

Students' Self-Efficacy and School Stress Symptoms at Private Elementary School Muallimin

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ABSTRACT

This study aims to determine the relationship between students' self-efficacy with school stress symptoms at Private Elementary School Muallimin Kenagarian Tabek Nagari Talang Babungo, Kota Solok, West Sumatera, Indonesia. This research employs quantitative method. The population of the study was 100 students (grade 4, grade 5, and grade 6). The research sample consisted of 80 students. They were chosen using a proportionate stratified random method. The results of the study show that there is a significant relationship between self-efficacy and stress symptoms at Islamic Elementary School Muallimin.

Keywords: *Self-Efficacy, School Stress, Elementary School Students.*

1. INTRODUCTION

In general, everyone has experienced stress whether it is mild, moderate, or severe. The term "stress" actually does not refer to the "insane" phenomenon but it is a neutral term that refers to things that are always experienced by humans in everyday life. Stress simply can be defined as a balance disorder. Stress is resulted from external or internal situations that give rise to disturbances and require individuals to respond adaptively [1]. Stress is inseparable from human life; even pressure is a part of life. In everyday life, some people have to get up much earlier, do housework and have breakfast in a hurry, run to catch public transportation, go to school or do a lot of activities, conflict with friends or others, buy daily needs while running out of money, and so on. All of those can cause stress. Individuals may face stress in almost all circles of their life in either adults, adolescents, or children [1].

According to [13] elementary school-age children are expected to acquire the basics knowledge that are considered necessary for successful adjustment in life and learn specific essential skills, both curricular and extracurricular. However, these activities should not burden the children and be carried out based on the children's will, not the pressure from parents. According to Alvin, children today face what should be an adult problem earlier in their life. Unlike children in the past generation who had a lot of time to play after coming home from school together with their friends, children

now find it is difficult to get time like that. Around 60.0% of children in Jabodetabek spend more time attending tutoring activities after school. One interesting phenomenon is the increasing number of young age having problems that lead to stress. A few years ago stress was commonly experienced by productive age over 20 years, but now it mostly affects adolescents, and children in some cases [2].

Wuryadi states that students going to favorite or excellent schools are potential to experience learning stress as they have a lot of learning load at school. Meanwhile at home, they also have so much homework to complete that for a long time the children become tired, bored, stressed, and frustrated, and it may lead to personality loss. Wuryadi also adds that according to the results of the study, 80% of the students from excellent primary schools experience learning stress. Continuing their study from junior high school to university, 48% of the students get stressed [3]. In addition, survey results in six favorite schools for accelerated classes in Jakarta show that 14.1% of the students experience high learning stress. Furthermore, 70.7% of the students experience moderate learning stress, and 15.2% of students experience low learning stress [1]. Meanwhile, a report from National Commission for Child Protection (Komnas PA) said that there was an increase in school stress symptoms in Indonesian children around 98% from the previous year and 200 reports every month. Psychologist and director of Personal Growth Dra Ratih Ibrahim, MM, said that those experiencing stress are

children in the age of 2-15 years: 40% are toddlers, and 60% are school-age children [4].

The National Safety Council, stress can be seen in two ways, namely good pressure and bad stress. The first is called positive stress. Although it is often annoying, stress is not always be seen as a negative thing. In some instances, stress has positive implications. *Eustress* is "stress in a positive sense that can motivate, and have a beneficial effect. A person who experiences a problem then get stresses may view the stress as a situation or condition that can be used as motivation or inspiration. For example, being under pressure, some people raise their creativity, and some who feel left behind will motivate themselves to perform brilliantly. On other side, bad stress is the stress that lead to anger, tenseness, anxiety, confuse, and guilty feeling so that it can disrupt one's personality [1].

Stress experienced by children at school is called school stress. It is a condition of anxiety or uncomfortable feeling experienced by students due to school demands that are considered to be pressing that might trigger physical, psychological, and behavioral changes, and affect students' learning achievement. In association with the school, the relationship among students is usually closely related to mutually rude behavior about individual shortcomings. The condition must be overcome calmly and in moderation. Students who experience academic stress have maladaptive perceptions of academic demands. Academic stress is a subjective perception of an educational condition or response experienced by students in the form of physical reactions, behaviors, thoughts, and negative emotions that arise due to school or academic demands [5].

Based on research conducted by [6] on "Factors Causing Academic Stress in Students (Descriptive Study of Students in Grade 4 and 5 Bd Bentara Muntilan Discourse)" it is figured out that the four factors causing stress are in fairly high category. The causes of academic pressure on students are desire to raise social status (63%), lessons that grow harder and harder (62%), number of activities to be carried out in a limited time (56%), and pressure for high achievers (51%). The results of data analysis show that issues related to dense learning activities are classified into high category (76%).

Like other schools in general, Private Elementary School Muallimin also has several extracurricular activities such as religious activities in the form of *tahfizd*, *qasidah*, and *Tari Piring*, and other public school activities such as drum bands and scouts. All of these activities are routinely held every week after the teaching and learning process is complete. Activities and lessons that are so crowded make the children have lack of time to play and easily drive them to symptoms of stress such as having lack of focus during the class,

feeling worried of going to class when not completing assignments, getting any pains or dizziness, and other symptoms. The preliminary observations conducted by the researchers on July 16, 2019 reveal that although some of the students believe that they can overcome the problems and pass the examinations, they still have symptoms of stress at school.

According to Bandura [7], a low self-efficacy person easily gives up when facing academic difficulties and is easily stressed when finding challenges in his life. Meanwhile a person with high self-efficacy will be able to do the task in accordance with the demands, work hard, and maintain work performance. Thus, self-efficacy is considered as the ability to reduce stress.

The reason the writer chose Private Elementary School Muallimin Tabek as the place of the research was the stress phenomenon in this school that was experienced by some of the students. Furthermore, parents also complained about the same thing to the author. Based on the results of the preliminary interviews with parents on July 15, 2019, it was found that children often complained about the heavy school burden they faced. In addition, the children also tend to be more sensitive. After getting home, they must go back to school to do extracurricular activities. Based on the above description, the authors are interested in conducting research entitled "the relationship between self-efficacy with stress symptoms at school (school stress) in a private elementary school.

2. METHOD

This research applied quantitative research method with correlational research design. The population of the research was students in grade 4, 5, and 6 of private Elementary School Muallimin. The number of the population was 100 students. Using proportionate stratified random technique 80 students were chosen as the sample. The data were obtained using the Guttman Scale model with two answer choices, namely "yes" and "no". The data were measured using a psychological scale (Self-Efficiency Scale) which is compiled based on the dimensions of self-efficacy proposed by [8]. The scale consists of three aspects including level aspect, strength aspect, and generality aspect. The item is valid (16 -thing, $\alpha = .732$). In addition, the stress symptoms were measured using a scale proposed by [13] covering physical demands, task demands, role demands, and interpersonal demands with a valid item (16 items, $\alpha = .664$). The data gotten then were analyzed using a simple correlational study Statistical Package for Social Science (SPSS) version 21 for Windows.

3. RESULTS AND DISCUSSION

3.1. Results

The results of hypotheses tests on the data obtained show that the data distribution on Self-Efficacy and Stress variables in Schools is normal. Self-Efficacy score is 1.628 on significance level 010, meanwhile School Stress score is 1.139 with relevance 149. The result of the linearity test reveals that self-efficacy and stress in school have a linear relationship with a value of $F = 18: 741$ and a coefficient of .000.

Table 1. Hypothesis Testing

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

Simple correlation analysis test result shows that the correlation coefficient (r_{xy}) is -.432 on significance level $p = .000$ ($p < 0.05$). This finding indicates that there is a negative and significant relationship between self-efficacy and school stress; the higher the self-efficacy, the lower the students' stress level at school. On the contrary, the lower the self-efficacy, the higher the students' stress level at school. This proves that the hypothesis proposed by researchers that there is a negative relationship between self-efficacy and school stress in Private Elementary School Muallimin is accepted.

Many other factors might influence the students' stress level at school in addition to self-efficacy variable. In [1], other factors causing stress in students are family, school, and physical environment. This is in line with the research conducted by [15]. Their study shows that parents have a contribution to student academic stress (24.7%). Anggraini's research [6] results reveal that school stress is triggered by encouragement factors to get social status (63%), dense learning activities (62%), number of activities carried out in a limited time (56%), and the pressure for high achievers (51%). The study carried out by [2] figures out that the factors that influence students' stress levels are the number of extracurricular activities after school and the allocation of time to watch TV.

Table 2. The distribution of variable data

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

The above table shows that the lowest score obtained using Self-Efficiency is 8 and the highest score is 16 with an average score 13.50. Meanwhile the lowest

score gotten using Stress Scale at School is 1 and the highest score is 12 with an average score 4.39.

Table 3. Range of scores and self-efficacy category

Category	Range	total	Percentage
Low	8 - 12	29	36,25
High	13 - 16	51	63.75
total		80	100%

Table 4. Range of grades and school stress category

Categori zation	Range	total	Percentage
Low	1 - 6	60	75
High	7 - 12	20	25
total		80	100%

Table 3 shows that self-efficacy of the students at private Elementary School Muallimin is in high category: 36,25% of them have low level of self-efficacy and 63.75% of them have high level of self-efficacy. The students who are in high category are those having confidence, strength, and generalization level. When having troubles in doing schoolwork, they can handle it well. Given a difficult task by the teacher, the students can complete it themselves without asking for other friends' helps. Furthermore, they can meet the mission and target to memorize the Koran well. In table 4, it is presented that 75% of the students experience low level of stress at school, 25 % experience high level of stress. Based on the percentage of the school stress, the students at Private Elementary School Muallimin can be categorized into low. It means that the number of students experiencing pressure at school (school stress) is low, and then the students could overcome all difficulties, and be able to create comfortable and conducive learning atmosphere. The students seemed to be relaxed in facing several tests, and they did not complain on the assignments given. They were also able to meet the target set by the teacher.

School stress is an anxiety or uncomfortable feelings felt by students due to the demands of a school, which is very pressing, starting from many school assignments to high requirements from the teacher. These affect the students' physical, psychological, emotional, and behavioral changes. Consequently, it could influence the students' learning process and learning achievement. Hence, stress experienced by the students is related to one's perception toward the situation and his or her ability to deal with and take advantage of the job at hand. A person's ability is related to one of the personality characteristics, namely the aspect of belief in one's abilities, which Bandura calls self-efficacy. Therefore, to reduce stress levels at school, students must have a high level of self-efficacy. [9] explains that

self-efficacy is a belief about the extent to which an individual estimates his or her ability to carry out a particular task or action.

3.2. Discussion

In addition to self-efficacy, many other factors might affect the students' level of stress at school. [1] finds that family, school, and physical environment are potential to cause stress in students. This is in line with the research conducted by [15] highlighting that bond between parents and children can cause academic stress (24.7%). A study carried out by [6] indicates that school stress is also triggered by encouragement factors to get social status (63%), dense learning activities (62%), number of activities carried out in a limited time (56%), and the pressure for high achievers (51%). Nurlaela and Pranadji's research [2] results reveal that extracurricular activities after school and the allocation of time to watch TV could exert an influence upon students' stress levels. [9] argue that students with stress at school have significant cases such as headache (4,1%), stomachache (3,9%), backache (4,8%), dizziness (5,4%) and somatic problems (6,1%).

Furthermore, [10] states that people having high self-efficacy would also have high level of health improvement. Self-efficacy helps them to be more energetic. So, when we teach health promotion education in elementary schools, we should increase their self-confidence rather than just imparting simple information about health. Furthermore, [11] states that productive coloring activities are used to reduce school stress experienced by students in grades 4-6 elementary school.

The results of the research conducted by [14] show that self-efficacy and learning habits contribute 85.4% toward students' achievement. In addition, [12] study underlines that ability to focus on a problem have a contribution toward the three dimensions of self-efficacy, including level (69.5%), strength (41.6%), and generality (40.2%). Furthermore, Sari's research (2017) results reveals that learning attitudes and self-efficacy have contribution toward students' mathematics learning outcomes (64.5%).

The result of research conducted on the relationship between students' self-efficacy and school stress at Private Elementary School Muallimin has a coefficient correlation R square (r^2) = 49.195. The result shows that self-efficacy contributes 49.2 % to the school stress variable. In other words, school stress is influenced by self-efficacy (49.2 %), and the rest 50.8 % is affected by other factors that are not revealed in this study.

4. CONCLUSION

Based on the result of the research it is concluded that 36.25% of the students at Private Elementary School Muallimin have low level of self-efficacy, while 63.75% of them are in high category. Furthermore, 75% of the students have low level of school stress, and the rest (25%) are in high category. In other words, the majority of students at Private Elementary School Muallimin has low level of school stress. Besides that, product-moment correlation data shows the value of correlation is -0.432. This result suggest that there is a significant negative relationship between students' self-efficacy and symptoms of school stress at Private Elementary School Muallimin.

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