-beings (Aulia & Panjaitan, 2019; Sutalaksana & Kusdiyati, 2020; Mawaddah et al., 2022; Fadilla, 2023). There is a research from Islahuddiny et al. (2022) that discusses the effect of academic stress on subjective well-being along with perceived social support as a moderator. The result showed that academic stress affects every dimension of subjective well-being. Another research conducted by Oktarisa et al. (2023) on academic stress and emotional intelligence as predictors of subjective well-being showed that academic stress and emotional intelligence together were able to predict subjective well-being.

Based on the description above, researchers became very interested in researching the influence of academic stress on the subjective well-being of final semester students who were preparing a

thesis. Researchers are interested in examining the influence because research on the relation of academic stress to subjective well-being results have consistently shown a significant negative relation between academic stress variables and subjective well-being. Another thing that makes researchers interested in researching the influence of academic stress on the subjective well-being of final semester students who are preparing a thesis is because research carried out after the COVID-19 endemic period is still limited. The result of this research revealed that there is an influence between academic stress and subjective well-being, with an influence of 18.3%, while the remaining 81.7% is influenced by other factors outside variables.

2. RESEARCH METHOD

The criteria for participants in this research are students in the final semester of 2023 aged 20 to 22 years who are completing a thesis and have attended guidance at least once. The data collected were 420 people, but the data that could be processed was 386 people. Based on domicile, there were 320 participants from Jakarta, 6 from Bogor, 3 from Depok, 42 from Tangerang, and 15 from Bekasi. Based on age, there were 69 participants aged 20 years, 21 years old as many as 270 people, and 22 years old as many as 47 people. Based on gender, there were 116 male participants and 270 female participants. Based on the university of origin, there were participants from private universities as many as 384 people and public universities 2 people. Based on the department, there were participants from the actuarial department as many as 1 person, accounting 13 people, architecture 2 people, business and management 52 people, interior design 27 people, visual communication design 45 people, economics 58 people, law 4 people, communication science 3 people, medicine 3 people, urban planning 1 person, psychology 159 people, information systems 2 people, Engineering 16 people. Based on semester, there were 3 participants from semester 6, 374 people from semester 7, 9 people from semester 8. Based on the number of guidance, there were 294 participants who had done the guidance 1 time, 67 participants who had done the guidance 2 times, and 25 participants who had done the guidance more than 2 times.

Table 1
The Domicile of Participant

Domicile	Frequency	Percentage (%)
Jakarta	320	82.9
Bogor	6	1.6
Depok	3	0.8
Tangerang	42	10.9
Bekasi	15	3.9
Total	386	100.0

Table 2
The Age of Participant

Age	Frequency	Percentage (%)
20	69	17.9
21	270	69.9
22	47	12.2
Total	386	100.0

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Table 3
The Gender of Participant

Gender	Frequency	Percentage (%)
Male	116	30.1
Female	270	69.9
Total	386	100.0

Table 4
The University of Participant

University	Frequency	Percentage (%)
Private	384	99.5
State	2	0.5
Total	386	100.0

Tabel 5
The Major of Participant

Major	Frequency	Percentage (%)
Actuarial	1	0.3
Accountancy	13	3.4
Architecture	2	0.5
Business and Management	52	13.5
Interior Design	27	7.0
Visual Communication Design	45	11.7
Economics	58	15.0
Law	4	1.0
Communication Studies	3	0.8
Medicine	3	0.8
Urban Planning	1	0.3
Psychology	159	41.2
Information System	2	0.5
Technique	16	4.1
Total	386	100.0

Table 6
The Semester of Participant

Semester	Frequency	Percentage (%)
6	3	0.8
7	374	96.9
8	9	2.3
Total	386	100.0

Table 7
The Times in Advising of Participant

Times in Advising	Frequency	Percentage (%)
1 time	294	76.2
2 time	67	17.4
>2 time	25	6.5
Total	386	100.0

This type of research is quantitative correlational non experimental. The sampling technique was purposive sampling. The implementation of data collection in this research by Google Forms and was spread through social media such as LINE, WhatsApp, and Instagram to several University students in Jabodetabek (Jakarta, Bogor, Depok, Tangerang, Bekasi).

Academic stress variables were measured using Sun et al. (2011) Educational Stress Scale for Adolescents (ESSA), translated by Mawaddah et al. (2022). This measurement tool consists of 16 positive statements in which there are 5 dimensions, namely pressure when learning (4 items), concern about grades (3 items), despair (3 items), self-expectations (3 items), and workload or tasks (3 items). This measuring instrument has a Cronbach alpha of 0.848. The range of scales used ranged from the Likert scale from 1 to 5, with point 1 indicating strong disagree (STS) to point 5 indicating strong agree (SS), with higher scores indicating greater stress.

The subjective well-being variable is measured using the Positive and Negative Affect Schedule (PANAS) and the Satisfaction With Life Scale (SWLS), which have been translated in Indonesian from the concept of measuring instruments developed by Diener et al. (1985) and translated by Mawaddah et al. (2022). The PANAS measuring instrument has 44 statement items, consisting of 22 statement items for the positive affect dimension and 22 statements for the negative affect, with a Cronbach alpha of 0.934. The SWLS measuring instrument has five statement items covering the dimension of life satisfaction, with a Cornbach Alpha of 0.797. The range of scales used is the Likert scale from 1 to 4, with point 1 indicating never (TP) and point 4 indicating always (SL), with higher scores indicating greater subjective well-being. In processing and analyzing data, researchers use SPSS Statistics version 26.

3. RESULT AND DISCUSSION

The description of academic stress variables uses a scale of 1–5 points, so the hypothetical mean value of the measuring instrument is 3, while the empirical mean in the academic stress variable is 2.9727. The description of the subjective well-being variable uses a scale of 1-4 points, so the hypothetical mean value is 2.6978, while the empirical mean in the subjective well-being is 2.6978.

Tabel 8
Overview of Academic Stress and Subjective Well-Being Variables

Overview	Hypothetical Mean	Empirical Mean
Academic Stress	3	2.9727
Subjective Well-Being	2.5	2.6978

ESSA with the Cronbach Alpha 0.848. PANAS with the Cronbach Alpha 0.934. SWLS with the Cronbach Alpha 0.797. The normality test was performed using the Kolmogorov-Smirnov One-Sample test. The normality test on the academic stress variable obtained p values = 0.200 > 0.05, and on the subjective well-being variable obtained p values = 0.200 > 0.05. A p value greater than 0.05 means that the values of the variables academic stress and subjective well-being are normally distributed. Because the data is normally distributed, the correlation technique used is Pearson correlation.

Table 9
Academic Stress Normality Test Result and Subjective Well-Being (One-Sample Kolmogorov-Smirnov Test)

Normality	Academic Stress	Subjective Well-Being
Sig. (2-tailed)	.200	.200

The results of the correlation test showed that there was a significant negative correlation between academic stress variables and subjective well-being. This is indicated by the value of r = -0.427 and the significance value of p = 0.000 < 0.05.

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Table 10
Correlation Test of Academic Stress Dimension Variables with Subjective Well-Being

Correlation	Pearson Correlation	Sig. (2-tailed)
Academic Stress & Subjective Well-Being	-.427	.000

The effect of academic stress variables on subjective well-being is seen by conducting a regression test called the multicolleniarity test. The results of the regression test show that the value of F = 85,820 has a significance level of 0.000 < 0.05, meaning that there is an influence between academic stress and subjective wellbeing. In the regression test, the correlation value (R) is 0.427, and the coefficient of determination (R^2) is 0.183. That is, the effect of academic stress on subjective wellbeing is 18.3%, while the remaining 81.7% is influenced by other factors outside of variables.

Table 11
Multicollinearity Regression Test

Regression	F	Sig.	R	R^2
Academic Stress & Subjective Well-Being	85.820	0.000	-.427	.183

The research was conducted on final semester students who were preparing a thesis at a university in Jabodetabek and the results showed that there was a significant negative relationship between academic stress and subjective well-being. This is in line with previous research showing that there is a negative relationship between the two variables, meaning that the higher the stress experienced by students, the lower their subjective well-being, and vice versa (Aulia & Panjaitan, 2019; Sutalaksana & Kusdiyati, 2020; Mawaddah et al., 2022; Fadilla, 2023).

This research also looked at whether there was an influence between academic stress variables and subjective well-being. The results showed that there was an influence between these variables, and the influence was 18.3%, while the remaining 81.7% was influenced by other factors outside the variable.

Based on this research, in general, student academic stress shows relatively low results, and subjective well-being is classified as high. These results can be said to be good because they mean that the lower the academic stress experienced by students, the more negative impacts such as mental disorders and suicide can be avoided. This needs to be maintained by anticipating the causes of academic stress, such as not doing the overnight speeding system (SKS), having good relationships and communication with lecturers, and not being embarrassed to ask questions if you have difficulties.

This research has several limitations, such as the absence of direct researchers control when participants fill out questionnaires, different questionnaire filling times, and limited questionnaire distribution sites. Another drawback is that in measuring academic stress, researchers use ESSA measuring tools, which focus on sources of stress in general, not on students who are preparing their theses.

4. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on the effect of academic stress on the subjective well-being of final semester students who are preparing a thesis, it is known that there is an influence, so the hypothesis in the research can be accepted. The results found that academic stress and subjective well-being had a significant negative correlation. This means that if the academic stress experienced by students is low, then their subjective well-being is high. Then there is also the influence of academic stress on subjective well-being, amounting to 18.3%, and the remaining 81.7% is influenced by factors other than variables.

Suggestions related to theoretical benefits, namely that this research is expected to be useful and contribute to educational psychology related to variables of academic stress and subjective well-being in students, For further research, it is necessary to adjust to the latest situations and conditions. In future studies, other variables that might affect subjective well-being can also be added in addition to academic stress variables.

Suggestions related to practical benefits, namely that this research is expected to increase the knowledge of final semester students that academic stress affects subjective well-being, so that they can be more aware of and anticipate it. This research is also expected to be useful for lecturers, especially supervisors, so that lecturers can give attention and time to giving direction and feedback to students according to their respective portions. This research is expected to be useful also for parents of students, so that they can better provide support both physically and emotionally to their children who are preparing their theses.

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