

The Self-Efficacy and Stress Symptoms in Schools

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Abstract

This research departs from the fact that many students feel pressured by many assignments at school, and this causes their stress symptoms to experience at school. Therefore the ability to solve problems (self-efficacy) is thought to be very important to deal with these problems. The purpose of this study is to examine the relationship between self-efficacy and stress symptoms of elementary school students (Madrasah Ibtidaiyah Private) in Solok City, West Sumatra. This research uses a quantitative approach, with a population of 354 students. However, only grades 4-6 were included in this study as a sample totaling 80 people. The sampling technique used is proportional to stratified soak sampling. The statistical model used in this study is the Pearson correlation. The results of this study prove the relationship between self-efficacy and stress symptoms of elementary school students.

Keywords: *self-efficacy; the stress in school (school stress); Primary School students*

Abstrak

Penelitian ini berawal dari kenyataan bahwa banyak siswa yang merasa tertekan dengan banyaknya tugas di sekolah, dan hal ini menyebabkan gejala stres yang dialami oleh mereka di sekolah. Oleh karena itu, kemampuan memecahkan masalah (self-efficacy) dinilai sangat penting untuk mengatasi masalah tersebut. Tujuan penelitian ini adalah untuk mengetahui hubungan efikasi diri dengan gejala stres pada siswa Sekolah Dasar (Madrasah Ibtidaiyah Swasta) di Kota Solok, Sumatera Barat. Penelitian ini

menggunakan pendekatan kuantitatif, dengan populasi 354 siswa. Namun, hanya kelas 4-6 saja yang dimasukkan dalam penelitian ini sebagai sampel yang berjumlah 80 siswa. Teknik pengambilan sampel yang digunakan adalah proporsional dengan stratified soak sampling. Metode statistik yang digunakan dalam penelitian ini adalah korelasi Pearson. Hasil penelitian ini membuktikan adanya hubungan antara efikasi diri dengan gejala stres pada siswa sekolah dasar.

Keywords: *efikasi diri; stress di sekolah; siswa Sekolah Dasar*

A. Introduction

In general, everyone has experienced stress, whether mild, moderate, or severe. The term "stress" is often misused, which refers to the "insane" phenomenon. Stress is a neutral term, which refers to things that humans always experience in everyday life. Stress can be defined as an individual's state of disturbed balance. Stress occurs due to an external or internal situation that raises disturbances and requires individuals to respond to adaptively.¹

Elementary school-age children are expected to obtain the basics of knowledge essential for successful adjustment in life and learn specific critical skills, both curricular and extracurricular. However, these activities should not be too much and burdensome for children and carried out based on the child's wishes and not pressure from parents.²

Professor of Yogyakarta State University (UNY) Wuryadi stated that students' stress of learning from favorite and superior schools occurs because every day, they are given a lot of learning load. Moreover, when they come home from school, they are still given homework (homework) so that, for a long time, the child becomes tired, bored, stressed, loses personality, and even frustrated. He also added that students from excellent primary schools experiencing learning stress reached 80%, according to the study results. When continuing their studies from junior high school to university, 48% of students were stressed.³ Besides, survey results in six favorite schools for accelerated classes in Jakarta showed that 14.1% of students experienced high learning stress. 70.7% of students experience moderate learning stress, and 15.2% of students

¹ Aryani, F., *Stress Learning An Approach And Counseling Intervention* (Palu: Graphic Education Partners, 2016)

² Hurlock, E. B., *Child Development*, Meitasari T, Muslich Z (Penj.), 6th Ed (Jakarta: Erlangga, 2002)

³ Bali Pos, "Featured Schools: Stress Students, Principals at the Award level," *Article* (May 15, 2003)

experience low learning stress.⁴ Meanwhile, a Komnas PA report said an increase in stress symptoms in Indonesian children, around 98% from the previous year and 200 reports every month. Psychologist and director of Personal Growth Ratih Ibrahim said that those who experience stress are children aged 2-15 years, 40% are toddlers, and 60% are school-age children.⁵

Then, stress experienced by children at school is called stress at school, or the language of psychology is *school stress*. *School stress* is a condition of anxiety or uncomfortable feeling experienced by students due to the school's demands, which is considered pressing, thus triggering the occurrence of physical, psychological, and behavioral changes and can affect students' learning achievement. In school, the relationship between students is usually inseparable from mutually uncivil behavior about individual shortcomings. The condition must be overcome calmly and not too much. Students who experience academic stress have maladaptive perceptions of academic demands. Academic stress is a subjective perception of students' educational condition or response in physical reactions, behaviors, thoughts, and negative emotions that arise due to school or academic demands.⁶

Based on research conducted by Anggraini on "Factors Causing Academic Stress in Students (Descriptive Study of Students in Classes 4 and 5 of Bd Bentar Discourse Muntilan)" shows that the four factors that cause stress are in the relatively high category. The causes of academic pressure on students are encouraging factors to pursue social ladder (63%), more solid lessons (62%), the number of activities to be carried out but limited time (56%), and pressure for high achievers (51%). From the results of calculating the score of items, there is 1 item that is included in the high category with a percentage of 76%, namely items from more solid learning factors.⁷

Like other schools in general, MIS Muallimin Tabek is located in Nagari Talang Babungo Kec. Hiliran Gumanti, Kab. Solok also has several extracurricular activities such as religious fields in the form of memorizing (tahfiz) activities, arts in the way of

⁴ Aryani, F. *Stress Learning An Approach And Counseling Intervention* (Palu: Graphic Education Partners, 2016), 7-8.

⁵ Kompas, "Why do children ages 2-15 experience stress?" *Article* (March 20, 2012)

⁶ Mufadhal, Ifdil & Nikarijal, "The Concept of Student Academic Stress," *Journal of Counseling and Education*, Vol. 5 No. 3, 2017, 143- 148, <https://doi.org/10.29210/119800>.

⁷ Anggraini, DV., "Causes of Stress Academic On Students (Descriptive Study On Grade 4 and 5 Sd heralds Muntilan discourse," *Thesis* (unpublished) (Yogyakarta: Program Guidance Study And Konseling Department of Education Fakul bag of Teacher Training and Education Faculty of Sanata Dharma University in Yogyakarta, 2018)

tambourine qasidah activities, plate dance activities, and other public school activities as as drum bands and scouts. All these activities are routinely held every week after the teaching and learning process is finished. With activities and lessons that are so crowded, this makes children lack playing time, so it makes them easy to be exposed to symptoms of stress such as lack of focus when class time is in progress, fear of going to class when not completing assignments, pain, or dizziness in their head, and other symptoms.

According to Bandura, low self-efficacy indicates easy to give up when facing academic difficulties and easily stressed when finding challenges in his life, while high self-efficacy will be able to believe in carrying out tasks according to demands, work hard, endure work until the end. Therefore self-efficacy is considered one of the ability to reduce stress.⁸

The researchers chose the place of research in the MIS Muallimin Tabek school because some of his students experience the stress phenomenon in this school, and parents of students also complained to the researchers about the same thing. Based on the results of preliminary interviews that the researchers conducted on July 15, 2019, with their students' parents, they said that their children often complained about the heavy burden of school work they faced. Also, their children tend to be more sensitive, plus after returning from school, they have to go back to school to do further activities outside of school, in the form of MDTA, and extracurricular activities.

B. Research Method

The research method uses quantitative research with correlational research designs. The population used in the study were students of class IV, V, and VI MIS Muallimin Tabek Nagari Talang Babungo Kec. Hikiran Gumanti Kab. Solok totaling a population of 100 students with a research sample of 80 students. The sample selection is only for students in grades 4-6 because the higher the grade level they have, the more assignments are given. The task given is not just to record or copy the subject matter. They are also asked to search for subject matter on the internet, while they generally have low internet literacy. The sampling technique uses *proportionate stratified random*. Retrieval of data using the Guttman Scale model with two answer choices,

⁸ Bandura (in Feist and Feist, 2010), 213.

namely "yes" and "no." The measuring instrument used is the scale of the psychological form of Scale Efficacy of Self based on the dimensions of self-efficacy by Bandura.⁹

C. Result and Discussion

The Self-Efficiency Scale obtained the lowest score of 8 and the highest score of 16 with an average rating of 13.50. The Stress Scale in Schools received the lowest score of 1 and the highest score of 12 with 4.39.

Table 1
Distribution of variable data

	Self-efficacy	Stress at School
The mean	13.50	4.39
Median	14.00	4.00
Minimum	8	1
Max Imum	16	12

Based on the table above shows that the average spread in the self-efficacy variable is high. It means that generally, students have high problem-solving abilities. They can complete tasks well, divide time effectively and efficiently, and work with peers. So their self-efficacy achievements are classified as good. At the same time, the stress variable in schools owned by students is relatively low. It means that students do not feel too depressed during the learning process at school.

Based on the spread range and number of self-efficacy variables, 63.75 percent of students have good self-efficacy. In contrast, 36.75 percent of students have poor self-efficacy. It means that students have been able to complete the tasks given by the teacher optimally. They are considering they get the convenience of a library, sports facilities, and a fun learning process, coupled with interactive learning groups among students. Their self-efficacy develops well, and students can complete their academic and non-academic assignments to the maximum. It can be seen in Table 2 below.

Table 2
The range of values and categorization of self-efficacy variables

Categorization	Range	amount	Percentage
Low	8 – 12	29	36,25
High	13 – 16	51	63.75
Amount		80	100%

⁹ Ghufron, MN & Rini, RS., *Psychological Theories* (Jogjakarta: Ar-Ruzz Media, 2010)

On the stress variables in schools owned by students, the picture is obtained. Generally, students experience low feelings of pressure. I.e., as much as 75 percent. In comparison, students who have high stress are only 25 percent. This means that students tend not to experience stress at school. This is caused by the support of parents, teachers, and a variety of adequate learning resources and peers who help each other if among them experience difficulties in learning. It is shown in Table 3 below.

Table 3
Range of grades and categorization of stress variables in school

Categorization	Range	amount	Percentage
Low	1 – 6	60	75
High	7 – 12	20	25
Amount		80	100%

The assumption test results on the data obtained; it is known that the data distribution of Self-Efficacy and Stress variables in Schools is normal. KZ Self-Efficacy Value of 1. 628 with significance. 010 and the value of KZ on Stress at School of 1. 139 with relevance. 149. In the linearity test, the relationship between Self-Efficacy and Stress in Schools shows that the two variables have a linear relationship with a F = 18: 741 and a coefficient value of .000.

Table 4
Hypothesis testing

Variable Relationship	Pearson Correlation	Sig
Self-Efficacy with Stress in <i>School (school stress)</i>	-.432 **	.000

Simple correlation analysis test results show the number of correlation coefficients (r_{xy}) = -.432 with a significance of $p = .000$ ($p < 0.05$). This shows a negative and significant relationship between Self-Efficacy and Stress in Schools, namely, the higher the Self - Efficacy, the lower the S test in School students. The lower the Self-Efficacy, the higher the S tres in School students. This proves that the hypothesis proposed by researchers is the existence of a negative relationship between Self-Efficacy and Stress in Schools in MIS Muallimin Tabek Nagari Talang Babungo students. Hiliran Gumanti Kab. Solok can be accepted.

Many factors affect high to low stress at school to students in addition to variable self-efficacy. Aryani stated that other factors causing stress in students are family, school, and physical environment. This is in line with the research of

Mahmudah and Rusmawati (2018). The result is the contribution of parents' children's attachment to student academic stress by 24.7 %.¹⁰ Anggraini's research results contribute to encouragement factors to follow the social ladder 63%, 62% more solid lessons, the number of activities carried out but limited time 56%, and the pressure for high achievers 51%.¹¹ Nurlaela and Pranadji's research results are the factors that influence students' stress levels are the number of extracurricular activities after school and the allocation of time to watch TV.¹²

Stress experienced by school children (pressure at school) is related to one's perception and assessment of the situation and its ability to deal with and take advantage of the job at hand. A person's strength is related to personality characteristics, namely the aspect of belief in one's ability, which Bandura calls self-efficacy. Therefore, to reduce stress levels in this school, students must have a high level of self-efficacy to reduce school stress. Bandura explains self-efficacy is a belief about the extent to which an individual estimates his ability to carry out a particular task or action.¹³

Kang Moon-Jeoung and Park Young-Soo's research states that when his self-efficacy behavior is high, the level of health promotion behavior is also high. Physical activity shows a long relationship, the sequence of links that are carried out: relationships with others, self-fulfillment, and stress management. The behavior to maintain health and improve health becomes more energetic when they have high self-efficacy who believe in their own beliefs. So when we teach health promotion education in elementary schools, we must increase their self-confidence rather than just imparting simple health information.¹⁴ Ullathifah's research states that practical

¹⁰ Aryani, F., *Stress Learning An Approach And Counseling Intervention* (Palu: Graphic Education Partners, 2016)

¹¹ Anggraini, DV., "Causes of Stress Academic...", 2018.

¹² Nurlaela & Pranadji, DK., "Factors That Affect Stress Levels in Busy and Not Busy Primary School-Age Children," *Journal of Family and Consumer Sciences*, Vol. 2, No. 1, January, 2009.

¹³ Bandura, *Self Efficacy*, In VS Ramachandran (Ed), *Encyclopedia of Human Behavior* (New York: Academic Press, 71-81), Reprinted in H. Friedman [Ed], *Encyclopedia of mental health* (San Diego: Academic Press, tt.)

¹⁴ Kang Moon-Jeoung & Park Young-Soo, "Relationship Between Self-Efficacy and Health Promotion Behavior of Elementary School Students," *The Journal of the Korean Society for School of Health Education* (Graduate School of the Korea National University of Education. Korea National University of Education, 2004)

coloring activities reduce school stress experienced by students in grades 4-6 elementary school.¹⁵

The Sukmawati, Suarni, and Ndara Tanggu Renda's research results contribute to self-efficacy and study habits to student achievement by 85.4%.¹⁶ Kusumaningtya's research stated that the result is the contribution of *problem focus coping* with the three dimensions of self-efficacy, namely *level* (69.5%), *strength* (41.6%), and *generality* (40.2%).¹⁷ Sari's research results contribute to learning attitudes and self-efficacy to mathematics learning outcomes of 64.5%.¹⁸

The research results on the relationship of self-efficacy with stress in school on Muallimin MIS students have a coefficient of determination addressed by R squared (r^2) of 49.195. Figure 49.195 shows that self-efficacy contributes effectively by 49.2% to the stress variable in school. This means that stress in school is influenced by self-efficacy of 49.2%, and the remaining 50.8% is influenced by other factors not revealed in this study.

D. Conclusion

Based on the research results and the consequences of data analysis, it can be concluded that: (1) Self-efficacy category of students at MIS Muallimin Tabek Nagari students Talang Babungo Kec. Hiliran Gumanti Kab. Solok shows a percentage of 36.25% in the low category and 63.75% in the high group. That is the majority of MIS Muallimin Tabek Nagari Talang Babungo students, Kec. Hiliran Gumanti Kab. Solok has a suitable category of self-efficacy. (2) The category of stress in school (*school stress*) of students at MIS students Muallimin Tabek Nagari Talang Babungo Kec. Hiliran Gumanti Kab. Solok shows a percentage of 75% in the low category and 25% in the high group. That is the majority of students at MIS Muallimin Tabek Nagari

¹⁵ Ullathifah, N. *Coloring Activities to Reduce School Stress in Elementary Students*, Thesis (Semarang: Department of Psychology, Faculty of Education, Semarang State University, 2017)

¹⁶ Sukmawati, Suarni & Ndara. TR, *Relationship between Self Efficacy d a Habits of Learning Against Student Achievement Class V SDN d I Village Kaliuntu Singaraja* (Department of PGSD & Department of BK, FIP Ganesha Singaraja University of Education: ttp., tt)

¹⁷ Kusumaningtyas. DT., "Relationship between Dimensions of Self-Efficacy and *Problem-Focused Coping* Victims of *Bullying* in Primary Schools," Thesis (Yogyakarta: Faculty of Psychology, Sanata Dharma University, 2018)

¹⁸ Sari Wiwik. NI., "The Relationship of Learning Attitudes and Self-Efficacy Towards Mathematics Learning Outcomes of Students in Class V of SDN Cluster Ahmad Yani, Kudus Regency," Thesis (Semarang: Elementary School Teacher Education Department, Semarang State University Education, 2017)

Talang Babungo students, Kec. Hikiran Gumanti Kab. Solok has a low *school stress* category. (3) The results of Pearson *product-moment* correlation data analysis showed a correlation number of -0.432. This condition means a significant relationship between self-efficacy with symptoms of stress in school (*school stress*) on MIS Muallimin Tabek Nagari students Talang Babungo Kec. Hikiran Gumanti Kab. Solok.

Indeed this research has proven a significant negative relationship between self-efficacy and stress symptoms in school among students. However, this study has not explained how much influence the gender, culture, nature and tasks faced, and information and abilities that can affect the relationship between the two variables. So it is interesting for other researchers to examine further the influence of these factors, which can potentially have a close relationship between the variables examined in this study.

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