CONTRIBUTION OF MENTAL STRENGTH TO ACADEMIC STRESS IN HIGH SCHOOL STUDENTS

Preparation of Camera-Ready Contributions to The 2nd ICPE 2022 Proceedings

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Abstract: *In the learning process in high school, students have the potential to experience stress due to task demands and their inability to complete learning tasks. Stress in the learning process is called academic stress. Various causes of academic stress include assignment demands that are considered too heavy, low-test scores, a large number of assignments, and the surrounding environment. In other words, high school students need mental toughness in studying. The aim of this research is to reveal the influence of mental toughness on academic stress in high school students. This research is quantitative research. The subjects in this study were 65 class XI high school students in City 'X" who were selected using accidental techniques. The instruments used in this research were the mental toughness scale and the academic stress scale. The data analysis technique in this research uses linear correlation. The results show that p is 0.000 and the regression coefficient is -0.761 and the R2 value is 0.579, meaning that the influence of mental toughness on academic stress is 57.9%. This shows that there is an influence of mental toughness on academic stress in high school students in City "X". This research has implications for future researchers to uncover other factors that influence academic stress in high school students.*

Keywords: *Mental Toughness, Academic Stress, Student, Senior High School*.

1. INTRODUCTION

Education is a very important thing in life. Education plays a role in improving the quality of human resources. Quality education will create superior human resources. Students are given several subjects to add science and competence. Various assignments are given to high school students. But in the process of high school education, there is a possibility that students will experience stress due to the demands of the task and their inability to complete the task. These stresses can be caused by several factors, including demanding tasks that are considered too heavy, low-test scores, a lot of tasks, and the surrounding environment. (Barseli et al., 2017).

The stress that students experience is called academic stress. (Taufik et al., 2013). Academic stress is a condition in which students are unable to cope with academic demands and consider academic requirements to be a disturbance. (Barseli et al., 2017). Academic stress is the stress caused by the learning process, including a lot of tasks, demands to go to class, length of study, poor performance, time management and anxiety when facing exams. (Rahmawati, 2017). Academic stress is influenced by internal and external factors, external, among other things, a lot of tasks, a lack of student-teacher interaction, and means of learning, while internal factors can come from personality. (Oktaviani&Suprapti, 2021).

Students must have psychological attributes to cope with academic stress. The psychological attribute needed to cope with academic stress is mental tenacity. Mental tenacity is characterized by a low level of anxiety, i.e., when students do not feel anxious then students will be more focused on learning so that their academic achievement is good. (Owens et al, 2008; Amna et al, 2020).

Mental stamina is the part of personality that affects individuals in responding effectively to stress conditions in the form of stress, change, ability to see opportunities, and challenges in a variety of situations. (Clough & Strycharczyk, 2015). Mental stamina not only describes mechanisms that are effective in stress reactions, but also enables individuals to proactively seek opportunities to develop personality by having confidence in their abilities. (St Clair-Thompson, 2014). Academic stress experienced by students can lead to a decline in cognitive function and can prevent students from having good academic performance. A student who is mentally tough will have a variety of ways to deal with the problems he is experiencing. (Lin et al., 2017). Mental stamina consists of three dimensions, including self-confidence, stamina and control. (Sheard et al., 2009). Individuals who lack confidence, steadfastness, and weak self-control tend to panic easily when assigned tasks, make external factors the cause of failure, get angry when plans don't go well, worry about others' judgment, uncomfortable in competitive situations, and so on. (Strycharczyk, 2017).

Based on the explanation above, this study was conducted to determine the impact of mental stamina on academic stress in high school students.

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2. MATERIALS N METHODS

This study uses correlational quantitative methods to find out the relationship between mental stamina and academic stress. The study involved 65 high school students in the "X" city. Sampling by accidental sampling. It means that the data is taken in a certain duration and time (Jannah, 2018). The instruments used in the research used the mental endurance scale and the academic stress scale using the Likert scale model. The data obtained was analyzed using simple regression regression which aims to see the relationship between the variables of mental stamina and academic stress.

3. RESULTS

Based on data analysis tests that have been performed using linear regression analysis techniques show the data as following:

Table 1. Results of Data Analysis

Model Summary – Academic Stress
Model R R2 H0 0,000 0,000 H1 -0.761 0.579

Based on table 1. The above shows a r value of -0,761 which means that there is a relationship between mental rigidity and academic stress in high school students in City ‘X’. The minus value indicates a negative correlation, which means the higher the mental strength, the lower the academic stres the student experiences. The R2 value shows a value of 0,579 which means mental strength contributes 57.9% to academic Stress.

4. DISCUSSIONS

Based on the explanation above, the study was conducted to determine the impact of mental resilience on academic stress in high school students in the city 'X'. This means that having good mental stamina can make students face challenges and difficulties in attending lessons, thus able to avoid them from academic stres. According to a study by Gerber, et al. (2015) students who experience lower levels of stress will show higher levels of mental endurance and may not potentially lead to burnout. However, when students experience higher stress, they tend to show lower levels and potentially burnout. In this study described increased burnout symptoms seen among peers with low mental stamina.

Another study states that mental stamina serves as a source of resistance to stress (Gerber, et al., 2013). In this study, it explains that the last two groups much higher levels of psychological stamina later on. Furthermore, early endurance rates predict symptoms of depression and life satisfaction over time. Gerber, et al., (2013) also showed that mental stamina reduces high stress and symptoms of depression. The interaction between stress and mental tenacity explains 2% of the variance among adolescents and 10% of the differences among young people. High mental stamina will reduce the effects of stress experienced by students in high school to college levels that enable them to develop effective strategies to manage time, manage stress, and remain motivated in achieving academic goals that are critical factors in their development of psychological well-being.

According to Puspitawasi (Barseli & Nikmarijal, 2017) academic stess has two influencing factors, internal factors and external factors. These factors can affect a student's mental stamina when they are unable to cope with academic stress well.

5. CONCLUSIONS

In this study it can be concluded that there is a significant influence between mental stamina and academic stress in high school students in the city 'X'. The results of this study are in line with some previous studies that stated that the high mental sturdiness that individuals possess is able to make one more capable in coping with stress because a mental toughness will make them able to cope with stress in demanding science. The academic stess has two influencing factors, internal factors and external factors. Internal factors include thinking, personality, and beliefs. External factors include more dense learning, pressure for high performance, social status boost, and parent competition. These factors can affect a student's mental stamina when they are unable to cope with academic stress well.

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