

PERCEPTION OF ACADEMIC STRESS IN THE LEARNING OF FIRST YEAR STUDENTS

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ABSTRACT

Introduction: Academic stress occurs when academic demands are perceived as exceeding individual capacity. **Objective:** This study aims to describe the perception of academic stress in students covering the first year of Riau University. **Method:** This descriptive quantitative study used a cross-sectional approach. Data were collected using the Perception of Academic Stress Scale (PASS) questionnaire, which includes 18 validated and reliable items. The sample consisted of 160 first-year students from four classes, selected through stratified random sampling. Univariate analysis described respondent characteristics and stress levels. **Results:** Most respondents were late teens (91.3%), female (92.5%), entered via SNBT (36.9%), and experienced moderate stress levels (78.1%). For academic expectations (69.4%), for workload and exams (77.5%), and for academic self-perception (69.4%). **Conclusion:** Most first-year nursing students at Riau University experience moderate academic stress. Future research should consider additional factors such as parenting style, emotional intelligence, and self-confidence to inform effective interventions.

Keywords: Academic Stress; First-Year Students; Perception

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INTRODUCTION

Stress is a psychological response to certain situations or stimuli that cause physical and emotional changes. The American Accreditation Health Care Commission (2021) defines stress as a reaction to situations or factors that can cause physical, emotional, or a combination of both changes. Iqtina, Rahmi, & Rani (2021) emphasize that prolonged or excessive stress can negatively impact physical and mental health. Nur and Mugi (2021) also note that excessive stress can disrupt an individual's long-term well-being. Potter & Perry (2005) classify stress into several levels: mild stress usually lasts briefly, from several minutes to a few hours, and is considered a normal reaction experienced by every individual. Moderate stress occurs when pressure is experienced for a longer time, from several hours to several days. Severe stress can last even longer, sometimes weeks or years, and poses significant health risks (Yusriyyah, 2020).

First-year students often face additional challenges as they transition to adulthood and adapt to the university environment. The Ministry of Law and Human Rights (2012) states that entering university represents a shift from student to university life, bringing significant changes in both academic and non-academic demands. Maulina & Sari (2018) reveal that first-year students experience various changes that can trigger stress, as they are at the late adolescence stage, typically between 18 and 25, often marked by instability and identity crises (Masdiyanti & Ulliya, 2023). In the university setting, academic stress is a common issue arising from various pressures. Academic stressors include poor time management, workload, exam-related worries, poor self-management, and interpersonal conflicts (Soto Rubio et al., 2020). Bedewy & Gabriel (2015) explain that academic stress encompasses three main aspects: academic expectations, workload and exams, and self-perception related to academics. Academic expectations involve the hopes that come from oneself, family, or the social environment (Nursalam

et al., 2023). Workload and exams relate to academic pressure that exceeds students' capacity, including heavy exams, a tight study schedule at both campus and home, and interruptions to rest time. Self-perception in academics includes excessive anxiety about failing to achieve academic goals and feelings of inadequacy in facing academic challenges.

Academic stress affects students' physical, mental, emotional, and behavioral health. Physical symptoms include headaches, fatigue, and cold sweats. Behavioral impacts include tendencies to avoid, feel lazy, and struggle to focus. Cognitively, students may experience negative thoughts, emptiness, and difficulty making decisions. Emotionally, they become more sensitive to criticism and are easily anxious or panicked (Boyraz & Legros, 2020). The prevalence of academic stress among students is quite high, especially in Asia. According to Habeeb (2010) and Koochaki (2011), around 38–71% of students globally experience academic stress, with the highest rates in Asia at 39.6%. In Indonesia, the percentage ranges from 36.7–71.6% (Arenliu Qosaj et al., 2022). Wahyudi et al. (2017), in a study of first-year students at the Faculty of Medicine, University of Riau, found that the majority of students experienced moderate stress, at 56.63%. Students typically cope with stress through various methods, such as spending time alone, sleeping, using their phones, watching TV or movies, snacking, praying, or sharing stories with close ones (Lubis et al., 2021). This study aims to describe the perception of academic stress in students covering the first year of Riau University.

METHOD

This study employed a descriptive method with a quantitative approach to describe the level of academic stress experienced by first-year students in the Faculty of Nursing at Universitas Riau during the learning process. A cross-sectional design was applied to capture the situation or condition at a specific point in time. The sample consisted of 160 first-year students from the Faculty of Nursing, Universitas Riau, selected using stratified random sampling to represent four different classes. The sample size was determined using the Slovin

formula with a 5% margin of error. Data were collected using the Perception of Academic Stress Scale (PASS) questionnaire developed by Bedewy & Gabriel (2015).

This questionnaire measures three main aspects of academic stress: academic expectations, workload and exams, and self-perception related to academics. The questionnaire contains 18 questions, with 13 favorable and 5 unfavorable items related to students' academic stress. Scores for positive answers were assigned based on the level of agreement, ranging from 1 for "Strongly Disagree" to 5 for "Strongly Agree." Conversely, scores for negative answers were assigned in reverse. The total academic stress score in the questionnaire ranges from 18 to 90, with higher scores indicating a higher level of academic stress. The PASS questionnaire has been tested for validity and reliability, with a Cronbach's alpha coefficient of 0.70 (Bedewy & Gabriel, 2015) and an Indonesian language adaptation with a validity result of 0.802 (Nugroho & Soetjningsih, 2023). Data analysis in this study involved univariate analysis using simple descriptive methods, describing the researched variables including percentage analysis and frequency distribution of each variable.

RESULTS

Table 1 Overview of Respondent Characteristics (n=160)

Characteristics of responden	n	%
Age		
Late Adolescence	146	91.3
Early Adulthood	4	2.5
Late Adulthood	8	5.0
Early Elderly	2	1.3
Gender		
Male	12	7,5
Female	148	92,5
Admission Pathway		
SNBP	48	30,0
SNBT	59	36,9
PBUD	37	23,1
MANDIRI PTN	16	10,0
TOTAL	160	100

Based on Table 1, it is known that out of the 160 respondents surveyed, the majority are in late adolescence, with 146 respondents (91.3%). The majority of the respondents are female, totaling 148 individuals (92.5%). The largest number of students were admitted through the SNBT pathway, with 59 respondents (36.9%).

Table 2 Frequency distribution and percentage of perception of academic stress (n-160)

Characteristics	Categorization	n	%
Light	$X < 46$	15	9,4
Moderate	$46 \leq X < 59$	125	78,1
Heavy	$X \geq 59$	20	12,5
Total		160	100

Based on Table 2, it is known that out of 160 respondents studied, the majority fall into the moderate academic stress perception category, with 125 individuals accounting for 78.1%. The majority of respondents have a perception of academic stress in the light category, with 15 individuals making up 9.4%, while 20 individuals fall into the heavy category, representing 12.5%.

Table 3 Frequency Distribution of Aspects of Academic Stress Level (n-160)

Characteristics	Categorization	n	%
Academic Expectations			
Light	$X < 10$	24	15.0
Moderate	$10 \leq X < 14$	111	69.4
heavy	$X \geq 14$	25	15.6
Workload and exam aspects			
Light	$X < 22$	18	11.3
Moderate	$22 \leq X < 29$	124	77.5
heavy	$X \geq 29$	18	11.3
Self-perception in academic matters			
Light	$X < 12$	28	17.5
Moderate	$12 \leq X < 18$	111	69.4
heavy	$X \geq 18$	21	13.1
Total		160	100

Based on Table 3, it is known that out of 160 respondents studied, the majority have moderate academic stress in the aspect of academic expectations, with 111 respondents (69.4%).

Additionally, a majority of respondents experience mild academic stress in this aspect, with 25 respondents (15.6%), while another 25 respondents (15.6%) experience severe academic stress. For the aspect of workload and exams, the majority of respondents have moderate academic stress, totaling 124 respondents (77.5%). Severe academic stress in this aspect is reported by 18 respondents (11.3%), and another 18 respondents (11.3%) experience mild stress. In terms of self-perception in academics, the majority of respondents experience moderate academic stress, totaling 111 respondents (69.4%). Meanwhile, 28 respondents (17.5%) experience mild academic stress, and 21 respondents (13.1%) experience high academic stress.

DISCUSSION

Age

In this study, the majority of respondents were in late adolescence, totaling 146 respondents, representing 91.3%. Late adolescence refers to individuals aged 17–25 years (Hakim, 2020). In line with the research by Pebriyanti (2022), the majority of respondents were also within the 17–25 age range, totaling 100 respondents (99.0%). This age group, often referred to as late adolescence, is marked by significant life transitions, such as pursuing higher education, starting careers, and forming more serious personal relationships. These changes can lead to instability and identity crises (Masdiyanti & Ulliya, 2023), which in turn can increase levels of stress and anxiety (Erindana et al., 2021).

Gender

Based on the results of this study, the majority of respondents were female, totaling 148 respondents, representing 92.5%. This finding aligns with Syafitri's (2023) study, which also reported that most respondents were female, totaling 109 respondents (88.6%). This is because the Faculty of Nursing tends to be dominated by women rather than men, consistent with the situation in the Faculty of Nursing at the University of Riau, where the majority of nursing students are female. This aligns with historical perspectives, where nurses traditionally took on caregiving roles, leading the

profession to be female-dominated (Baihaqi & Etlidawati, 2020).

In terms of academic stress, research shows that female students tend to experience higher academic pressures than male students. Women are often more sensitive to academic demands, such as deadlines, exams, and grading standards. In the context of nursing, female students may feel compelled to present themselves as competent and caring future nurses. This expectation can add to their mental burden and is one factor contributing to academic stress (Iswanti, D.I, Lestari, S.P & Hani, 2020).

Admission Pathways

The results of this study indicate that the SNBT pathway is the most common entry route in the Faculty of Nursing at the University of Riau, with 59 respondents (36.9%). This pathway is considered more structured as it is based on the Computer-Based Written Test (UTBK) results and has a larger quota (at least 40%), providing higher admission opportunities compared to other pathways. A total of 48 respondents (30%) were admitted through the SNBP pathway, a more selective achievement-based route with a smaller quota (20%) for students with excellent academic records. The PBUD pathway, which is designated for students with special achievements or those from specific regions, admitted 37 respondents (23.1%). According to Irsyandi (2020), this pathway supports students from remote areas in gaining access to higher education. Lastly, the Independent pathway was chosen by 16 respondents (10%), offering opportunities for those who did not qualify through the national selection routes. Each admission pathway brings different challenges and levels of academic stress. SNBT students may face stress from the intense competition and UTBK performance demands, while SNBP students may feel pressure to maintain the high academic standards achieved in school. PBUD students may experience stress from adapting to a new environment, while students entering through the Independent pathway often feel additional pressure as it is commonly chosen as a final option (Nurhasanah et al., 2019).

Academic Stress Perception

This study reveals that the majority of respondents experience academic stress at a moderate level, with 125 respondents (78.1%) falling into this category. Stress at this level indicates significant academic pressure that students can still manage without causing serious disruption. Respondents reported various symptoms, including anxiety, fatigue, digestive issues (such as diarrhea or constipation), sleep disturbances, menstrual cycle changes, and decreased concentration and memory. These findings align with research by Harahap et al. (2020), which showed that 225 students (75%) experienced moderate stress due to difficulties balancing academic demands and their own capacities. Angelica & Tambunan (2021) added that academic stress arises when educational demands exceed an individual's capacity to cope, resulting in pressure that impacts students' performance and mental state. Similarly, Sekh et al. (2021) found that the majority of respondents in the Faculty of Medicine at Universitas Muhammadiyah Semarang, 61 students (51.3%), experienced moderate stress, primarily due to high workload and grade expectations. Suprpto (2022) also reported similar findings, with 24.1% of undergraduate nursing students at Universitas Ngudi Waluyo experiencing moderate stress, while Rosyidah (2020) observed that 90% of students at Universitas Hasanuddin reported moderate levels of academic stress.

Hamzah (2020) identified the primary sources of stress as heavy workloads, including individual and group assignments, quizzes, and a packed class schedule, all of which impact rest time and contribute to stress. Overall, academic stress among students is caused by multiple factors, including high grade expectations, accumulating assignments, long study hours, and pre-exam anxiety. Pascoe et al. (2020) noted that academic stress affects various aspects such as learning ability, academic achievement, sleep quality, and mental health. In the context of academic stress, Bedewy & Gabriel (2015) identified three main factors that contribute to stress among students: academic expectations, workload and exams, and self-perception related to academic abilities.

Academic Stress Levels Based on Three Aspects

The majority of the 160 respondents indicate experiencing academic stress in the area of academic expectations, with 111 respondents (69.4%) reporting moderate stress, 25 respondents (15.6%) experiencing high stress, and 24 respondents (15.0%) experiencing low stress. This aspect involves high expectations for academic achievement from oneself, family, and instructors (Manik et al., 2023). Another study by Fitriani et al. (2022) found that 291 students (49.74%) were at a moderate stress level regarding academic expectations. The expectations of instructors and parents for students to quickly grasp concepts and achieve high performance often exceed students' capacities, resulting in feelings of failure and frustration (Iswanti et al., 2023). Difficulties in fully understanding material, especially in the first year, exacerbate the pressure felt, often leading to stress (Yikealo et al., 2018). The majority of respondents (124 out of 160, or 77.5%) experience moderate academic stress related to workload and exams. Eighteen respondents (11.3%) report high stress, while another 18 respondents (11.3%) report low stress. This aspect pertains to students' perceptions of various academic demands, such as excessive or overwhelming coursework and exam challenges. Indicators for this aspect include time allocation for learning and assignments, the number of assignments given, and conditions faced during exams.

A study by Manik et al. (2023) reported similar findings, with 67.4% of respondents experiencing moderate stress in the workload and exam aspect. Meanwhile, Fitriani et al. (2022) noted that 50.09% of respondents had moderate stress levels in this area. Based on the current study, many respondents disagreed with the statement, "The time allocated for classes and academic tasks is adequate for me." This suggests that many students feel that academic workload is disproportionate to the available time. Such misalignment significantly affects academic stress, where demands that exceed a student's capability can trigger stress. Conversely, when an individual's capability surpasses the demands, they tend to view these demands as a challenge that does not cause stress

(Rakhmawati & Farida, 2018). In terms of self-perception of academic ability, a majority of 111 respondents (69.4%) experience moderate stress, with 21 respondents (13.1%) experiencing high stress and 28 respondents (17.5%) experiencing low stress. This aspect includes negative perceptions of one's academic ability, especially when students feel unable to meet academic demands. Indicators for this aspect include positive perceptions, such as ease in making academic decisions during studies, and negative perceptions, like fear of failing exams or courses. Manik et al. (2023) also found that 60.9% of respondents had moderate stress in the area of academic self-perception. This study revealed that 60 respondents (34.3%) agreed that excessive concern about exams is a character flaw they possess. This condition leads to academic stress, especially when students feel that academic demands exceed their abilities. Negative self-perception worsens this situation, as students feel incapable of coping with academic pressure, which can result in prolonged stress and negatively impact academic performance, motivation to study, and mental well-being. In contrast, Fitriani et al. (2022) found that self-perception is the highest cause of stress, with 321 respondents (54.87%) experiencing stress, primarily due to concerns about academic results or grades during college.

This study highlights the need for academic support, such as counseling and stress management training, to help first-year students reduce academic pressure. Faculties could also consider adjusting workloads and exam demands to be more manageable for students. Psychosocial support programs are also recommended to enhance mental well-being. The study's limitations include its scope being restricted to students of the Faculty of Nursing at Riau University and the use of the PASS questionnaire, which may not capture all dimensions of academic stress. Additionally, the cross-sectional design limits understanding of the long-term dynamics of stress. Further research is needed to expand these findings.

CONCLUSION

The study reveals that most first-year nursing students at Universitas Riau, particularly females in

late adolescence (17-25 years), experience moderate academic stress, primarily due to high academic demands that are difficult to manage. The main sources of stress include academic expectations, workload, exams, and self-perception. These findings underscore the need for targeted support strategies, including stress management programs and adjustments in academic workload, to alleviate stress and promote student well-being.

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