

CORRELATION BETWEEN ACADEMIC STRESS AND STUDENT'S ORGANIZATIONAL PERFORMANCE IN SCHOOLS OF PUBLIC HEALTH AND LIFE SCIENCES: A CROSS-SECTIONAL STUDY

Hubungan Stres Akademik Dengan Kinerja Mahasiswa Kesehatan Masyarakat Sekolah Ilmu Kesehatan Dan Ilmu Alam Dalam Berorganisasi: Studi Cross-Sectional

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ABSTRACT

Background: The difficulties in balancing student academic duties, organizational activities and social life results in stress that may affect organizational performance. **Purpose:** The aim of the study was to determine the relationship between academic stress in students and student organizational performance. **Methods:** This is a cross-sectional study of 91 public health students at the School of Health and Life Sciences Universitas Airlangga. Depression Anxiety Stress Scale (DASS 42) questionnaires which was distributed via Google form. Chi-square test was used to analyse the data. **Results:** Most respondents (49.4%) had normal levels of academic stress, 16 students (18.4%) had moderate stress, 15 students (17.2%) had mild stress, 8 students (9.2%) had severe and 5 students (5.7%) very severe. In addition, the results obtained were that most respondents had good performance in the organization, namely 46 students or 52.9%, moderate performance of 37 students or 42.5%, excellent as many as 2 students or 2.3%, poor performance of 1 student or 1.1% and worse performance of 1 student or 1.1%. **Conclusion:** The results of the interpretation of the data obtained for a p value of 0.003 which means there was a relationship between academic stress and student performance in organizations.

Keywords: organization, academic stress, students, student performance.

ABSTRAK

Latar Belakang: kesulitan dalam menyeimbangkan tugas akademik, aktivitas organisasi dan kehidupan sosial mengakibatkan stress yang dapat mempengaruhi kinerja organisasi. **Tujuan:** penelitian untuk mengetahui hubungan antara stres akademik pada mahasiswa terhadap kinerja mahasiswa berorganisasi. **Metode:** Penelitian ini adalah studi cross-sectional pada mahasiswa 91 mahasiswa Sekolah Ilmu Kesehatan dan Ilmu Alam Universitas Airlangga. Depression Anxiety Stress Scale (DASS 42) yang disebarakan melalui google form. Uji untuk menganalisis data penelitian menggunakan uji chi-square. **Hasil:** diperoleh responden mayoritas memiliki tingkat stres akademik yang normal yaitu 43 mahasiswa atau 49,4%, sedang sebanyak 16 mahasiswa atau 18,4%, ringan sebanyak 15 mahasiswa atau 17,2%, parah sebanyak 8 mahasiswa atau 9,2% dan sangat parah sebanyak 5 mahasiswa atau 5,7%. Selain itu diperoleh hasil bahwa responden mayoritas memiliki kinerja yang baik dalam organisasi yaitu 46 mahasiswa atau 52,9%, kinerja cukup baik sebanyak 37 mahasiswa atau 42,5%, sangat baik sebanyak 2 mahasiswa atau 2,3%, kinerja kurang baik sebanyak 1 mahasiswa atau 1,1% dan kinerja sangat kurang baik sebanyak 1 mahasiswa atau 1,1%. **Kesimpulan:** Hasil interpretasi data yang didapatkan untuk nilai p sebesar 0,003 yang berarti ada hubungan yang antara stres akademik dengan kinerja mahasiswa dalam berorganisasi.

Kata kunci : kinerja mahasiswa, mahasiswa, organisasi, stres akademik

INTRODUCTION

A student is someone who studies at a university. In contrast to students, students are at the highest level of other formal education. Higher education in Indonesia is divided into 4 categories including Academic Higher Education, Civil Service Higher Education, State Higher Education, and Private Higher Education. According to Higher Education Statistics data for 2020, there were 2,163,682 adolescents who were accepted as PTA, PTK, PTN or PTS students in Indonesia. Students are often referred to as "agents of change and agents of social control", meaning that students are people who because of their quantity and quality can bring about change and play an important role in society (Habibah, 2016). In keeping up with change and deepening the role as agents of social control, students usually join an organization.

The benefit of joining an organization is to develop social skills individually (Hendra, 2018). Besides that, joining an organization trains individuals to deal with pressures more effectively regarding neither education-related or not, and improves soft skills that cannot be obtained through regular lectures. Being organized increases the ability to communicate and adapt in society. The success of the organization cannot be separated from the role and performance of the members in it.

Performance is closely related to goals where it describes a result of one's work behavior. Study from Efendi (2022) explained that efficiency is a tool to improve a person's performance in carrying out work in accordance with predetermined goals based on competence, experience, honesty and timeliness in carrying out assigned tasks, so it can be concluded that efficiency. There are several factors that affect performance, namely attitude and mentality (work discipline, work motivation, and work ethic),

skills, education, income level, leadership management, salary and health, work climate, social security, facilities and infrastructure, technology, and opportunities achievement (Sedarmayanti, 2017). The tasks that a person completes are the outcomes of the qualitative and quantitative labor that was completed in accordance with the obligations delegated to him. Additionally, the human resources that comprise an organization's workforce impact the degree of success of the latter (Pusparani, 2021).

The effectiveness of an organization in attaining its objectives depends on how each member performs. Consequently, in order to attain shared objectives, an organization needs to have an organizer who can influence people's attitudes (Hanan, Sunaryo and Priyono, 2018). However, besides having organizational benefits, it also has a negative impact if it is imbalanced with good time management and self-management. One example of a negative impact is stress.

Stress can come in the form of external demands by someone who actually harm or cause trouble. Academic activity is one of the external factors that causes stress in students. Academic stress is defined as a condition in which a person is unable to cope with academic demands and views academic demands as a distraction (Barselli, 2017). Demands for good grades from lecturers, parents' orders to graduate quickly, lectures that last for a long time, and lots of assignments are triggers for academic stress. Dividing time for difficult academic and non-academic activities, lack of time to rest, and inadequate stress management are the forerunners of influencing performance in the organization. Consistent with previous research, the manifestations of academic stress affect students as a whole in terms of physiological, cognitive, behavioral, and psychological functions, which can result in student performance being less than optimal.

Likewise, prolonged stress experienced by individuals in organizations can weaken the ability to adapt to stress. The chairman, deputy, secretary, treasurer, and division head have more roles in the sustainability of the organization during one period. Academic stress can affect student performance in carrying out work programs and assignments given by the organization. Manifestations of behavioral aspects can cause individuals in stressful situations to exhibit negative behavior and withdraw from the social environment as a sign of individual powerlessness in dealing with severe and threatening pressures such as loneliness and social withdrawal (Ansyah, Muassamah and Hadi, 2019). A person can deal with stress in a variety of ways, one of which is by making modifications. According to research, 2320 pupils had a total of 2049 (88%) students who had moderate adjustment and 256 (11%) students who had low adjustment (Suharsono and Anwar, 2020). Low self-adjustment has an impact on students' social activities, one of which is social activities in organization. If stress in students is not immediately resolved, it can have an impact on themselves and the organization they are involved in. In addition, this can hinder student performance and the development of student soft skills in organizations and tends to delay responsibilities in the organization.

The urgency of this research is that public health students who participate in organizations are expected to become leaders in the future and have good leadership and collaboration through organizing so that if there is a problem in the individual student it will interfere with the organization and self-development of students. This has an impact on student self-development as agents of change. Additionally, no research has been done on the effects of academic pressure on students in groups. This study tries to ascertain the relationship between academic

stress on students and student performance in organizations based on these issues.

METHOD

This research was quantitative. The research was conducted through an online survey without intervention. The research was conducted using a cross-sectional research design because the data was collected at one time. The research was conducted from October to January to coincide with the residency of each public health student at the School of Health and Life Sciences (SIKIA).

The basic population of this study was students majoring in public health at the School of Health and Life Sciences (SIKIA) Universitas Airlangga, and the research sample was selected from semester 3-7 public health students who joined both external and internal organizations. The total population was 91 people who joined the organization while attending college and the sample for this study was 87 people by using population computation to random sampling in the sampling of students who joined the organization. According to the research sample, respondents who were asked to complete surveys or questionnaires online were given a Google form to complete. The dependent variable was student performance in the organization, while the independent variable was the degree of student academic stress. Variable student performance in organizations was measured by Performance Appraisal using a Likert scale. As for measuring student performance in organizations, respondents were given 21 questions regarding work quality, work quantity, leadership and problem-solving, attendance and punctuality, responsibility, and teamwork in organizations. Then, each result of the respondent's answer was scored using the Likert scale of choice used, namely 5 (excellent), 4 - 4.99 (good), 3 - 3.99 (moderate), 2 - 2.99 (poor), and < 2 (worse).

The total scoring was obtained from the total score of the respondents divided by the total questions and then categorized as a performance assessment with categories 5 (excellent), 4 – 4.99 (good), 3 – 3.99 (moderate), 2 – 2.99 (poor), and < 2 (worse) and student academic stress level variables were measured using the Anxiety Depression Stress Scale (DASS 42), which involves completing a total of 42 rating indicators over 10-15 minutes. As for the assessment of each item using a scale from 0 (never) – 4 (often), with a total score to be obtained between 0-45. A score < 14 indicated normal stress, 15-28 indicated mild stress, 19-25 indicated moderate stress, 26 – 33 indicated severe stress, and > 34 indicates very severe stress (Lovibond and Lovibond, 1995). The SPSS 18 tool was utilized for data analysis, which included both the interpretation of the data and the analysis of the associations investigated.

On October 13, 2022, a letter with the number 180/EA/KEPK/2022 was used to conduct the ethical test. The limitations of this research were limited to students who are administrators in internal and external organizations.

RESULT

Table 1. Frequency distribution of characteristics of SIKIA public health students.

Sex	Total of Students	Percentage
Male	17	19.5%
Female	70	80.5%
Total	87	100%
Semester Level	Total of Students	Percentage
Semester 3	39	44.8%
Semester 5	29	33.3%
Semester 7	19	21.8%
Total	87	100%

Source: Personal Data

Based on the research, it was found that the majority of respondents were female which was 80.5%, and male respondents were 19.5%. The semesters that have been taken by the respondents involved in this study were third semesters with details of semester 3 was 44.8%, semester 5 was 33.3%, and semester 7 was 21.8%.

Table 2. Frequency Distribution of Public Health Students' Performance in Student Organizations and Academic Stress.

Student Performance in Organizations	Total of Students	Percentage
Excellent	2	2.3%
Good	46	52.9%
Moderate	37	42.5%
Poor	1	1.1%
Worse	1	1.1%
Total	87	100%
Academic Stress of Students	Total of Students	Percentage
Normal	43	49.4%
Light	15	17.2%
Moderate	16	18.4%
Mild	8	9.2%
Severe	5	5.7%
Total	87	100%

Source: Data Primer

Based on the research, it was found that the majority of respondents had good performance in the organization such as 52.9%, 42.5% moderate performance, 2.3% Excellent performance, 1.1% poor performance, and worse performance was 1.1%. In addition, the results showed that the majority of respondents had a normal academic stress level of 49.4%, moderate 18.4%, mild 17.2%, severe 9.2%, and very severe 5.7%. Then, a cross-tabulation was carried out between the performance of public health students in organizations and the level of student academic stress as follows.

Table 3. Cross-tabulation of public health students' performance in organizations with student academic stress levels.

Students' Performance in Organization	Student Academic Stress Level												<i>p-value</i>
	Normal		Mild		Moderate		Severe		Very Severe		Total		
	N	%	N	%	N	%	N	%	n	%	n	%	
Worse	0	0	0	0	0	0	1	1.1	0	0	1	1	0.003
Poor	0	0	0	0	0	0	0	0	1	1.1	1	1	
Moderate	13	18.3	10	11.5	10	11.5	4	4.6	0	0	37	44.5	<i>Coefficient Correlation</i>
Good	29	22.7	4	4.6	6	6.9	3	3.4	4	4.6	46	52.9	
Excellent	1	1.1	1	1.1	0	0	0	0	0	0	2	2.3	0.566
Total	43	49.4	15	17.2	16	18.4	8	9.2	5	5.7	87	100	

Source: Primer Data

DISCUSSION

The results of the student academic stress research found that 43 students had normal stress levels, followed by 16 students who had moderate stress levels, 15 students had mild stress levels, and 8 students had high stress levels, and 5 students had severe stress levels. Based on these results, it was concluded that the level of student academic load was classified as moderate to very high. According to Hutagalung (2019), associate degree students in nursing experienced severe or very severe academic stress in the 2017/2018 academic year.

Student academic stress levels can be influenced by two factors which is internal and external factors that hinder student learning during their study period. Internal factors come from within the student such as motivation, physical condition, and personality. External factors are factors that are not attached to students such as family, work, facilities, environment, and teaching staff. These obstacles can also have an effect when students join organizations where student burdens and responsibilities increase (Rosyidah, 2020). Students who become administrators of organizations get the responsibility of carrying out programs and the role of self-implementation regarding the tri dharma of higher education. If students

experience academic stress, it will affect performance in achieving the success of a work program that has been established by the organization. Relevant to the results of research conducted by Aihie (2019) that student academic stress has a negative impact on achieving their goals.

According to the findings of a study on student performance, 46 students (52.9%) had very good performances, followed by 37 students (42.5%) who gave good performances, two students (2.3%) who gave excellent performances, one student (1.1%) who gave a poor performance, and one student (1.1%) who gave a very poor performance. In accordance with the research conducted by Siu (2019) on 95 students majoring in Management, Professional Management College Indonesia stated that 39 students had good performance and then continued with 29 students who performed quite well. Although the majority of performance is in the good category, there are still those that are in the moderate or even not good category. Poor performance is influenced by one's stress level. Stress can have both good and bad effects. When the stress level is low, a person's performance will increase, conversely when the stress level is high, the performance will worsen (Tua and Gaol, 2016).

The results of the cross tabulation between the two variables show that there is a relationship between academic stress and the performance of SIKIA public health students in the organization. The results are obtained by testing the strength of the relationship using the contingency coefficient. The result of the contingency coefficient of 0.566 indicates that there is a fairly strong relationship between academic stress and the performance of SIKIA public health students in organizations. Based on the data obtained, from 87 respondents it was found that respondents experienced very severe academic stress with good performance as many as 4 out of 5 people (80%), of the total respondents with good performance who experienced very severe stress as many as 4 out of 46 people (0.08%). Meanwhile, there were 4 out of 8 people (50%) who had severe academic stress with moderately good performance, of the total respondents who performed quite well with severe academic stress as many as 3 out of 37 people (0.08%). In line with research conducted by Fajrillah (2016), there is a relationship between stress and performance.

Based on the research results, the chi-square correlation coefficient between academic stress and student performance was 0.566 and it can be concluded that there is a moderate correlation between academic stress and student performance of 56.6%. At very severe levels of academic stress, performance will decrease. Thus, academic stress has an influence on student performance in carrying out their duties in the organization. Students who experience academic stress ranging from mild to very severe will feel the impact on performance in the organization they are participating in. Academic stress is one of the problems faced by many students in various tertiary

institutions. According to the research results of Reddy et al., (2018), student academic stress is a problem that affects students' mental health and well-being.

Students are agents of change which are expected to provide change to the wider community one of which by joining organization. Students who are involved in an organization will carry out the work program of the organization itself. Demands from parents to graduate quickly, a lot of coursework, exam material that is difficult to understand coupled with the demands of roles and assignments from organizations will increase student academic stress. According to research by Massie et. al., (2018) with 32 samples obtained -0.390 which indicates an influence between stress and performance.

A study certainly has limitations that are lacking in research and can be used as evaluation material. One of these limitations is that the topics discussed are still not generally found so that it is possible not to explain enough. It is hoped that in future studies to consider the use of references that will be used as research reinforcement.

CONCLUSION AND SUGGESTION

Based on the results of the study that academic stress is related to student performance in organizations. The majority of students with academic stress at moderate levels have pretty good organizational performance. It is better for students in joining organizations to be able to have more skills in time management and stress management so that they can balance their duties as students in lectures and administrators in an organization. Higher education entities should focus on not only academic performance but also on improving

student's skills on time and stress management.

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AUTHOR CONTRIBUTION

Guntur A. Gama Muhammad was in charge of compiling articles, compiling questionnaires, collecting respondent data, collecting references from previous researchers. Syahrul Ramadhan was in charge of compiling articles and processing respondent data. Syifa'ul Lailiyah was tasked with guiding the preparation of articles, providing national and international references, correcting the preparation of articles. Shinta Feby Ningtyas was in charge of compiling articles and collecting references from previous researchers. Farhaiza Ramadhania was in charge of managing the research questionnaire ethical test files.

CONFLICT OF INTEREST

There is no conflict of interest in this research.

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