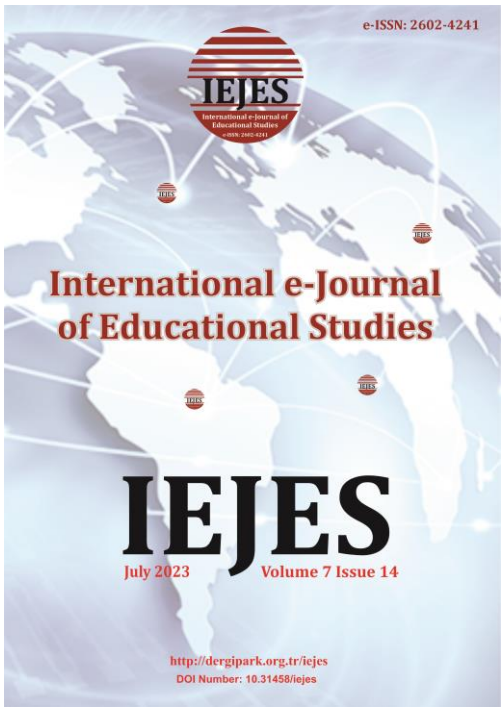

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Abstract

Online learning has both positive and negative impacts. One of the positive impacts of online education is that students know about the use of information technology, in this case, online learning media. While one of the negative impacts is that students experience academic stress. This research aims to determine the level of academic stress during online learning for students at the Faculty of Economics and Business (FEB) Universitas Negeri Surabaya (Unesa). The study involves one independent variable, namely the quality of learning, and one dependent variable, namely academic stress. The sampling method is a simple random sample where the total number of respondents obtained was 329 people. The author uses regression analysis to determine the effect of learning quality on student academic stress. The analysis results show that the quality of learning is good, and the level of academic stress of FEB Unesa students is moderate.

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Research Article

The Analysis of Learning Quality on Student Academic Stress*

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Abstract

Online learning has both positive and negative impacts. One of the positive impacts of online education is that students know about the use of information technology, in this case, online learning media. While one of the negative impacts is that students experience academic stress. This research aims to determine the level of academic stress during online learning for students at the Faculty of Economics and Business (FEB) Universitas Negeri Surabaya (Unesa). The study involves one independent variable, namely the quality of learning, and one dependent variable, namely academic stress. The sampling method is a simple random sample where the total number of respondents obtained was 329 people. The author uses regression analysis to determine the effect of learning quality on student academic stress. The analysis results show that the quality of learning is good, and the level of academic stress of FEB Unesa students is moderate.

Keywords: Academic stress, learning quality, regression analysis, student

1. INTRODUCTION

The development of science and the process of globalization brings demands that have an impact on all parties and levels of society. These changes also apply to the world of education, especially to students. Students are elements that are directly related to the changes and demands of the world of education. The needs that arise impact students in the form of pressure. Students need to be able to meet specific predetermined standards/criteria so that students can feel pressured because of their inability to meet these standards (Singh, 2014: 1752).

Learning can be done for fun and supports students' development. Currently, various supportive and fun learning methods are available for students without compromising the objectives to be achieved. A supportive environment, in this case, the school environment, family, and playmates, will impact children's development. The age of adolescence, especially late teens, have different characteristics from adults and children. They are in the transition from childhood and adulthood. Bakrie (2010) said that during this transitional period, adolescents experience a condition known as the "storm & stress" period. Changes in physical and developmental disorders characterized by increased hormone levels can lead to unstable conditions in dealing with problems. They are less experienced in solving problems, so it is easier to experience pressure/stress.

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Stress can be happen to everyone and anywhere, including students. It can encourage/ motivate to increase productivity at a specific stress level. However, if the stress that arises is excessive and we cannot control it, it will have mental and physical harmful consequences. Students experiencing stress/pressure can come from various sources, for example, academic problems related to the inability of students to complete academic demands, delaying completing assignments, low academic achievement, and health problems. Purwati (2010) said that monotonous situations, noise, homework, far-fetched expectations, ambiguity, lack of control, dangerous and critical situations, underappreciation, neglect, missed opportunities, confusing rules, conflicting requirements, and coursework deadlines can cause academic stress.

The learning environment can be one of the causes of teenagers experiencing stress. The college conditions include too much curriculum load, school orientation that focuses on grades, anxiety about exams, unattractive ways of teaching, giving punishments that do not educate, specific subjects that are a scourge, lack of facilities that support talent and skills. The interests of students, as well as their social environment can be the cause of the emergence of stress / pressure on students. Likewise with the school atmosphere, the way lecturers teach, the teaching materials that are considered difficult, and the workload can cause students to be depressed and experience stress. This is in line with the opinion of Aryani (2012: 3) who cites Ng Lai On's conclusion that if he (student) is not accepted in his social group, it is likely that students will experience stress. This means that the learning environment contributes to the problems at hand.

Kumari's statement (2012:152) cites Salami, noting that academic stress is a common problem faced by both boys and girls in school and how they cope with it can affect their learning outcomes. This opinion is also supported by Dawood (Hussain, Kumar & Husain, 2008: 70) who suggests that the stress experienced by students has an effect on their learning outcomes/achievements. Stress is also one of the most influential factors in learning achievement. Kaplan and Sadock (Emamanuei, Adom & Solomon, 2014: 88) stated that at a certain level stress can affect learning abilities. If in the learning process students are disturbed, the results obtained are certainly not as expected.

Learners with difficulty adjusting can be a separate stressor that will hinder the teaching and learning process so that it affects the learning process. In addition, the factors of expectations and goals, pressure or competition in peer groups and expectations from parents can be the cause of stress. Furthermore, Sumarni stated that the factors that can cause stress can be external or internal. External factors can be in the form of environmental support or barriers, socio-economic systems, facilities, natural conditions and so on. The factors originating from within/internal in the form of physical health conditions as well as psychological or emotional health conditions. Internal factors play an important role because internal factors determine the success of the learning process because the health of a student can change with environmental changes.

In addition, the character of adolescents who are different from other ages also has an impact in dealing with stress as explained by Aryani (2012: 6) quoting from Yiming and Fung, namely in the form of the inability of students to express their problems with others and also not being able to manage their stress positively. This is because so far, adults are the ones who solve the problem, they are not used to dealing with the problem independently. As a result, they experience obstacles, especially with regard to their learning achievement/outcomes at school. Based on open interviews with 15 students, some of them showed symptoms of difficulty in adjusting/adapting at the beginning of the semester. They revealed that it feels like they don't have time off and free, not long after feeling the time off suddenly feel that going to college is just around the corner. They also revealed that sometimes they feel so tired with lecture activities and activities outside of lectures. From the interview there was an opinion that they felt pressured by the demands that came from their family (parents) even though the demands for achievement or success were not expressed directly by their parents. Some of the respondents also said that problems outside of academic matters also interfered

with their academic affairs. The number of activities / other busyness also makes them disturbed in completing college assignments.

When asked further about how they organize and manage their time, a small proportion of respondents stated that they had no difficulty in dividing and balancing their time. Meanwhile, when asked about how they coped with the pressure they faced, more than half of the respondents said they had nothing specific to do. They tend to ignore this, some claim to share their problems with people/parties who are considered capable of solving and willing to listen to them. The consequences of academic pressure experienced by students can be positive or negative effects (Agola, & Ongori, 2009). An increase in the level of stress/academic pressure will decrease academic ability which affects the achievement index. Loads that are felt too heavy will trigger memory impairment, concentration, decreased ability to solve problems and academic ability (Goff, 2011). The positive impacts of stress include increasing creativity and triggering self-development as long as it is within the limits of individual abilities. Stress/pressure is needed for student self-development (Smeltzer, & Bare, 2008). The response given by each student/individual is different from one another. The response depends on personality, health conditions, previous experience, coping mechanisms, age, gender, amount of stressor and the ability to manage emotions of each individual (Potter & Perry, 2005). The urgency of this study is to determine the level of student academic stress and the quality of student learning. In addition to describing how the impact of online learning on learning motivation and academic stress levels during the covid-19 pandemic. This is useful to describe when online learning has advantages and disadvantages in the learning process in virtual classrooms.

1.1. Academic Stress

Lazarus and Folkman (1984) stress is a state or situation that is complicated and is judged as a state that suppresses and endangers the individual. Psychologists such as Baum, Coyne and Holroy (Sarafino, 2002), classify stress in three perspectives, namely stress as a stimulus, stress as a response and stress as a process. According to the perspective of stress as a stimulus, stress occurs due to the environment or events that can be threatening or dangerous, causing tension and feelings of discomfort. According to the view of stress as a response, stress is an individual's reaction/response to unpleasant events. Stress as a process occurs because of the interaction between the individual and the environment.

Academic stress is a student's response to pressing academic demands that lead to discomfort, tension, and behavioral changes (Desmita, 2010). According to Kaplan and Sadock (Affum-osei et al., 2014), stress is one of the most important factors affecting learning success. The academic stress experienced by students can affect their learning outcomes/performance. Lubis (2021) explained that the cause of stress among students during the COVID-19 pandemic was caused by academic stress and learning assignments. Factors that can trigger stress in students, namely: The number of tasks is considered excessive, requiring relatively quick study times, which can damage students' mental health, a different learning environment when doing distance learning, limited understanding of the material obtained by students is also very difficult. have an effect that causes stress, there is no clear schedule setting also makes students anxious and ultimately stressed.

Stress that cannot be controlled or overcome by students will affect their thoughts, feelings, physical reactions, and behavior. Cognitively, students have difficulty concentrating in learning, difficult to remember the material, difficult to understand the subject matter, negative thinking about themselves and their environment. Affectively the emergence of feelings of anxiety, sensitivity, sadness, anger, frustration. Physiologically, the reaction appears to be red, pale, weak and feeling unwell, heart palpitations, shaking, stomach pain, dizziness, body stiffness and cold sweats. In addition, the behavioral impacts that arise are damaging, avoiding, arguing, insulting, delaying the

completion of school assignments, being lazy at school, and being involved in excessive and risky seeking pleasure activities (Aryani, 2016).

1.2. Education Quality

In general, quality is the characteristics of goods or services that indicate their ability to satisfy anticipated or implied needs. In education, quality includes educational inputs, processes and outcomes (Ministry of National Education, 2001). Educational input is all that needs to be available, as it is necessary for the process to occur. Something that acts as a guide to the ongoing process in the form of resources and software and what to expect. Input resources include human resource recruitment, students and learning infrastructure.

According to Semiawan (Depdiknas, 2003), quality is concerned with assessing the degree to which a product meets a specific standard, standard or reference. In education, this statement can be made through both quantitatively measurable learning outcomes and qualitative observations in the school curriculum. The formulation of educational quality is dynamic and can be examined from different angles. Consensus on the concept of quality can often be traced to existing references or formulations of references such as B. Policies, teaching and learning processes, curricula, facilities and infrastructure, and educational staff agreed upon by stakeholders.

The quality of education must be targeted to make progress based on planned change. Improving the quality of education can be achieved through two strategies, namely improving the quality of education that is oriented toward broad skills education related to mind and body (skills), and improving the quality of education that is more academically oriented. It is not only determined by the university as an institution of learning, but also adapts over time to the changing views and expectations of society. Follow this trend. The public's evaluation of the quality of university graduates is constantly improving. In order to meet these challenges, universities need to continuously improve the quality of graduates in line with the development of social needs. According to Umaedi (2000), a process combined with the quality of human resources themselves can improved the education quality. Recognizing the importance of the process of improving the quality of human resources, the Government, together with the private sector, shares this task and continues to strive to develop higher quality education through various means, including by developing and improving curricula and assessment systems, improving educational facilities, developing and purchasing. Instructional materials and training for instructors and other educational personnel.

2. METHOD

2.1. Research Model

The research was conducted by examining a group of objects in the present to describe the object of research systematically, factually, and accurately regarding the facts and the relationship between the events (Singarimbun & Efendi, 1995). Quantitative places more emphasis on the relationship between nature and phenomena. Quantitative is more objective than qualitative because of quantitative testing in the conclusion section. Therefore, the results are usually based on statistical analysis. Therefore, this research method is quantitative. According to Mashuri and Zainuddin (2009) in Karwati (2014), Verificative research aims to verify the truth of a particular method that has been carried out elsewhere with or without improvements to overcome similar problems.

2.2. Participants

A research location is a place where researchers research particular objects. The researcher took the area in Surabaya, East Java province, precisely at the Universitas Negeri Surabaya. The focus of the research aims to provide limitations on the discussion and analysis. The research focuses on the influence of the quality of learning on the student's academic stress. The sample comes from students of the Faculty of Economics and Business who are active in the Odd semester 2020/2021.

2.3. Data Collection and Analysis

There are primary and secondary data used in this study. If further information is needed, the researcher will conduct interviews or observations in the field. At the same time, secondary data comes from documents, official records, scientific articles, and other supporting data. Data on the number of active students at FEB Unesa for the Odd semester 2020/2021 for each study program is secondary data obtained from the Academic Section. In this study, the primary data source is students as research objects who have attended online lectures. The focus of this research is to take a quantitative approach to Unesa students. Before performing a regression analysis, the research data must meet the necessary assumptions. The traditional assumptions of simple linear regression in Kurniawan (2008) are to ensure that the residuals are normal with an average of zero with a particular variance and the error variance is homogeneous (homoscedasticity).

3. FINDINGS

The respondents in this study were 329 respondents. The following is the profile of respondents based on gender and study program. The results obtained are as follows:

Table.1 Gender of respondents

Gender	Frequency (F)	Percentage (%)
Male	67	20.36
Female	262	79.64
Total	100	100.00

Based on the table above, most respondents are female (262 people or 79.64%), while male as many as 67 people or 20.36%.

Table 2. Respondent study program

Gender	Frequency (F)	Percentage (%)
Bachelor of Commerce Education	137	41.64
Bachelor of Economic Education	23	6.99
Bachelor of Accounting Education	73	22.19
Bachelor of Management	61	18.54
Bachelor of Office Administration Education	4	1.22
Bachelor of Sharia Economics	11	3.34
Bachelor of Economics	8	2.43
Bachelor of Digital Business	10	3.04
Bachelor of Accounting	2	0.61
Total	100	100.00

Based on the table above, the profile of respondents based on the study program was taken from 329 respondents. Most respondents took the undergraduate study program in business administration education, many as 137 people or 41.64%. In contrast, the smallest number of respondents took the accounting undergraduate study program, as many as two people or 0.61%. Validity indicates the accuracy of the data between what happened on the subject and what the researcher collected. To find the effectiveness of an item, researchers correlate item scores with the sum of those items. The default validity value is 0.3. If the resulting correlation number is greater than the default, then the statement is valid (significant) (Sugiyono, 2017: 125). It is valid if the coefficient between the items and the total items is equal to or above 0.3. Still, the item is declared invalid if the correlation value is below 0.3.

In finding the correlation value, the author used the Pearson product-moment formula. Based on the results of data processing, the results of the validity test on each variable are as follows:

Table 3. Academic stress validitas test

Item Number	R	Critical R	Remarks
P1-P35	≥ 0.448	0.300	Valid

Based on the results of the validity test on the academic stress variable, which consists of 35 statement items, each item has an R > critical value of 0.300. Thus, all the questions on the academic stress variable can be declared valid.

Table 4. Learning quality validity test

No Item	R	Critical R	Remarks
P1-P11	≥ 0.573	0.300	Valid

Based on the results of the validity test on the learning quality variable, which consists of 11 statement items, each item has an R > critical 0.300. Thus all questions on the learning quality variable can be declared valid.

The reliability test used in this study is one shot or one-time measurement. Then the results are compared with other statements or measure the correlation between the answers to the comments. Reliability was measured by the statistical test Cronbach's Alpha on SPSS. A construct or variable is reliable if it gives a Cronbach alpha value > 0.700. The following are the results of the reliability test on the three variables in this study, namely as follows:

Table 5. Reliability test

Variable	*Cronbach's Alpha*	Critical Value	Remarks
Learning Quality	0.962	0.700	Reliable
Academic Stress	0.898	0.700	Reliable

Based on the table above, all variables have a Cronbach alpha reliability coefficient value > 0.700, thus all variables in this study are reliable. A simple linear regression analysis is a functional or causal relationship between one independent variable and one dependent variable. Simple linear regression analysis tests the nature of the cause-and-effect relationship between the independent variable (X) and the dependent variable (Y). (Sugiyono, 2017:261). Simple linear regression analysis in this study aims to determine the effect of academic stress on learning quality. Based on the results of data processing, the results of multiple linear regression analysis are as follows:

Table 6. Simple linear regression analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	46.311	1.965		23.570	.000
	Academic Stress	-8.052	.019	-.154	-2.820	.005

a. Dependent Variable: Learning Quality

Based on the table above, the results of a simple linear regression equation as follows:

Y = 46,311+ (-8.052)+ e

From the results of the regression equation above, the interpretation is as follows:

a. The constant is 46,311, meaning that if the academic stress is 0 (zero) and there is no change, then the quality of learning will still be worth 46,311.

b. The academic stress regression coefficient is -8.052, which is negative, which means that if academic stress increases, the quality of learning will decrease by -8.052. Analysis of the coefficient of determination (R^2) is a tool to measure the quality of the assessment by looking at the percentage of the effect of all independent variables on the dependent variable (Ghozali, 2016: 95). Based on the results of data processing, the results of the coefficient of determination are as follows:

Table 7. Determination coefficient

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.651[a]	.424	.421	7.08580
a. Predictors: (Constant), Academic Stress				

Based on the table, the results of the coefficient of determination show that the R square value is 0.424 or 42.4%. This value indicates that 42.4% of the learning quality influences academic stress, while the remaining 57.6% contributes to the effect of other variables not examined in this study.

Hypothesis testing in this study uses partial hypothesis testing. According to Ghozali (2016), the test shows how far the influence of one explanatory variable individually explains the variation of the dependent variable. The purpose of the t-test is to determine the effect of academic stress on the quality of learning. Hypothesis 0 (H_0) to be tested is whether a parameter (β) is equal to zero or the alternative hypothesis (Ha) is that the parameter of a variable is not equal to zero. Based on the results of data processing, the results of hypothesis testing with a t-test were obtained as follows:

Table 8. Hypothesis testing

Coefficients						
		Unstandardized Coefficients		**Standardized Coefficients**		
Model		**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	46.311	1.965		23.570	.000
	Learning Quality	-8.052	.019	-.154	-2.820	.005
a. Dependent Variable: Academic Stress						

Based on the results of hypothesis testing, the p-value is 0.005 and less than 0.05; thus, rejecting Ho means that learning quality has a negative impact on academic stress.

4. DISCUSSION and CONCLUSION

This study shows that there is a relationship between the learning quality and academic stress. The learning quality give a negative impact on the academic stress. Current stress is something inherent in modern life, as stress has become a part of life, no matter where you are, school, work, family. Stress can affect anyone, including children, teens, adults, and the elderly. In a higher education setting, students are inextricably linked to stress, and many students experience it. This may be due to the many academic requirements that must be met, such as assignments, exams, etc. Most students who experienced academic stress in the intermediate category reported that they considered their studies to be demanding. Lecture requirements and exam difficulty were deemed excessive and it was realized that he did not meet the existing academic requirements. Various stressors in lectures during the Covid-19 pandemic, such as situations such as poor internet connection, many tasks to complete in a short period of time, quick response to instructions, need to adapt quickly to learning from home, and reduced interaction with other friends and staff, will bring pressure to the students. Ideally, the learning process is facilitated by a learning process done remotely. This transition is certainly not easy for students. Stress is both a result of transactions between individuals and a cause of stress, which requires an evaluation process. Also, a stressor is an event or situation that exceeds the brain or body's ability to handle the stressor. When the requirements are greater than the individual's ability, students will have pressure. On the other hand, if the individual's ability is greater than the requirement, the individual sees the requirement as a challenge, so the requirement does not cause the individual to become stressed. These academic demands were related to high academic expectations, demanding lectures, difficult exams, and perceptions of his inability to meet existing academic demands and lack of social interaction. Therefore, it can be said that various aspects of academic stress

generation in this study contributed to the stress experienced by students in their academic activities. Furthermore, the learning quality in the Faculty of Economics and Business is good and the academic stress is moderate. The condition shows that the student of the Faculty of Economics and Business have good stress management and coping which is required to minimize the stress associated with academic event. The fact that most students come from educational study programs supports the above conclusion because as prospective educators, students are expected to be able to handle stress well because it will relate to their prospective students later when they become teachers to create conducive learning.

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