PENGARUH MOTIVASI BELAJAR, EFIKASI DIRI, DAN DUKUNGAN TEMAN SEBAYA TERHADAP STRES AKADEMIK PADA MAHSISWA

EFFECT OF LEARNING MOTIVATION, SELF EFFICACY, AND PEER GROUP SUPPORT ON ACADEMIC STRESS ON COLLEGE STUDENT

Nikmatul Muthiah
Accounting Education, Yogyakarta State University
nikmahmuthiah17@gmail.com

Amanita Novi Yushita, S.E., M.Si.

Teaching Staff of Department of Accounting Education, Yogyakarta State University
amanitanovi@uny.ac.id

Abstrak*:* Pengaruh Motivasi Belajar, Efikasi Diri, dan Dukungan Teman Sebaya terhadap Stres Akademik pada Mahasiswa. Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh Motivasi Belajar Terhadap Stres Akademik; (2) Pengaruh Self-Efficacy Terhadap Stres Akademik; (3) Pengaruh Dukungan Sebaya Terhadap Stres Akademik. Penelitian ini menggunakan metode ex-post facto sebagai metode penelitian. Penelitian ini memiliki 367 populasi dan 192 sampel berasal dari mahasiswa angkatan 2018 Fakultas Ekonomi UNY. Teknik pengumpulan data yang digunakan adalah kuesioner. Penelitian ini menggunakan Pearson Product Moment sebagai uji validitas dan Cronbach Alpha sebagai uji reliabilitas. Teknik analisis data menggunakan uji regresi linier berganda. Hasil penelitian pada taraf signifikan 5% menunjukkan: (1) Motivasi belajar berpengaruh positif dan signifikan terhadap Stres Akademik dengan nilai t hitung sebesar 2,956 dan nilai signifikansi 0,004; (2) Self-efficacy berpengaruh negatif dan signifikan terhadap Stres Akademik dengan t hitung 2,018 dan nilai signifikan 0,045; (3) Dukungan Peer Group berpengaruh negatif dan signifikan terhadap stres akademik mahasiswa dengan t hitung sebesar 2,087 dan nilai signifikansi sebesar 0,038; (4) terdapat pengaruh positif dan signifikan motivasi belajar, efikasi diri, dan dukungan teman sebaya terhadap stres akademik mahasiswa dengan nilai F hitung sebesar 29,808 dan nilai signifikansi sebesar 0,000.

Kata Kunci: Motivasi Belajar, Efikasi Diri, Dukungan Teman Sebaya, Stres Akademik

***Abstract: Effect Of Learning Motivation, Self Efficacy, And Peer Group Support On Academic Stress On College Student.** This study aims to determine: (1) The Effect of Learning Motivation on Academic Stress; (2) The Effect of Self-Efficacy on Academic Stress; (3) The Effect of Peer Support on Academic Stress. This research use ex-post facto as a research method. This study has 367 populations and 192 samples came from students of the 2018 class of the Faculty of Economics, YSU. The data collection technique used is questionnaire. This study uses Pearson product moment as validity test and Cronbach alpha as reliability test. The data analysis technique used multiple linear regression test. The results of the research at significant level of 5% showed: (1) Learning motivation has positive and significant effect on Academic Stress with t count is 2.956 and significant value of 0.004; (2) Self-efficacy has negative and significant effect on Academic Stress with t count is 2.018 and significant value of 0.045; (3) Peer Group Support has negative and significant effect on*

student academic stress with t count is 2.087 and significant value of 0.038; (4) there is positive and significant effect of learning motivation, self-efficacy, and peer support on student academic stress with value of F count is 29.808 and significant value of 0.000.

INTRODUCTION

Students have different levels of adaptability. When students do not have a good ability to adapt and have obstacles that are not resolved, the obstacles will increase over time. Alder argues (in Prawira: 2013) that although a student has the ability to adapt to his environment, he does not deny that he still lacks confidence. When students are continuously left behind by others, and it is increasingly difficult to adapt in addition to being unproductive, students will also experience psychological pressure, which results in the disruption of students' mental health.

According to WHO (2016) there are about 35 million people experiencing depression, 60 million people experiencing bipolar disorder, 21 million people suffering from schizophrenia, and 47.5 million people having dementia. Meanwhile, based on data from the Indonesian Ministry of Health (Indonesian Ministry of Health, 2020) it is noted that the number of people with mental disorders in Indonesia is 236 million people. 6% and 0.17% of people with mild mental disorders have severe mental disorders. While the population aged 15-24 years, as many as 6% of the population experience mental disorders.

One of the mental disorders experienced by students is stress. The stress experienced by students has several levels, namely mild, moderate, and severe levels. According to research conducted by Putri Dewi et al. (2017) showed that the stress level of undergraduate and diploma students with an average age of 22.01 years, namely 35.6% suffered from mild stress, 57.4% suffered from moderate stress, and 6.9% showed high stress.

According to Goliszek (in Anggarini, 2018) the symptoms caused by the stress experienced by students consist of physical symptoms, emotional symptoms, and behavioral symptoms. Stress can be experienced by all students at every university in Indonesia, including Yogyakarta State University. Based on a survey conducted to 20 students of Yogyakarta State University, it shows that 80% of students have experienced academic stress. This can be seen from 50% of students showing symptoms of worrying about dissatisfied with grades, 75% of students experiencing symptoms of dizziness due to assignments, and 65% of

students experiencing symptoms of anxiety due to missing learning materials. Based on the pre-research survey, it shows that Yogyakarta State University students also suffer from academic stress.

Stress is a condition in which individuals experience psychological disturbances because they are required to be responsive and adaptive, which interferes with their welfare (Aryani, 2016). According to PMI, stress is the pressure experienced by humans caused by stressors or causes of stress (PMI, 2015).

According to the opinion of Olejenik and Holschuh (2007) students who experience academic stress will result in a decrease in interest in learning. Academic stress will arise because of the many demands and tasks that must be done by students. According to Uno (Harisuddin, 2019), learning motivation can arise due to extrinsic and intrinsic factors. Intrinsic factors include the desire and drive to learn, willingness to achieve, hopes, aspirations, and the need to learn.

Researchers have proposed that the degree of academic stress status is not displayed uniformly across all students but tends to be determined according to individual differences which are referred to as personal resources (Jung, Kim, Ma, & Seo, 2015). Personal resources are the quality of things that can affect the effects of stress on human mental health. The personal

resource itself is self-efficacy which has received the attention of researchers as one of the factors that influence academic stress. According to Bandura (Santrock, 2007), Self-Efficacy is a belief in individuals that they can adapt to the atmosphere and create something positive. This belief arises from within the individual itself.

Student external factors can also have a strong influence on the academic stress suffered. According to Welled and Graf (2011), the strongest factor in stress tolerance is a strong social network. Social networks, especially peer support, have an important role in solving academic stress experienced by students. Peers themselves have the meaning of a collection of children or adolescents who have similarities and equality both from the level of emotional maturity or the same age level (Yunalia & Etika, 2020).

LITERATUR REVIEW
The Concept of Stress

Stress is a natural condition for humans today. Based on the thoughts of Kupriyanov and Zhdanov (2014) stress is a normal condition for today's modern society. Stress for modern society has become an attribute of life. The attribute of modern society in question is that stress can occur in various fields such as schools, offices, families, and in other environments. Stress also does not look at age, occupation, or

economic status. Stress can attack all human elements without exception. Especially in modern society stress easily attacks them. Stress in modern society is considered normal because most people have experienced it or are currently experiencing it.

Yusuf's opinion is in line with the opinion of Kupriyanov and Zhdanov who stated that stress is normal for humans. Yusuf then explained (Azmy, Nurihsan, & Yudha, 2017) stress is a normal psychophysical condition experienced by humans in living a daily life that is inherent in each individual. Yusuf explained that stress is a normal condition for humans. Stress is a condition that cannot be separated from everyday human life.

The Concept of Academic Stress

Sun, Dunne, and Hou (2011) defines academic stress as the pressure that students feel at school because of the demands of various tasks that must be completed but are not in accordance with their capacity. This was also conveyed by Barseli et al. state that Academic stress is a condition where there is something that causes pressure on individuals due to a subjective perspective on an academic condition. This pressure causes reactions in individuals, both physically and mentally or psychologically (Barseli, Ifdil, & Nikmarijal, Student Academic Stress Concept, 2017). These two opinions say that academic stress will arise when students experience great pressure on their learning activities. Students who experience excessive pressure and are unable to cope with the pressure will result in students experiencing stress.

Beggs, Shields, and Goodin have same opinion to Sun, Dunne, and Hou. Beggs, Shields, and Goodin (in Emond, Ten Eycke, Kosmerly, Rabinson, Stillar, & Blyderveen, 2016) said that academic stress is a condition where there is pressure that refers to the academic environment, written tests, assignments, or when it occurs— learning assessment. The pressure that arises on students comes from matters related to their academics. The academic environment, assignments, tests, and evaluations are sources of academic stress.

Based on the opinion of experts, it can be concluded that Academic Stress is a condition where students experience a response both physically and psychologically to the individual's inability to pressures or problems that occur to him.

Academic Stress Aspects

According to Sun, Dunne, and Hou (2011), there are five aspects of academic stress, namely:

Study Pressure. During the learning process, individuals usually experience learning pressures that arise from within themselves. This learning pressure can be in the form of pressure from parents, pressure

from school friends, pressure to evaluate learning, and pressure to go to higher education.

Task Load. Tasks are commonplace in education in Indonesia. The number of tasks given by the lecturer or teacher makes students carry a lot of workloads. The tasks given are related to theory during learning and practical assignments. Usually, this task can be in the form of homework, or it can also be in the form of group assignments, paper assignments, exams, tests, and other tasks.

Value Concerns. Value is one of the benchmarks for the level of success of learning that is commonplace in society. Concerns about this value are a condition that arises from within the individual regarding his views on the values he gets during school. Concern with high grades makes students experience academic stress, which has an impact on unsatisfactory grades.

Self-Expectation. Self-expectation can be interpreted as an individual's expectation with himself to achieve something. When students experience academic stress, they usually do not have good expectations of themselves. Usually indicated by the attitude of feeling always unsuccessful with what he is trying to do, feeling ashamed of the results of his efforts, feeling that he always disappoints teachers and parents.

Despair. Despair is an individual action where the individual gives up on something and feels unable to achieve goals or targets in life. People with academic stress will feel easy to give up on lessons, such as feeling unable to understand subjects or feeling unable to complete tests or assignments.

The Concept of Learning Motivation

Motivation is an impulse that arises and comes from within humans, or there are external factors. According to the opinion of John W. Santrock (2007), motivation is a process that results in the formation of enthusiasm, purpose, and persistence of action. Motivated behavior is an action that has direction, is full of energy, and lasts a long time. Motivation can help a person to be enthusiastic in achieving his goals. In addition, motivation also plays a role when someone manages to maintain something that he thinks needs to be maintained. This motivation is needed for students to live their lives. John W. Santrock explains further that student motivation in class is related to the actions students take and how much they are given encouragement, guidance, and can be maintained for how long. If students are not enthusiastic about following certain courses, then the student lacks motivation. In contrast to students who have enthusiasm in following certain subjects and try to pass the lesson, these students have high motivation.

Indrati argues that (Mulyaningsih, 2014) Learning motivation is a person's desire or willingness to carry out learning activities in order to achieve optimal learning achievement. Indrati's opinion is strengthened by Siti Suprihatin (Suprihatin, 2015) states that Learning Motivation is a willingness that arises in a person to learn with a specific purpose. Demolingo has the same opinion as the previous expert. He explain that learning motivation is something that encourages and moves individuals to carry out learning activities and feel excited to do learning activities (Demolingo, Kalalo, & Katuuk, 2018).

Based on the definition of motivation and learning from previous experts, it can be concluded that the definition of learning motivation itself. Learning motivation is a desire that arises in humans resulting in changes in behavior and physical changes to achieve certain goals.

Learning Motivation Indicators

According to Sardiman's opinion (Sadirman, 2011), students with the following indicators are students who have motivation, namely:

Diligently doing tasks. Students who are diligent in carrying out tasks without complaining are included in the characteristics of students who have good motivation. Diligently working on assignments here means that students can carry out activities continuously for a long time and never stop until the task or activity is completed.

Tenacious doing adversity. Students who are tenacious in facing every problem will not easily give up or give up. Tenacious students also tend not to need external encouragement to excel. Students with this indicator will not be quickly satisfied with what has been obtained. One of them, in terms of achievement, will not be quickly satisfied with the achievements he has got.

Show interest in various issues. Students with good motivation will show interest in various problems that arise. Students will be interested in learning new things that arise from this problem. Students tend to enjoy their learning activities from the problems they face without feeling burdened by them.

They prefer to work independently. The next indicator is related to the way students work who have good motivation. Students with good motivation will tend to prefer to work alone. It doesn't mean that they can't work in groups, but these students will be more comfortable and happy if they work independently.

Get bored quickly with routine tasks. Giving assignments routinely, repetitively, and not varied makes students with good motivation feel bored quickly. This is because students feel that the tasks given are routinely ineffective. In addition

to repeated assignments that are mechanical, it will make students bored more easily. This is related to the lack of interest in the task for students who like new things. Meanwhile, routine and repetitive tasks tend to be monotonous.

Defend opinion. Students will tend to defend their opinion on certain things. Opinions will try to be maintained even if there are parties who doubt their opinions. If you already believe in something, it will be maintained and will not be easily shaken.

It's not easy to let go of what you believe in. When students believe in what they believe in, it will not be easy for them to let go of it. Students will hold on to what they already believe in. Changing something that is already believed will require a lot of reason and time and a lot of time because it's not so easy to change the minds of students who are already convinced of something.

Pleased to find and solve a problem. The problem that arises is a pleasure for students. This pleasure arises because students can learn new things to solve the problems they face. The problems that arise in his life are not something that burdens him but serves as challenges that must be solved. No exception to the problems that arise when working on questions. The problems that arise in the questions will be different from one another. The difference in the problem on this question requires students to find a way out of every problem.

The Concept of Self-Efficacy

Self-efficacy can be interpreted as belief in oneself. According to Bandura (Gufron & Risnawati, 2010), self-efficacy can be interpreted as a belief that arises in each individual that he is able to create positive things and can master the existing conditions. Confidence in yourself needs to be instilled in yourself. This will have an effect when students face problems later. Students with high self-efficacy will be embedded in him that he is able to solve every problem he faces. On the other hand, students who have low self-efficacy will be less confident in solving every problem and will tend to be stressed when they get into trouble due to a lack of confidence that they can solve every problem.

Kristiyani has the same opinion as Bandura. She explained further that self-efficacy is an individual's belief in his ability to show his ability in certain things that can affect his life. Self-efficacy will determine behavior, ways of thinking, and how individuals can motivate themselves. A person's self-efficacy will vary from one thing to another. There are students with high self-efficacy in doing assignments but have low efficacy in making presentations in class. This kind of thing will be different from one person to another. Students with high self-efficacy abilities when they get

assignments will think that they must be able to complete the given task and will consider the task as a fun challenge. On the other hand, students who have doubts about themselves or do not have confidence in themselves will see that difficult tasks are obstacles and obstacles for themselves. Low self-efficacy causes students to give up easily and lack aspirations and commitment to their goals. Low self-efficacy can also make students look down on themselves and feel they do not have any achievements, so they will easily experience stress (Kristiyani, 2016).

Kartika's opinion on self-efficacy is slightly different from previous expert opinions. Kartika explained that (Kartika, 2021), is an individual's ability to control himself. Kartika added that self-efficacy is an individual's feeling of the fulfillment of things in life, efficiency, and how the individual succeeds in dealing with his life. Self-efficacy is also related to how a person has confidence in himself to organize and regulate how his life will be. Students with good self-efficacy will have a well-organized life because of their self-confidence. When students can complete the various tasks given and can achieve the expected goals, they have good self-efficacy. Without good self-efficacy, students cannot complete every task given, so they cannot achieve their goals and have no results.

Based on the understanding of the experts, it can be concluded that self-efficacy is the ability possessed by individuals in terms of confidence in themselves to organize, regulate, and produce something positive so that the desired results can be achieved.

Self Efficacy Indicators

Indicators of self-efficacy are reflected in the dimensions of self-efficacy presented by Albert Bandura. According to Bandura, self-efficacy consists of three dimensions, namely Level, Strength, and Generality.

According to Smith et al., self-efficacy indicators refer to the three dimensions proposed by Bandura. Self-efficacy indicators can be identified as follows:

a) Confidence to be able to perform certain tasks in accordance with certain targets that have been made.

b) Confidence to be able to motivate yourself to take the necessary actions in carrying out tasks.

c) Convinced that individuals are able to try hard, be persistent, and persevere in completing tasks with all their abilities.

d) Confidence to be able to survive in the face of obstacles and difficulties and be able to rise from failure.

e) I am convinced to be able to solve problems in all situations and conditions.

The Concept of Peer Group Support

Support for individuals can come from anywhere. This includes peer support. Peers, according to Irni (Russiana et al., 2021), are groups formed because of the similarity of interests, chats, behavior, appearance, and attitudes. Peers in women usually start from teenagers who exchange stories, share experiences and feelings with each other, then move on to the next stage called friendship because of a strong emotional bond. Agree with Irni's opinion, Hornby (Suwendra, 2018) explains that peers are a group of individuals who have the same tendencies such as equality of age, ability, and status. Therefore, according to him, this group is often referred to as a peer group or peer age. When individuals already have strong emotional ties with their peers, they will tend to have deeper relationships like friends and even family relationships. This peer relationship usually starts from the mutual openness of feelings to one another, and a sense of comfort, trust, and bonding arise because of the similarities they have so that a strong emotional relationship is formed.

Tome's opinion was different from the previous experts. Tome (Russianet al., 2021), explains that peers have an influence on risky behavior, violence, welfare, and health. The influence caused by his peers can be felt directly or indirectly. This influence can be in the form of a negative influence or a positive influence, depending on how individuals choose their peers. Tome further highlights that peers will influence individuals. Tome argues that peers have an important role in influencing human life.

Based on the above understanding, it can be concluded that the notion of peers is a group of people who have various similarities, including similarities in age, interests, fun, sense of humor, and other similarities, causing a sense of comfort and a strong emotional bond. The influence of peers is very strong and can even exceed the influence of the family environment. Therefore, peers have a very strong effect on individuals in all aspects of their lives.

Peer Group Support Aspects

Peer support, according to House (Smet, 1994), can be seen from four aspects. The four aspects of peer support, according to House, are as follows:

Emotional Support. Form of emotional support is a form of support provided by peers in terms of giving attention, affection, care, empathy, trust, and warmth.

Award Support. This award support is carried out to appreciate the efforts that have been made by their peers. Appreciation support can take the form of words of praise, encouragement, approval of opinions, or positive comparisons with others. Appreciation support can have a positive effect on individuals.

Instrumental Support. Instrumental support is a support that is done by peers directly. An example of instrumental support is lending money to a friend in need or helping a friend's work complete.

Information Support. This information support is in the form of providing information, feedback, suggestions, or advice about something that should be done by the individual. This information support is needed by individuals in making decisions when individuals feel indecisive.

Research Hypotheses

Based on the description of the framework and paradigm of the previous research, the research hypotheses, temporary answers to the formulation of the problems are as follows:

H_1 : Learning Motivation has an effect on Academic Stress for Students Class of 2018 Faculty of Economic, Yogyakarta State University.

H2 : Self-Efficacy has an effect on Academic Stress for Students Class 2018 Faculty of Economic, Yogyakarta State University.

H3 : Peer group support has an effect on Academic Stress for Students Class 2018 Faculty of Economic, Yogyakarta State University.

RESEARCH METHODS

This study uses quantitative research methods with the type of ex-post-facto research. Quantitative research is a research method that has a philosophical foundation of positivism that is used to examine a particular sample or population with data collection techniques using research instruments, and data analysis has statistical or quantitative properties, aiming to test research hypotheses (Sugiyono, 2016). At the same time, ex-post-facto research is research conducted to examine events that have occurred and then look back to find out the factors that can cause these events (Sugiyono, 2016).

This research was conducted at the Faculty of Economics, Yogyakarta State University, having its address at Jalan Colombo Yogyakarta Number 1, Karang Malang, Caturtunggal, Depok, Sleman, Special Region of Yogyakarta. The time used for this research is in the 2020/2021 academic year, precisely when students are learning in their even semester. Research starts from May to August 2021.

This study had a population of 367 students consisting of 78 Accounting Education Students, 81 Accounting Students, 75 Economics Education Students, 47 Office Administration Education Students, and 86 Management students.

Sampling for this study used a simple random sampling technique. This study uses the Slovin formula for sampling techniques in the population with an error rate of 5%. The number of samples used in

this study was 192 Undergraduate Students Class of 2018 Faculty of Economics, YSU.

This study uses questioner as a data collection. The scale used in the questionnaire in this study is the Likert Scale. The Likert scale is a measurement scale used by researchers to measure attitudes, opinions, and perceptions about a social phenomenon that occur.

The research instrument is used as a guide in data collection because the research instrument acts as a measuring instrument. The steps in determining the instrument are make grid and score calculation. The assessment is carried out with the condition that if the statement item is positive, it always gets a value of 4, often gets 3, sometimes gets 2, and never gets 1. Likewise, if the statement item is negative, the assessment is reversed with a positive statement.

The data from the test of this instrument is then processed to produce a valid instrument. This study uses construction validity testing. The construct validity test was carried out with the Pearson product-moment validity. The criteria used to determine whether the instrument item is valid or not is if rxy 0.30, then the instrument item is said to be valid, while if rxy < 0.30, it is declared invalid.

Based on the results of the validity test of academic stress variable, there are two statements that are declared invalid.

Invalid statements are located in items number 4 and 9. The results of the validity test of learning motivation variable, there are three statements that are declared invalid. Invalid statements are located in items number 20, 21, and 23. The results of the validity test of self-efficacy variable, there are no statements that are considered invalid. The results of the validity test of peer group support variable, there are no statements that are considered invalid.

Reliability is used to determine the extent to which the measurement results can be trusted. The results of the calculation of the instrument items that are already valid are then consulted based on the following table:

Table Interpretation of r value

r Value	Interpretation
0,800-1,000	Very High
0,600-0,799	High
0,400-0,599	Currently

The results of the reliability test can be seen in the following table:

Table Variable Reliability Test Results

Variable	Alpha Cronbach	Description
Academic Stress	0,673	High
Learning Motivation	0,831	Very High
Self-Efficacy	0,910	Very High

Based on the reliability test that has been carried out on each variable, it can be stated that the four research variables are called reliable.

RESEARCH RESULTS AND DISCUSSION

FINDINGS

Analysis Prerequisite Test.

1. Normality Test

   The results of the research normality test are

Variable	Asymp. Sig. (2-tailed)	Description
Unstandardized Residual	0.06	Normal

   The significant value is shown in Asymp. Sig. (2-tailed) have value 0.06. This shows that the residual data in the regression method has a normal distribution because the significant value is more than 0.05.

2. Linearity Test

   The results of the linearity test in this study with the help of SPSS can be seen in the following table:

Independent Variable	F Count	F Table	Desc.
Learning Motivation	1.430	2.65	Linear
Self-Efficacy	0.603		Linear
Peer Group Support	0.789		Linear

   Based on the results of the linearity test, it shows that F-count is smaller than F Table for all variables if it uses a significant level of 5% so that it can be concluded that the independent variables (X1, X2, and X3) have a linear relationship to the dependent variable (Y).

3. Multicollinearity Test

   The results of the multicollinearity test can be seen in the following table:

Variable	Tolerance	VIF	Description
X_1	0.538	1.858	Multicollinearity does not occur
X_2	0.117	8.528	Multicollinearity does not occur
X_3	0.120	8.304	Multicollinearity does not occur

   Suppose you use an alpha/tolerance of 10%, then VIF = 10. The table above shows the value of the calculated VIF and all tolerances of the independent variables, and it can be concluded that there is no multicollinearity between the independent variables so that the multiple regression analysis can be continued.

4. Heteroscedasticity Test

   The validity of the research data was tested again using the Glejser Test to prove whether the data experienced symptoms of heteroscedasticity or not.

Variable	Sig.	Description
Learning Motivation	0.487	Heteroscedasticity does not occur
Self-Efficacy	0.206	Heteroscedasticity does not occur
Peer Group Support	0.059	Heteroscedasticity does not occur

   Based on the output of the statistical program above, it can be concluded that the heteroscedasticity test with the Glejser test shows that the significant

value of learning motivation, self-efficacy, and peer support is > 0.05, it can be concluded that the data in this study did not experience heteroscedasticity and regression analysis could be continued.

Research Hypothesis Test

The following are the results of multiple regression obtained through SPSS

Sub Variable	Coefficient Regression	t-count	Sig.
Learning Motivation	0.419	2.956	0.004
Self-Efficacy	-0.011	-2.018	0.045
Peer Group Support	-0.287	-2.087	0.038
Constanta = 2.777			
R = 0.563			
R^2 = 0.317			
F_{count} = 29.808			
Sig. = 0.000			

Based on the results of the multiple regression analysis listed in the previous table, it can be seen that the multiple regression equation is as follows:

$$Y = 2.777 + 0.419X_1 + (-0.011)X_2 + (-0.287)X_3$$

Based on the above equation, the discussion can be explained as follows:

1. The constant value of 2.777 in the regression equation above can be interpreted that if the variables of learning motivation, self-efficacy, and peer support are considered unchanged, the student's academic stress will continue to increase by 2.777.

2. The value of the regression coefficient of the learning motivation variable has a positive value of 0.419, meaning that if there is an increase in learning motivation of one unit, while self-efficacy and peer support remain, there will be an increase in academic stress of 0.419.

3. The regression coefficient value of the self-efficacy variable is negative at -0.011, meaning that if there is an increase in self-efficacy of one unit while learning motivation and peer support remain, there will be a decrease in academic stress of -0.011.

4. The regression coefficient value for the peer support variable is negative at -0.287, meaning that if there is an increase in peer support by one unit while learning motivation and self-efficacy remain, there will be a decrease in academic stress worth -0.287.

DISCUSSION

1. The Effect of Learning Motivation on Academic Stress in Class 2018 Students of the Faculty of Economics, Yogyakarta State University

     The results of the study show that the variable of learning motivation has a positive and significant influence on the academic stress of 2018 students of the

Faculty of Economics, Yogyakarta State University. This is evidenced by the t-count value of 2,956 and a significant value of 0.004 less than 0.05 (0.004 < 0.05).

This research shows the results that learning motivation can affect academic stress for 2018 Faculty Of Economics Yogyakarta State University students. The influence of learning motivation and academic stress on students of the 2018 Faculty Of Economics Yogyakarta State University class is positive. This means that the increase in academic stress that occurs in 2018 Faculty Of Economics Yogyakarta State University students will result in an increase in learning motivation as well. Class of 2018 Faculty Of Economics Yogyakarta State University students with increased academic stress will be accompanied by an increase in their learning motivation.

The conclusion from the data obtained is not in line with the research conducted by Muhammad Taufik (2019), which has the title "The Relationship between Learning Stress and Learning Motivation in Students Undergoing Education at the Pure Teguh Health Sciences College." In addition, this research is also not in line with the research conducted by Khasna Farhana (2020) with the research title "The Relationship of Academic Stress with

Learning Motivation (Case Study on Semester VII Students of Physics Engineering, Telkom University)." Both of these studies have the same research results revealing that learning motivation has a negative and significant effect on student academic stress, while this study shows the results that there are positive and negative effects on student learning motivation and academic stress.

The results of this study explain that students who have high levels of academic stress tend to have high learning motivation as well. On the other hand, students who have low-stress levels tend to have low learning motivation. The results of this study are in accordance with research by Wallgren and Hense. According to research conducted by Wallgren and Hanse (2007) with the research title "Job Characteristic, Motivator, and Stress among Information Technology Consultants: A Structural Equation Modeling Opportunity" shows the results of research that high motivation can make people stressed. Based on this research, it is stated that the higher the motivation, the higher the responsibility that must be obtained. Wellgren and Hanse say that it is difficult to know when decision stress can change from positive to negative. They then explained further that when humans get excessively motivated or not according to

34

their needs, it will affect higher stress levels. Excessive motivation will have an unfavorable impact on students which will then lead to increased stress. Not only excessive motivation can increase stress but decreased motivation can also reduce stress levels. This is because when students get appropriate and not excessive motivation in the sense that they reduce excessive motivation, it will reduce the burden of responsibility borne by students. The reduced burden of responsibility felt by students will affect the decrease in the level of perceived stress.

2. The Effect of Self-Efficacy on Academic Stress in Class 2018 Students of the Faculty of Economics, Yogyakarta State University.

The results showed that the self-efficacy variable had a negative and significant influence on academic stress for the 2018 students of the Faculty of Economics, Yogyakarta State University. It is proved by t-count 2.018 and a significant value of 0.045 which is smaller than 0.05 (0.045 < 0.05).

The results of this research indicate that self-efficacy in 2018 Faculty Of Economics Yogyakarta State University students has a negative influence on academic stress suffered by 2018 Faculty Of Economics Yogyakarta State University students. When students of the

2018 Faculty Of Economics Yogyakarta State University class have high self-efficacy, the academic stress of 2018 Faculty Of Economics Yogyakarta State University students will decrease. On the other hand, students from the 2018 Faculty Of Economics Yogyakarta State University class who have low levels of self-efficacy will tend to have high levels of academic stress. Increasing self-efficacy in 2018 Faculty Of Economics Yogyakarta State University students will result in a decrease in the level of academic stress suffered by 2018 Faculty Of Economics Yogyakarta State University students. Self-efficacy plays an important role in 2018 Faculty Of Economics Yogyakarta State University students because high self-efficacy indicates students have confidence in themselves to face every problem in their life. This belief is very useful to avoid the stress of 2018 Faculty Of Economics Yogyakarta State University students.

The conclusions obtained from the results of the analysis in this study are comparable to the research conducted by Ilham and Sefni (2019) with the title "The Relationship of Self-Efficacy and Student Academic Stress," indicating that self-efficacy has a negative and significant effect on student academic stress. In addition, this study is also consistent with research conducted by

Aesha F. Siddiqui (2018), which shows that self-efficacy in students has a significant and negative effect on stress. Both of these studies showed the same results regarding the effect of self-efficacy on academic stress in students. Students will tend to have low self-efficacy when experiencing academic stress. On the other hand, when academic stress is low, students tend to have high levels of self-efficacy. Students who have high efficacy will have confidence in themselves to be able to get through every problem in their life. The higher the student's self-efficacy, the more motivated students will be.

The results of this study explain that there is a negative relationship between self-efficacy and academic stress in students. Students tend to have high self-efficacy and low-stress levels. The results of this study are in accordance with the opinion of Dewi et al. (2021) with the research title "The Relationship of Self-Efficacy and Academic Stress on Students of the Faculty of Medicine, Malahayati University" shows that self-efficacy has a negative and significant relationship to academic stress in students. Bandura (Gufron & Risnawati, 2010) says that the perception of each individual's self-efficacy develops from the gradual attainment of certain abilities and experiences continuously. A person's

self-efficacy will increase when he has learned from his experience. So when people have high self-efficacy, they tend to be less stressed or have low-stress levels.

3. The Effect of Peer Support on Academic Stress in Class 2018 Students of the Faculty of Economics, Yogyakarta State University

The results showed that there was a negative and significant influence between peer support and academic stress for undergraduate students of the Faculty of Economics, Yogyakarta State University. It was known that t-count was -2.087 and a significant value of 0.038 less than 0. 0.05 (0.038 < 0.05).

The results of this study indicate that the peer support variable for 2018 Faculty Of Economics Yogyakarta State University students has a negative influence on academic stress. Class of 2018 Faculty Of Economics Yogyakarta State University students who have peer support will easily avoid academic stress. On the other hand, students from the 2018 Faculty Of Economics Yogyakarta State University class who have a high level of academic stress tend to get less support from their peers. Peer support for 2018 Faculty Of Economics Yogyakarta State University students acts as a motivator and also an encouragement to share problems and find solutions to

problem-solving or just as a place to tell stories. Therefore, 2018 Faculty Of Economics Yogyakarta State University students who have high peer support are easier to avoid academic stress.

The conclusion of this study is comparable to the research conducted by M. Riyan Firdiansyah (2020) with the research title "The Relationship between Social Support and Academic Stress of University of Muhammadiyah Surakarta Students" and the research conducted by Mirna Purwati (2018) with the research title "The Relationship between Attachment to Peers with Academic Stress in Urban and Regional Planning Engineering Students, Diponegoro University, Semarang, "these two studies show that the higher the level of peer support students get, the lower the stress level they suffer.

As human nature is a social being, social interaction is an important factor in making humans inseparable from their interactions with peers. The support received from peers will help students in reducing the academic stress they suffer. Sukardiyanto (2010) argues that there are several ways to reduce stress, one of which is to establish harmonious relationships and communication with other parties. Other parties in question can be family, peers, office colleagues, and so on. Harmonious relationships and maintained communication will help reduce the potential for students to experience stress. A harmonious atmosphere with peers will make students have friends to share difficulties, and students do not feel alone. Humans tend to feel anxious when they feel lonely and alone.

Peer support plays a role in making students avoid stress. In line with this, the results of this study indicate that the higher peer support obtained by students, the lower the level of academic stress suffered by students. Students with high levels of stress tend to have low levels of peer support as stated by Mas Ian Rif'ati et al. (2018) that social support has an important and very valuable role when someone experiences a problem or difficulty that require\s people around him to help in overcoming these problems.

CONCLUSION AND SUGESTION
CONCLUSION

Based on the previous description of this research the results of this study indicate that there is an influence between learning motivation and academic stress on 2018 students, Faculty of Economics, Yogyakarta State University. The effect of learning motivation and academic stress is positive. The results of this study

indicate that there is an influence between self-efficacy and academic stress on 2018 students, Faculty of Economics, Yogyakarta State University. The nature of the influence of self-efficacy and academic stress is negative. The results of this study indicate that there is an influence between peer support and academic stress on 2018 students, Faculty of Economics, Yogyakarta State University. The nature of the influence of peer support and academic stress is negative.

SUGESTION

Based on the results of the discussion and conclusions in this study, some suggestions can be given as follows: Based on the results of the study showed that the cause of academic stress suffered by students was caused by worries about grades. In this indicator, get the value with the lowest indicator. This shows that students have concerns about the value obtained, causing students to experience academic stress. Based on the findings of this study, it is hoped that students will be able to increase their enthusiasm and cultivate positive thoughts about values, not everything and there are still opportunities to improve their grades. Based on the results of this study shows

that student motivation tends to be lower on the indicator of having a sense of pleasure in finding and solving questions. It is shown from the scoring results that in this indicator, students have the lowest average than other indicators. Therefore, students are expected to increase their fun in working on questions by making it an interesting game.

Based on the results of the research above, it shows that the indicators of self-efficacy, namely believing that individuals are able to try hard, be persistent, and persevere in completing tasks with all their abilities, have a lower score than other indicators. This means that the individual's belief in trying hard, persistently, and diligently in completing the task with all abilities is classified as lacking. This lack of confidence must be corrected. Students are advised to try harder, be persistent, and persevere in completing their assignments. Even though the tasks given are difficult, students must try to be confident with all their abilities. Based on research that has been carried out, indicators of peer support, namely getting instrumental support or direct support from peers, get the lowest score than other indicators. This shows that there is still a lack of peer support that students receive directly in the form of

goods or other instruments. Therefore, students are expected to help each other in providing instrumental support to their peers.

Based on the results of the study showed that the cause of academic stress suffered by students was caused by worries about grades. In this indicator, get the value with the lowest indicator. This shows that students have concerns about the value obtained, causing students to experience academic stress. Based on the findings of this study, it is hoped that students will be able to increase their enthusiasm and instill positive thoughts about values, not everything and there are still opportunities to improve their grades. Based on the results of this study shows that student motivation tends to be lower on the indicator of having a sense of pleasure in finding and solving questions. It is shown from the scoring results that in this indicator, students have the lowest average than other indicators. Therefore, students are expected to increase their fun in working on questions by making it an interesting game.

Based on the results of the research above, it shows that the indicators of self-efficacy, namely believing that individuals are able to try hard, be persistent, and persevere in completing

tasks with all their abilities, have a lower score than other indicators. This means that the individual's belief in trying hard, persistently, and diligently in completing the task with all abilities is classified as lacking. This lack of confidence must be corrected. Students are advised to try harder, be persistent, and persevere in completing their assignments. Even though the tasks given are difficult, students must try to be confident with all their abilities. Based on research that has been carried out, indicators of peer support, namely getting instrumental support or direct support from peers, get the lowest score than other indicators. This shows that there is still a lack of peer support that students receive directly in the form of goods or other instruments. Therefore, students are expected to help each other in providing instrumental support to their peers.

REFERENCES

Ambarwati, P. D., Pinilih, S. S., & Astuti, R. T. (2017). Gambaran Tingkat Stres Mahasiswa. *Jurnal Keperawatan*, 40-47.

Anggraini, D. V. (2018). Faktor Penyebab Stres Akademik pada Siswa. *Skripsi Universitas Sanata Dharma*, 17-18.

Arikunto, S. (2010). *Dasar-dasar Evaluasi Pendidikan.* Jakarta: Bumi Aksara.

Aryadi, P. H., Yusari, I. A., Dhayani, I. D., Kusmadana, I. E., & Sudira, P. G. (2018). Korelasi Kualitas Tidur Terhadap Tingkat Depresi, Cemas,

dan Stres Mahasiswa Kedokteran Universitas Udayana. *Callosum Neurology*, 10-15.

Aryani, F. (2016). *Stres Belajar.* Sulawesi Tengah: Edukasi Mitra Grafika.

Avianti, D., Setiawati, O. R., Luthfianawati, D., & Putri, A. M. (2021). Hubungan Stres Akademik pada Mahasiswa Kedokteran Universitas Malahayati. *Jurnal Psikologi Universitas Muhamadiyah Lampung*, 91-93.

Azmy, A. N., Nurihsan, A. J., & Yudha, E. S. (2017). Deskripsi Gejala Stres Akademik dan Kecenderungan Pilihan Strategi Koping Siswa Berbakat. *Indonesian Journal of Educational Counseling*, 198-199.

Barseli, M., Ifdil, I., & Nikmarijal, N. (2017). Konsep Stres Akademik Siswa. *Jurnal Konseling dan Pendidikan*, 144.

Barseli, M., Ifdil, I., Mudjiran, M., Efendi, Z. M., & Zola, N. (2020). Pengembangan Modul Bimbingan dan Konseling untuk Pengelolaan Stres Akademik Siswa. *Jurnal Konseling dan Pendidikan*, 72-73.

Demolingo, D. P., Kalalo, F., & Katuuk, M. (2018). Hubungan Stres dengan Motivasi Belajar Pada Mahasiswa Semester V Program Studi Ilmu Keperawatan Fakultas Kedokteran Universitas Sam Ratulangi Manado. *e-journal Keperawatan*, 2.

Emond, M., Ten Eycke, K., Kosmerly, S., Rabinson, A. L., Stillar, A., & Blyderveen, S. V. (2016). Emond, M., Ten Eycke, K., Kosmerly, S., Robinson, A. L., Stillar, A., & Van Blyderveen, S. (2016). The effect of academic stress and attachment stress on stress-eaters and stress-undereaters. *Appetite*, 1-7.

Ernawati, L., & Rusmawati, D. (2015). Dukungan Sosial Orang Tua dan Stres Akademik pada Siswa SMK yang Menggunakan Kurikulum 2013. *Jurnal Empati*, 27-29.

Farhana, K. (2020). Hubungan Stres Akademik dengan Motivasi Belajar (Studi Kasus pada Mahasiswa Semester VII Teknik Fisika Universitas Telkom). *Karya Ilmiah Skripsi*, 10.

Firdiansah, M. R. (2020). Hubungan antara Dukungan Sosial dengan Stres Akademik Mahasiswa Universitas Muhammadiyan Surakarta. *Karya Ilmiah (SKripsi)*, 4-6.

Gufron, N., & Risnawati, R. (2010). *Teori-teori Psikologi.* Jakarta: Ar-Ruzz Media.

Hadi, S. (2006). *Metodologi Research.* Yogyakarta: Andi Offset.

Hamdu, G., & Agustina, L. (2011). Motivasi Belajar Siswa Terhadap Prestasi Belajar IPA. *Jurnal Pendidikan Indonesia*, 83.

Harisuddin, M. I. (2019). *SECUIL ESENSI Berpikir Kreatif dan Motivasi Belajar Siswa.* Bandung: PT. Panca Terra Firma.

Hasibuan, M. T. (2019). Hubungan Stres Belajar dengan Motivasi Belajar pada Mahasiswa yang Menjalani Pendidikan di Sekolah Tinggi Ilmu Kesehatan Murni Teguh. *Indonesian Trust Health Journal*, 128-131.

Kartika, K. (2021). *Keperawatan Bencana Efektivitas Pelatihan Bencana Pre Hospital Gawat Darurat dalam Peningkatan Efikasi Diri Kelmpok Siaga Bencana dan Non Siaga Bencana.* Yogyakarta: CV Budi Utama.

Kemdikbud. (2020). *Pangkalan Data Perguruan Tinggi*. Retrieved Januari 21, 2021, from Kemendikbud: https://pddikti.kemdikbud.go.id/

Kementrian Kesehatan Indonesia. (2020). Rencana Aksi Kegiatan 2020-2024. *Rencana Aksi Kegiatan 2020-2024 Direktorat P2 Masalah Kesehatan Jiwa dan Napza*, 4-5.

Kristiyani, T. (2016). *Self-Regulated Learning: Konsep, Implikasi, dan Tantangan bagi Siswa di Indonesia.* Yogyakarta: Sanata Dharma Universitay Press.

Kupriyanov, R., & Zhdanov, R. (2014). The Eustress Concept : Problems and Outlooks. *World Journal Medical Sciences*, 01-02.

Linarwati, M., Fathon, A., & Minarsih, M. M. (2016). Studi Deskriptif Pelatihan dan Pengembangan Sumberdaya Manusia serta Penggunaan Metode Behavioral Event Interview dalam Merekrut Karyawan Baru di Bank Mega Cabang Kudus. *Journal of Management*, 1-5.

Muhson, A. (2015). *Pedoman Praktikum Aplikasi Komputer Lanjut.* Yogyakarta: Program Studi Pendidikan Ekonomi FE UNY.

Mulyaningsih, I. E. (2014). Pengaruh Interaksi Sosial Keluarga, Motivasi Belajar, dan Kemandirian Belajar terhdap Prestasi Belajar. *Jurnal Pendidikan dan Kebudayaan*, 444-445.

National Taiwan University. (2016). Teori Stres: Stimulus, Respons, dan Transaksional. *Buletin Psikologi*, 01-02.

ntou. (2016). Teori Stres: Stimulus, Respon, dan Transaksi. *Buletin Psikologi*, 1-3.

Olejenik, S., & Holschuh, J. (2007). *College Rules! How to Study, Survive, and Succeed.* New York: Ten Speed Press.

Park, J., Chung, S., An, H., Park, S., Lee, C., Kim, S. Y., et al. (2012). A Structiral Model of Stress, Motivation, and Academic Performance in Medical Student. *Pshyciatry Investig*, 147-148.

PMI. (2015). In PMI, *Panduan Manajemen Stres* (p. 4). Jakarta: Markas Pusat Palang Merah Indonesia.

Pratama, M. R. (2014). Hubungan Motivasi Akademik dengna Tingkat Stres Akademik Mahasiswa Keperawatan Semester IV STIKES 'AISYIAH YOGYAKARTA. *SKRIPSI-PSIK S1*, 10-14.

Prawira, P. A. (2013). *Psikolog Pendidikan dalam Prespektif Baru.* Yogyakarta: Ar-Ruzz Media.

Purwanto, M. N. (1998). *Psikologi Pendidikan.* Bandung: PT Remaja Rosdakarya.

Purwati, M., & Rahmandani, A. (2018). Hubungan Anatara Kelekatan pada Teman Sebaya dengan Stres Akademik pada Mahasiswa Teknik Perencanaan Wilayah dan Kota Uneversitas Diponegoro Semarang. *Jurnal Empati*, 28-39.

Putri, C. P., Mayangsari, M. D., & Rusli, R. (2018). Pengaruh Stres Akademik terhadap Academic Help Seeking pada Mmahasiswa Psiolog UNLAM dengan Indeks Prestasi Kumulatif Rendah. *Jurnal Kognisia*, 29-31.

Reddy, K. J., Karishmarajanmenon, M., & Anjanathattil. (2017). Academic Stress adn Its Sources among University Students. *Biomedical & Pharmacology Journal*, 521-533.

Retnawati, H. (2015). Perbandingan Akurasi Penggunaan Skala Likert dab Pilihan Ganda untuk Mengukur Self-Reglated Learning. *Jurnal Kependidikan*, 158-19.

Rif'ati, M. I., Arumsari, A., Fajriani, N., Maghfiroh, V. S., Abidi, A. F., Chusairi, A., et al. (2018). Konsep Dukungan Sosial. *Jurnal Penelitian Aacademia*, 2.

Riyadi, A., Alhimny, A. K., Syarifudin, A., Khumairoh, A. A., Choir, S., Khoiriyah, A., et al. (2020). *Dinamika Pendekataan dalam Penanganan Covid-19.* Pekalongan: PT. Nasya Expanding Management.

Rusiana, H. P., Istianah, Suharmanto, Setyowati, I., Budiman, I., Purqoti, D. N., et al. (2021). *PENDIDIKAN TEMNA SEBAYA: Solusi Problematika Pendidikan dan Kesehatan.* Pekalongan: PT. Nasya Expanding Management.

Sadirman, A. (2011). *Interaksi dan Motivasi Belajar Mengajar.* Jakarta: Raja Grafindo Persada.

Santrock, J. W. (2007). *Psikologi Pendidikan.* Jakarta: Prenada Media Group.

Shin, Y.-C., Lee, D., Seoul, J., & Lim, S.-W. (2017). What Kind of Stres is Assosiated with Deprssion, Anxiety, and Suicida; Ideation in Korean Employees? *Journal Korean Med Sci* , 843-844.

Siddiqui, A. (2018). Self-Efficacy as a Predictor of Stress in Medical Student of King Khalid University, Saudi Arabia. *Makara Journal of Health Research*, 5-6.

Siregar, I. K., & Putri, S. R. (2019). Hubungan Self-Efficacy dan Stres Akademik Mahasiswa. *Berkala Kajian Konseling dan Ilmu Keagamaan*, 93-95.

Smet, B. (1994). *Psikologi Kesehatan.* Jakarta: Grasindo.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: ALFABETA.

Sukardiyanto. (2010). Stres dan Cara Menguranginya. *Journal Cakrawala Pendidikan*, 65.

Sukmadinata, N. S. (2003). *Landasan Psikologi Proses Pendidikan.* Bandung: PT Remaja Rosdakarya.

Sun, J., Dunne, M. P., Hou, X.-y., & Xu, A.-q. (2015). Educational Stress Scale for Adolescents: Development, Validity, and Reliability with Chinese Students. *Journal of Psychoeducational Assessment*, 536-538.

Suprihatin, S. (2015). Upaya Guru dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Pendidikan Ekonomi*, 73-75.

Suwendra, I. W. (2018). *Mengitip Sarang Iblis Moral.* Bali: Nilacakra.

Thalib, S. B. (2010). *Psikologi Pendidikan Berbasis Analisis Empiris Aplikatif.* Jakarta: Prenada Media Group.

Tim Kemdikbud. (2020, Februari). *Kartu Indonesia Pintar Kuliah*. Retrieved Januari 25, 2021, from Kemdikbud: www.kemdikbud.go.id

Uno, H. B. (2011). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan.* Jakarta: Bumi Aksara.

Welle, P., & Graf, H. (2011). Effective Lifestyle Habits and Coping Strategies for Stres Tolerance among College Students. *American Journal of Helath Education*, 96-105.

Yunalia, E. M., & Etika, A. N. (2020). *Remaja dan Konformitas Teman Sebaya.* Malang: Ahlimedia Press.