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THE EFFECT OF ACADEMIC STRESS AND MENTAL HEALTH ON STUDENTS' ACADEMIC ACHIEVEMENT

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh stres akademik dan Kesehatan mental terhadap prestasi akademik mahasiswa. Penelitian ini dirancang dengan menggunakan pendekatan kuantitatif dengan tujuan untuk melihat pengaruh, hubungan sebab akibat antar variabel yang diteliti. Populasi penelitian ini adalah mahasiswa Angkatan 2022, Universitas Tadulako yang berjumlah 46 sebagai responden. Penentuan sampel penelitian ini ditentukan dengan teknik purposive sampling. Pengumpulan data penelitian ini meliputi observasi dan angket. Teknik analisis data penelitian ini adalah regresi linier berganda. Berdasarkan hasil analisis regresi berganda yang dilakukan, terdapat pengaruh stres akademik dan kesehatan mental terhadap prestasi akademik (Y) sebesar 47,4 %. Sedangkan sisanya sebesar 52,6 % dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini.

Kata Kunci: Kesehatan Mental, Prestasi Akademik, Stres Akademik

Abstract

This study aims to analyze the effect of academic stress and mental health on student academic achievement. This study was designed using a quantitative approach with the aim of seeing the influence, causal relationship between the variables studied. The population of this study were students of Class 2022, Tadulako University, totaling 46 respondents. Determination of the sample of this study was determined by purposive sampling technique. This research data collection includes observation and questionnaire. The data analysis technique of this research is multiple linear regression. Based on the results of multiple regression analysis conducted, there is an effect of academic stress and mental health on academic achievement (Y) of 47.4%. While the remaining 52.6% is influenced by other factors not examined in this study. Keywords: Academic Stress, Mental Health, Academic Achievement.

Keywords: Mental Health, Academic Achievement, Academic Stress

INTRODUCTION

Higher education is an important phase in a person's life where they face various challenges and opportunities that will shape their future. As an important part of the University student system, students are required to not only acquire knowledge but also gain skills, build connections, and prepare themselves to enter the workforce. The Indonesian government has launched an intensive fiscal policy for companies to conduct research and development processes since 2003 (Zainuddin, 2020). To improve excellence in academic performance, every student needs to improve his or her education management (Rombe & Hadi, 2022). One of the basic frameworks of organizational learning involves adopting the learning process as an organizational task to facilitate the process of knowledge acquisition, knowledge distribution, knowledge interpretation and building organizational memory (Ferdinand & Wahyuningsih,

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2018). Students can more easily access material using the internet and other social media which can increase broader insights (Zahara et al., 2021). The development of public sector accounting today is driven by stakeholder demands for performance, similar to how academic performance is important for individual development in education (Kahar & Furqan, 2023). Nonetheless, the road to academic success is not always smooth. This journey can be affected by a number of internal and external variables, but two of the most prominent are academic pressure and mental health (Al Kandy et al., 2024).

Academic stress refers to a feeling of pressure experienced by students characterized by various physical and emotional reactions due to academic demands. The problem is also that many students do not have access, understanding, or acceptance of technology, making it a challenge for students to keep up with technological developments (Adda et al., 2022). Mounting workloads, tight deadlines, high expectations from self and others, and intense competition can all trigger academic stress (Khoiri et al., 2024). So in this case the role of technology is something that can help the survival of human life and academic achievement requires supporting facilities such as libraries, laboratories, study rooms, sports facilities, and others (Yasin et al., 2022) and (Hadi et al., 2022). This stress not only impacts students' physical health, such as sleep disturbances, headaches, and digestive problems, but it can also interfere with their mental health. Anxiety, depression and other mood disorders are often the consequences of prolonged academic stress.

Mental health is one of the internal components that affect students' academic performance (Ulfah, 2023). Students with good mental health tend to have higher motivation to learn, better focus, and better coping strategies. On the other hand, students with mental health issues such as depression or anxiety often have difficulties in completing tasks, concentrating, and interacting with others, which can ultimately hinder their academic performance. Academic achievement is the main measure of student success in college. Grade Point Average (GPA) is the main indicator of academic achievement, but other factors, such as non-academic achievements, scientific publications, and participation in extracurricular activities, may also be considered. Have good academic performance, will not only see better career opportunities, but will also have better feelings.

The golden triangle, consisting of academic stress, mental health and academic performance, are intertwined and affect each other. Poor mental health can lead to mental health problems, which in turn can hinder academic achievement. Conversely, good mental health can protect students from the negative effects of academic stress, allowing them to achieve their best performance. However, the relationship between these three components is not always linear and can be influenced by many other factors, such as social support, coping strategies, and individual characteristics.

Studies show that academic stress can impair a person's cognitive, affective, and behavioral functions, negatively impacting their academic performance. Mental disorders such as anxiety, depression, and post-traumatic stress disorder (PTSD) can be caused by academic stress. This stress can interfere with academic performance as it is difficult to concentrate and focus on academic tasks. Academic stress can be caused by individual factors, such as age, education, health conditions, and role conflict. External factors, such as family, teachers, neighborhood, and educational facilities and infrastructure, can also affect academic stress. Studies show that academic stress that is sustained or exceeds the level of the biggest health problem that has an impact on academic performance is academic stress problems. Students are a group that is vulnerable to stress originating from academic life (Hamzah et al., 2020).

Studies conducted show that academic stress has a significant impact on individuals' cognitive, affective and behavioral functioning, negatively affecting their academic performance. Factors such as anxiety, depression and post-traumatic stress disorder (PTSD) can arise as a direct result of prolonged academic stress. University students often experience stress due to pressures from academic demands and life responsibilities, as well as influences from their social and educational environments. It is important for educational institutions to implement supportive strategies that promote students' mental health and reduce the burden of stress that can interfere with their optimal learning.

Mental health is an important part of a person's life. People who have good mental health not only avoid mental illness but also have good mental health (Salvia, 2021). Good mental health is also related to good performance and productivity. Performance and productivity in this place can be adjusted to learning achievement in educational institutions (Kibtiyah et al., 2023). Mental health is an emotional and psychological condition that allows a person to function optimally in daily life (Putri et al., 2021) this shows that mental health is positively and significantly correlated: disorders such as depression and anxiety can interfere with a person's cognitive, affective, and behavioral functions.

Mental health consists of various internal and external factors affecting mental health, such as personality, coping strategies, and environmental conditions. Academic achievement is a change in behavioral skills or abilities that can increase over time which is not caused by the growth process, but learning situations so that it is seen as evidence of the efforts obtained by students (Cendana, 2021) There are several methods that can be used to improve mental health and cope with academic pressure. One of them is managing priorities and time (Syaikh et al., 2019).

Learning achievement is the result of measuring and assessing learning efforts. Academic achievement is the learning outcomes achieved by students over a certain period of time as evidence of their success in the learning process (Margareth & Christine, 2022). Academic performance is an indicator that describes a student's progress and as a measure of achievement derived from his or her overall education, similar to how marketing performance describes a company's progress in achieving its marketing goals (Zahara & Santi, 2023). With improved facilities and utilization of ICT, learning opportunities can be created to improve skills (Chairil et al., 2023). One of the main factors that affect students' academic performance is academic stress.

Academic achievement is not solely determined by academic performance metrics but also encompasses holistic development, including critical thinking skills, problem-solving abilities, and effective communication. It reflects a student's capability to apply learned knowledge in practical situations and adapt to diverse challenges in academic and professional settings. Institutions play a crucial role in fostering environments that support comprehensive academic achievement by providing diverse learning opportunities, encouraging innovation, and nurturing a growth mindset among students

Research in many countries has been conducted on the relationship between academic stress, mental health and academic performance. However, the findings of these studies have not been consistent and often contradict each other. While other studies have found that the relationship between academic stress and mental health and academic achievement is not always significant or can even be positive, other studies have found that this relationship is strongly negative. Therefore, this additional research is needed to further understand the complex relationship between these three components, especially in the context of university students. The effect of academic stress and mental health on students' academic performance is the subject of this study.

METHOD

This research will use a quantitative approach with a survey research design. The research population was shown to active students at the faculty of economics and business, Tadulako University. The research sample was taken using purposive sampling technique, with the inclusion criteria of students who have taken at least one semester and are willing to participate in the study. The data obtained will be analyzed using SPSS statistical software. Descriptive analysis will be used to provide an overview of the sample characteristics and research variables, while multiple regression analysis will be conducted to test the hypotheses related to the relationship between academic stress, mental health, and student academic performance. The validity test aims to measure the level of accuracy in interpreting the results of the analysis, while reliability will be evaluated to determine the consistency of the research instrument in the context of the influence of these factors (Daswati et al., 2021). In addition, mediation analysis will be conducted to test whether mental health mediates the relationship between academic stress and academic achievement.

HASIL DAN PEMBAHASAN

Results

Deskriptif Statistik

Tabel 1 Descriptive Statistics Academic Stress (X1)

Indikator	N	Mean	
X1.1	46	4.57	Highest
X1.2	46	4.23	Lowest
X1.3	46	4.23	
X1.4	46	4.42	
Valid N (listwise)	46		

Based on Table 1. It can be seen that the Family Role indicator (X1.1) has the highest mean frequency of 4.57 and a standard deviation of 0.636, this value is in the very good category, which means that the majority of students get support from their families to achieve good academic performance. Meanwhile, the lowest indicators of the academic stress variable are X1.2 and X1.3, namely assignments or exams and worry about other people's opinions with a mean value of 4.23 and a standard deviation of .6140 and .92069 which are classified as very good categories. This can be interpreted that many students are able to complete assignments or exams well and do not worry about other people's opinions about their grades.

Tabel 2. Descriptive Statistics Mental Health (X2)

Indikator	N	Mean	
X2.1	46	4.30	
X2.2	46	4.36	Highest
X2.3	46	4.13	
X2.4	46	4.32	
X2.5	46	4.01	
X2.6	46	4.01	Lowest
Valid N (listwise)	46		

Based on Table 2. It can be seen that the Mood indicator (X2.2) has the highest mean frequency of 4.36 and a standard deviation of 0.672, this value is in the very good category, which means that most students are able to focus on positive things to keep their mood good. Meanwhile, the indicators of an excited state and low frustration tolerance (X2.5 and X2.6) have the lowest mean frequency in the good category, namely 4.01 and a standard deviation of 0.727 and 0.779. This can be interpreted that the majority of students are able to be productive in learning and able to control emotions in facing challenges.

Tabel 3. Descriptive Statistics Academic Achievement (Y)

Indikator	N	Mean	
Y.1	46	3.5577	Lowest
Y.2	46	3.8654	Highest
Y.3	46	3.8654	Highest
Valid N (listwise)	46		

Based on Table 3. it can be seen that the indicators with the highest mean frequency value are emotional regulation and skills of 3.86 and standard deviation of 0.714 and 0.929 (good category), which means that the majority are able to regulate negative emotions and are always active in academic and non-academic activities. While the knowledge indicator has the lowest mean frequency of 3.55 and a standard deviation of 0.849 The value is in the good category, which means that students have high intellectual knowledge.

Multiple Linear Analysis

Tabel 4. Partial Test (t)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.538	1.978		-.272	.787
	X1	.244	.130	.232	1.879	.066
	X2	.300	.070	.533	4.311	.000

a. Dependent Variable: Y

The significance value (X1) is 0.066 > 0.05 with a T table value of 1.879 (1.879 > 1.676), meaning that there is a significant effect on (Y). The significance value (X2) is 0.000 < 0.05 with a T table value of 4.311 (4.311 < 1.675), meaning that it has an effect on (Y) but is not significant.

Tabel 5. Simultaneous Test (f)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	78.986	2	39.493	22.069	.000 ^b
	Residual	87.687	49	1.790		
	Total	166.673	51			

a. Dependent Variable: Y
b. Predictors: (Constant), X2, X1

The table above shows that the F value is 22,069 and the significance of 0.000 indicates that the regression model is statistically significant. It can be concluded that the variables X1 and X2 together have an influence on Y.

Tabel 6. Coefficient of Determination

WAHYUModel Summary				
Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688 ^a	.474	.452	1.33774

a. Predictors: (Constant), X2, X1

In the table above, it is known that the R Square value is 0.474. This shows that the variables (X1) academic stress and mental health (X2) affect the academic achievement variable (Y) by 47.4%. While the remaining 52.6% is influenced by other factors not examined in this study.

The results of the study state that academic stress and mental health affect academic achievement. Students also support the hypothesis that learning motivation is related to academic achievement (Astuti et al., 2021). This is in line with previous research which shows that there is a positive and significant influence between academic stress and mental health on academic performance (Ulfah, 2023)

Discussion

This study highlights the significant role of academic stress and mental health on students' academic performance. Although academic stress (X1) showed an insufficiently significant influence individually (p = 0.066), results showed that mental health (X2) had a clear and significant influence on academic performance (p = 0.000). The regression analysis confirmed that the overall model was significant, with R Square reaching 0.474, meaning approximately 47.4% of the variation in academic performance can be explained by academic stress and mental health.

The results of this study support the theory that students' psychological and mental states have a significant impact on their academic performance. Support from family, ability to cope with stress related to assignments and exams, and resilience to social pressures (such as worrying about others' opinions), as well as solutions to overcome concerns about others' opinions about academic performance, students should focus on their own personal learning process and achievements. It is important to avoid unhealthy comparisons and build support from a positive environment such as friends, lecturers, or academic counselors. This plays an important role in creating a supportive environment for optimal academic achievement.

The role of lecturers and the environment in reducing academic stress and supporting students' mental health is crucial in improving their academic performance. Lecturers can provide support by providing constructive feedback that motivates and guides students in understanding the material and completing assignments. Supportive environments, such as inclusive and collaborative classes, can also reduce learning pressure by creating an atmosphere where students feel comfortable sharing ideas and learning together.

On the other hand, lecturers can promote mental health awareness by providing resources and information about counseling or support services available on campus. This assists students in coping with academic stress and responding positively to the academic challenges they face. In this way, comprehensive support from lecturers and the campus environment can help students develop a healthy balance between academic stress and mental well-being, which can ultimately improve their overall academic performance.

The implications of these findings point to the importance of educational institutions to not only focus on academic aspects, but also pay serious attention to students' psychological well-being. Supportive programs, such as psychological counseling and social support, can help students manage stress and improve their mental health, which in turn will have a positive impact on their overall academic achievement.

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CONCLUSION

There is a significant relationship between academic stress and students' mental health and academic performance, according to research conducted on both. Students' mental health can be affected by academic stress, such as the demand to succeed in exams, assignments, or other assessments. This can lead to more anxiety, depression, or even fatigue. Stress that is not properly addressed can impair concentration, memory, and learning ability, which can affect students' grades and their overall academic progress. Conversely, better academic performance is supported by good mental health. Educational institutions should pay attention to students' mental well-being and provide them with support and resources to help them manage academic stress. Students who have adequate social support and are able to manage stress better are likely to achieve better academic outcomes. Overall, maintaining a balance between academic needs and mental health is key to improving students' academic performance in the long run.

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