



Resilience vs. Stress: Unraveling Academic Challenges in Working Students

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Abstract. This research is motivated by the phenomenon of working students who have a tendency to have a low level of adversity quotient, such as when many assignments are given by lecturers, many working students complain, arguing that they also have to work and also have a lot of tasks at work. This study aims to determine the relationship between academic stress and adversity quotient in working student at the Muhammadiyah between academic stress and the adversity quotient of working students at the Muhammadiyah University of Sidoarjo. This research is a type of quantitative research with a correlational approach. Available variable and in this academic stress as the dependent variable and adversity quotient as the independent variable. This research was conducted at Muhammadiyah University of Sidoarjo with the number of samples in this study 112 students taken using the Incidental Sampling technique, which is where the sampling technique is based on chance, that is, anyone who coincidentally/accidentally meets the researcher can be used as a sample if the person who found suitable as a data source. Data analysis was carried out using the Spearman's Rho correlation technique. The results of this study indicate that there is a positive relationship University of Sidoarjo. The relationship between academic stress and adversity quotient is 0,526 with a significance value of 0,000. This shows that the higher the academic stress, the higher the adversity quotient, and vice versa.

Keywords: Academic Stress, Adversity Quotient, Student Worker

1 Introduction

Higher education changes the status from student to student. This status in Indonesia is seen as more than a student, so the demands on students are higher.

Students are an agent of change. Being a person who can provide solutions to problems faced by a nation community in various parts of the world [1][2]. Studying while working is no longer a rare thing and is only done by students who are weak in the economy, because in reality the daily cost of living is often not comparable to the pocket money given by parents. According to [3], the underlying reasons for a student to work include financial needs, relational social needs and self-actualization needs.

Many people assume that studying while working is at risk of failing to continue their studies. Not infrequently students end up dropping out of college because of the difficulty of managing time between college and work, because careful consideration is needed when students take college while working. But on the other hand, studying while working has

advantages for students who have financial problems, working will provide additional tuition fees.

The conditions experienced by students who study while working have a negative impact, namely the emergence of stress. According to [4] stress is a condition caused by a mismatch between the desired situation and the biological, psychological or system state of the individual. The mismatch faced by students occurs because students face environmental demands with actual resources owned by students. Stress that occurs in the educational environment is usually called academic stress [5].

The situation of psychology students who work experiencing academic stress also occurs in Psychology Study Program Students FPIP Muhammadiyah Sidoarjo University who work. Based on interviews conducted by researchers to two students who work and are related to academic stress, namely: Subject A often experiences dizziness, cannot concentrate on doing assignments and often complains about the tasks given by lecturers. Meanwhile, Subject B often submits coursework not on time because Subject B has difficulty dividing time between doing coursework and tasks at work.

Based on the results of interviews with two working students, it shows that there are still students of the Psychology Study Program at FPIP Muhammadiyah Sidoarjo University who experience academic stress. Students experience academic stress, indicators of someone experiencing academic stress are: headaches when getting new assignments while the previous assignment has not been completed, confused about dividing time between doing coursework and office duties.

When a stressor is experienced, [6] divides it into four reactions, namely, (a) physical reactions characterized by the appearance of physical weaknesses such as difficulty sleeping, feeling a headache, sweating palms often. (b) emotional reactions characterized by individuals experiencing stress will appear reactions from the emergence of reactions from feelings that feel neglected, do not have satisfaction, anxiety. (c) behavioral reactions are characterized by being aggressive, skipping class, and lying to cover up mistakes. (d) thought process reactions, characterized by difficulty concentrating, perfectionism, negative thinking to not having life priorities.

Academic stress is caused by two factors, namely external and internal. a. Internal factors that cause academic stress, namely (1) mindset; (2) personality; (3) beliefs b. External factors that cause academic stress, namely (1) more dense lessons; (2) many activities that want to be done but limited time; (3) pressure for high achievement [8].

[9] Mentioned that adversity is the ability to get through challenging times, survive and thrive in difficult situations and the ability to overcome changes in difficulties. The level of adversity quotient of each person is certainly different. In the concept of high adversity quotient, individuals who experience difficulties tend to feel responsible for the problems they face, are able to control problems, are astute in finding solutions to problems faced have positive value for their personal growth [10].

Based on some of the descriptions above, this inspires the author to conduct research on the relationship between adversity quotient and academic stress in Psychology students at Muhammadiyah Sidoarjo University who work.

2 Research Method

The method used in this research is quantitative with correlational techniques. [11] Defines quantitative research as a positivism research method used to examine a population and sample based on certain criteria using instruments as data collection tools and data analysis is tested statistically to test the hypothesis that has been made.

There are 2 kinds of research variables in this study, namely: independent variables and dependent variables. An independent variable is a variable that if at one time it is together with another variable, then (allegedly) it will be able to change in its diversity. The dependent variable is often referred to as the affected or dependent variable, dependent, effect, independent, and abbreviated as variable Y. The independent variable in this study is adversity quotient and the dependent variable is academic stress.

The population in this study were students of the Psychology study program, Faculty of Psychology and Education, Muhammadiyah Sidoarjo University in the 2021-2022 academic year who worked, totaling 184 students. Researchers used the Isaac and Michel table with a significant level of 90% or a 10% error rate. The number of samples in this study was 112.

The technique of collecting or taking data in this study using psychological scales. The preparation of this research psychological scale uses a Likert scale. According to [11] the Likert scale aims to measure attitudes, arguments, and perceptions of people or groups regarding social phenomena.

The data analysis method in this study uses the Pearson correlation method (product moment) with the help of SPSS 18 for windows computer software to see the relationship between the independent variable (X), namely adversity quotient and the dependent variable (Y) academic stress with the distribution form of the normal X and Y variables [11].

The results of validity testing on the academic stress scale obtained 26 valid items or all items on the scale were declared valid where the items had been compiled and tested. The validity value on the academic stress scale obtained results moving from 0.283 towards 0.558 which means the value of r count is greater than r table (0.230).

Furthermore, the results of validity testing on the adversity quotient scale obtained 35 valid items or all items on the scale are declared valid where the items have been compiled and tested. The validity value on the adversity quotient scale obtained results moving from 0.316 towards 0.691 which means the value of r count is greater than r table (0.230). the following are the results of scale reliability testing:

Table 1 Reliability Testing of Academic Stress Scale

Cronbach's Alpha	N of Items
0.856	26

Table 2 Adversity Quotient Scale Reliability Testing

Cronbach's Alpha	N of Items
0.916	35

3 Results And Discussion

The categorization of the results of the adversity quotient scale from 112 subjects obtained students with a very high category of 11 subjects (10%), a high category of 20 subjects (18%), a medium category of 36 subjects (32%), a low category of 42 subjects (37%), a very low category of 3 subjects (3%). From these data it can be concluded that the level of adversity quotient of psychology students who work in the low category is evidenced by 37% of 112 students in the low category.

The results of the academic stress scale from 112 subjects obtained the following categorization, students with very high categories amounted to 7 subjects (6%), high categories amounted to 18 subjects (16%), medium categories 45 subjects (40%), low categories 40 subjects (36%), very low categories 2 subjects (2%). From these data it can be concluded that the academic stress level of psychology students who work is in the moderate category as evidenced by 40% of 112 students in the moderate category.

The normality test obtained from the adversity quotient variable has a significant value of 0.129 which means it is greater than 0.05, while for the academic stress variable it has a significant value of 0.036 which means it is smaller than 0.05. Which indicates that the adversity quotient variable is normally distributed, while the academic stress variable is not normally distributed. So the analysis used as a basis for knowing the relationship between the two variables is the Spearman's Rho correlation.

Hypothesis testing obtained from the Spearman's Rho test results to see the relationship between adversity quotient and academic stress in psychology student workers at Muhammadiyah University of Sidoarjo. The results of the Spearman's Rho correlation test showed a significant value of 0.000 ($p < 0.05$) which indicates that there is a significant relationship between adversity quotient and academic stress in psychology students who work at Muhammadiyah University of Sidoarjo. The correlation coefficient value is 0.526, which means that adversity quotient has a moderate relationship with academic stress in psychology students who work at Muhammadiyah University of Sidoarjo.

The effective contribution of adversity quotient to academic stress can be explained by the coefficient of determination (R^2) presented below:

Table 3 Coefficient of Determination

Variabel	R	R^2
Adversity Quotient	0,636	0,405
Stres Akademik		

The R^2 value obtained is 0.405 which means that the effective contribution of adversity quotient to academic stress is 40.5%.

Adversity quotient of psychology students who work at Muhammadiyah University of Sidoarjo is also included in the low category, where the aspect that has the lowest average is reach. This relates to controlling one's attitude when facing a problem. Academic stress of students at Muhammadiyah University of Sidoarjo is included in the moderate category. Aspects of academic stress that have the highest average are related to aspects of recognizing academic stress. Meanwhile, the aspects that have the lowest average are aspects of managing academic stress and also aspects of building relationships. These two aspects need to be considered if you want to reduce academic stress in students [12].

The results of the analysis show that there is a significant relationship between the two variables in psychology students who work at Muhammadiyah University of Sidoarjo. In addition, the correlation coefficient value of 0.526 shows that adversity quotient is moderately related to academic stress in psychology students who work at Muhammadiyah University of Sidoarjo. The two variables have a positive relationship, which means that the higher a person's adversity quotient, the higher the academic stress, and vice versa." [13]

The explanation above is in accordance with previous research on adversity quotient and academic stress in science and technology students at Maulana Malik Ibrahim State Islamic University Malang, which shows that there is a relationship between aspects of academic stress, namely self-stress management with adversity quotient dimensions, namely reach [8]. Research conducted by [14] shows that there is a direct influence between adversity quotient and high academic stress. The results of the study are also in line with research conducted by [15], where the results of the study show a positive relationship between the two variables.

4 Conclusions

From the results of the research conducted, it can be seen that there is a positive relationship between academic stress and adversity quotient in psychology students who work at Muhammadiyah University of Sidoarjo. The value of the correlation coefficient obtained is 0.526 which means that academic stress has a relationship with adversity quotient with a moderate level in psychology students who work at Muhammadiyah University of Sidoarjo. The variables (academic stress and adversity quotient) have a positive relationship, which means that the existing variables go hand in hand, indicating that the higher the academic stress, the higher the level of adversity quotient owned, and vice versa. The effective contribution of academic stress to adversity quotient is 40.5%.

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