



Analysis of Academic Stress, Family Social Support , on Students' Psychological Well-being

Rani Sri Wahyuni *¹, Kiromim Baroroh ²

^{1,2} Faculty of Economics and Business, Economic Education, Universitas Negeri Yogyakarta. Indonesia

ranisri.2023@student.uny.ac.id¹, kiromim_b@uny.ac.id²

Address: Jl. Colombo No.1, Karang Malang, Caturtunggal, Depok District, Sleman Regency, Special Region of Yogyakarta 55281

Author Correspondence : ranisri.2023@student.uny.ac.id*

Abstract : *This study aims to analyze the impact of academic stress and family social support on students' psychological well-being. The research method used is quantitative, by collecting data through a survey on a sample of students. The results of the data analysis indicate that academic stress (X1) significantly affects students' psychological well-being (Y), while family social support (X2) individually does not have a significant effect. However, when the two factors are combined, there is a significant effect together on students' psychological well-being. The implications of this study are the need for attention to academic stress management and the important role of family social support in improving students' psychological well-being. This study provides a basis for educational institutions to develop holistic intervention programs and provide support not only for academic aspects, but also for students' social and emotional aspects. Further research can explore additional factors that moderate this relationship and involve larger samples for stronger generalization.*

Keywords : *Academic Stress , Family Social Support, Psychological Well-being*

1. INTRODUCTION

According to the Big Indonesian Dictionary (KBBI), students are learners who are studying at a tertiary level. According to Hartaji, students (Lastary & Rahayu, 2018) are individuals who take education at one type of tertiary institution, whether it is academic, polytechnic, college, institute, or university. According to Siswoyo (2017), students can be defined as someone who is pursuing education at a tertiary institution, either state or private, or other institutions similar to tertiary institutions. Students are considered to have intelligence, intelligence of thinking, and action planning. Critical thinking and acting quickly and precisely are traits that are usually present in every student. These two traits are complementary principles.

Higher education is a challenging journey for every student, where high academic demands can be a significant source of stress. According to (Barseli et al., 2017) academic stress is the pressure experienced by students as a result of competition and academic obligations. This is also expressed by (Taufik et al., 2013) according to his explanation academic stress will arise when parents, teachers, and peers show higher expectations for student achievement. These expectations are often not in line with students' abilities, which causes psychological stress that affects academic achievement in college. In facing complex and diverse academic workloads, students often experience stress that can affect their psychological well-being.

Analysis of academic stress is an important aspect to understand the negative impacts that may arise from this pressure.

One of the factors that can moderate the effects of academic stress is social support, especially from family, Baron and Bynre (2005) in (Adicondro & Purnamasari, 2011)saying that social support is physical and psychological comfort provided by friends or family members. Many social contacts that occur or are carried out by individuals when establishing relationships with their environmental resources can also be considered as examples of social support. Social support from the family is more prioritized in this study. Family social support has a significant role in helping students overcome academic challenges and maintain their psychological balance. Family involvement as a source of emotional and practical support plays a crucial role in creating an environment that supports student growth and development.

This article aims to conduct an in-depth analysis of academic stress faced by students and the extent to which social support from family can affect their psychological well-being. Psychological well-being according to Huppert (2009) in (Faqih Purnomosidi et al., 2022)psychological well-being can be equated with mental health. Individuals who have good mental health, then the aspects of their psychological well-being. By involving psychological, emotional, and social dimensions, we will explore the complex dynamics between academic pressure, individual responses, and the important role of families in overcoming these challenges.

By better understanding the relationship between academic stress, family social support, and students' psychological well-being, we can identify effective intervention strategies to improve their adaptability in the higher education environment. This analysis will not only provide in-depth insights into the factors that influence students, but also provide a basis for developing psychologically focused support programs to enhance their learning.

2. METHOD

This study uses quantitative research methods. Quantitative research is a type of research that produces new findings that can be achieved (obtained) by using statistical procedures or other methods of quantification (measurement). Based on the processing method , this study uses a descriptive type of research where this research is conducted to determine the value of each variable, either one variable or more. Descriptive research is independent to get an overview of these variables. while based on the method, this study uses a survey type of research by taking samples from one population and using a questionnaire as the main data

collection tool. Surveys are quantitative studies that are used to examine the symptoms of a group or individual behavior.

According to Sugiyono (2019) population is a generalization of an area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population in this study were postgraduate students of Economic Education, Yogyakarta State University. In this study, the population and saturated samples taken were all postgraduate students of Economic Education, Yogyakarta State University, with a population of 30 people who would be used as saturated samples in this study. According to Sugiyono (2019) a sample is part of the number and characteristics possessed by the population. If the population is large, and researchers cannot study everything in the population, for example due to limited funds , manpower and time, then researchers can use samples taken from that population. What is used to test the hypothesis and analyze the data in this study is Multiple Linear Regression to find out how much influence the independent variable has on the dependent variable (Ghozali, 2018)

3. RESULTS AND DISCUSSION

Results

Validity & Reliability Test

According to (Darma, n.d.) Validity test is intended to measure how accurately a test performs its function, whether the measuring instrument that has been prepared has actually been able to measure what needs to be measured. This test is intended to measure the validity or not of a questionnaire. Basically, the validity test measures the validity or not of each question/statement used in the study. While the concept of reliability is the extent to which the results of a measurement used are consistently reliable and free from measurement error. While the reliability test of the instrument is to determine whether the data produced is reliable or robust. Basically, the reliability test measures the variables used through the questions/statements used. The reliability test is carried out by comparing the Cronbach's alpha value with the level/level of significance used. The level/level of significance used can be 0.5 , 0.6 to 0.7 depending on the needs of the study.

Table 1. Validity & Reliability Test

Case Processing Summary			
		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

The results above provide information about the number of samples or respondents analyzed with the symbol (N). In the table above, the number of respondents calculated is 32 people. Because all data is filled in, the number is declared valid 100%

Reliability Test

Variable X1

Table 2. Reliability statistical output table

Reliability Statistics	
Cronbach's Alpha	N of Items
.819	9

The output reliability statistic table is used as a basis for decision making whether all question items in the questionnaire are good or not. The numbers or output results above show that the Cronbach's Alpha value for all items is 0.819. Because the output results are more than >0.60, it can be concluded that all question items in the questionnaire are consistent.

Variable X2

Table 3. Reliability statistical output table

Reliability Statistics	
Cronbach's Alpha	N of Items
.927	15

The statistical reliability output table is used as a basis for decision making whether all question items in the questionnaire are good or not. The numbers or output results above show that the Cronbach's Alpha value for all items is 0.927. Because the output results are more than >0.60, it can be concluded that all question items in the questionnaire are consistent.

Table 4. Output reliability table

Reliability Statistics	
Cronbach's Alpha	N of Items
.910	23

The statistical reliability output table is used as a basis for decision making whether all question items in the questionnaire are good or not. The numbers or output results above show that the Cronbach's Alpha value for all items is 0.910. Because the output results are more than >0.60 , it can be concluded that all question items in the questionnaire are consistent.

Multiple Linear Regression Test

Basic concepts of multiple linear regression analysis

1. Multiple regression analysis aims to determine whether or not there is an influence of two or more independent variables (X) on the dependent variable (Y).
2. The t-test aims to determine whether or not there is a partial (own) influence given by the independent variable (X) on the dependent variable (Y).
3. The F test aims to determine whether or not there is a simultaneous (joint) influence given by the independent variable (X) on the dependent variable (Y).
4. The coefficient of determination is used to determine what percentage of influence variable X has simultaneously on variable Y.

Formulation of Hypothesis

1. H1 = there is an influence of Academic Stress (X1) on Student Psychological Well-being (Y)
2. H2 = there is an influence of Family Social Support (X2) on Student Psychological Well-being (Y)
3. H3 = there is a simultaneous influence of Academic Stress (X1) and Family Social Support (X2) on Psychological Well-being (Y)

95% confidence level $\alpha = 0.05$

Basis for decision making

t-test

1. If the sig. value < 0.05 or t count $>$ t table then there is an influence of variable X on variable Y.
2. If the sig value > 0.05 , or t count $<$ t table, then there is no relationship between variable X and variable Y.

t table = $t(\alpha/2 ; nk-1) = t(0.025 ; 29) = 0.367$

F Test

1. If the sig value < 0.05 , or F count $>$ F table, then there is a simultaneous influence of variable X on variable Y.

2. If the sig value > 0.05, or F count < F table, then there is no simultaneous influence of variable X on variable Y.

$$F \text{ table} = F (k ; nk) = F (2 ; 30) = 3.32$$

Hypothesis Testing H1 and H2 with t-Test

Table 5. Hypothesis Testing H1 and H2 with t-Test

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,404	12,878		.963	.343
	Academic Stress	1,430	.303	.659	4,720	.000
	Family Social Support	.048	.199	.034	.242	.811

a. Dependent Variable: Psychological Well-being

First Hypothesis Testing (H1)

It is known that the sig value for the influence of X1 on Y is 0.000 < 0.05 and the calculated t value is 4.720 > 0.367, so it can be concluded that H1 is accepted, which means that there is an influence of X1 on Y.

Testing the Second Hypothesis (H2)

It is known that the sig value for the influence of X2 on Y is 0.811 > 0.05 and the calculated t value is 0.242 < 0.367 so it can be concluded that H2 is rejected which means there is no influence of X2 on Y.

Testing Hypothesis H3 with F Test

Table 6. Hypothesis Testing H1 and H2 with F Test

Model		ANOVA ^a				
		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1603.430	2	801,715	11.305	.000 ^b
	Residual	2056.570	29	70,916		
	Total	3660.000	31			

a. Dependent Variable: Psychological Well-being

b. Predictors: (Constant), Family Social Support, Academic Stress

Based on the output above, it is known that the significance value for the influence of X1 and X2 simultaneously on Y is 0.000 < 0.05 and the calculated F value is 11.305 > F table 3.32, so it can be concluded that H3 is accepted, which means that there is a simultaneous influence of X1 and X2 on Y.

Termination Coefficient

Table 7. Hypothesis Testing H1 and H2 with t-Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 ^a	.438	.399	8,421

a. Predictors: (Constant), Family Social Support, Academic Stress

Based on the output above, the R Square value is known to be 0.662, this means that the influence of variables X1 and X2 simultaneously on variable Y is 66.2%, so it can be interpreted that academic stress X1 and family social support X2 have a strong influence on student psychological well-being (Y).

Discussion

Academic Stress

Academic stress can be defined as the psychological pressure or burden experienced by individuals in an academic educational environment. It encompasses various demands and expectations encountered by students during the learning process, including but not limited to exam pressure, assignments, academic responsibilities, and feelings of uncertainty regarding academic performance. The stress caused by the mismatch between desired and expected circumstances, where there is a gap between the needs of the environment and the possibilities in it, is known as stress. (Meifiani et al., 2022) Stress has become a part of our lives, and almost everyone, whether children, adolescents, or adults, can experience it. This is one of the reactions or responses of human psychology when faced with things that are considered difficult or beyond limits. Academic stress is an example of stress experienced by someone in academic life. (Meifiani et al., 2022)

The tension caused by academic demands that must be met by a person is known as academic stress. Academic stress can cause negative emotions and several other problems, such as internet addiction, poor academic performance, and a higher risk of burnout. (Widyastuti, 2020a) Meanwhile, according to (Widyastuti, 2020b) academic stress is stress related to academic activities and occurs during education. This occurs because of the demands that arise during education and cause emotional tension for students when they fail to cope with these demands.

Based on the various definitions mentioned above, it can be concluded that academic stress is pressure caused by a student's subjective perception of their academic situation. This pressure causes unpleasant physical, behavioral, mental, and emotional reactions experienced by students as a result of their school or academic obligations.(Barseli et al., 2017)

Factors that can cause academic stress include time demands, difficulty of the material, self-expectations or expectations of others, competition with classmates, and uncertainty about the academic and professional future. Academic stress can have a negative impact on an individual's psychological well-being, causing symptoms such as anxiety, depression, fatigue, and decreased motivation.

It is important to understand that academic stress is not only individual, but is also influenced by environmental factors, such as the structure of the educational system, teaching methods, and available social support. Therefore, a deep understanding of academic stress involves a multidimensional analysis that includes psychological, social, and environmental aspects to identify effective strategies in managing and reducing its negative impact on students.

Family Social Support

According to Procidano and Heller (1983), family social support can be defined as how much a person believes that the family provides the support, information, and feedback they need. Meanwhile, according to family support, it can help individuals solve problems (Baron and Byrne, 2005). According to Procidano and Heller (1983), signs of social support include emotional support, recommendations and information on what to do, time given by the family to listen, acceptance of opinions and ideas, openness to exchanging opinions and opinions, assistance in solving and solving problems, and close and intimate relationships with the family. According to Lestari (2012), nuclear families and extended families are different categories. The nuclear family, also known as the core family, consists of a father-husband, mother-wife, and their children. Children will feel safe and know that their parents support them(Milenia Irhan Nur Fitri* & Lukman, 2023)

Family social support refers to positive efforts and interactions provided by family members to support and help someone face various challenges, including academic stress. This social support includes various forms, such as emotional support, instrumental support (practical assistance), informational support, and evaluative support.

Psychological Well-being

According to Ryff (1995) psychological well-being is explained as the full achievement of a person's psychological potential, where a person can accept the strengths and weaknesses

that exist in him, create positive relationships with others around him, have the ability to make decisions and be independent, be able and competent to manage the environment, have a purpose in life and feel able to go through the stages of development in his life. The concept of psychological well-being is a happiness that can be experienced from personal activities that are full of feelings that facilitate the fulfillment of self-potential, experiences of life and progress of a person's goals in life. (Faqih Purnomosidi et al., 2022)

Prihartini (2014) in (Faqih Purnomosidi et al., 2022) describing the condition of a healthy and prosperous personality according to the concept of *rasa suryamentaram*. The central point of psychological well-being lies in the meaning or attitude of *tatag* (steadfast), meaning always brave, not having excessive fear or worry, willing to accept reality whatever its form is now, here and like this (accepting reality as it is). Prihartini also stated that psychological well-being can also be explained by the theory of goals, namely that individuals in life always have goals. A person is said to have high well-being is called a human without characteristics if someone has appreciated four attitudes, namely resilience, optimism, ability and empathy.

From several definitions of psychological well-being above, it can be concluded that psychological well-being is a condition of a person who is able to accept with fortitude various things that can trigger problems in his life, or carry out positive psychological functions by using the potential that exists within him in order to create a happy, safe, prosperous and peaceful life. Psychological well-being is a subjective state that is well described as a condition of positive emotional function and is a manifestation of mental health. Psychological well-being also describes the psychological health of individuals based on the fulfillment of the criteria of positive psychological function as a form of happiness and the highest goal that humans want to achieve, where individuals are able to accept themselves, relate well to others, be independent, be able to control the external environment, have a purpose in life and be able to realize themselves optimally and sustainably.

Ryff (1989) stated that there are several ways to improve a person's psychological well-being: self-acceptance, positive relationships with others, autonomy, mastering the environment, having a purpose in life, and self-development. (Prabowo, 2016)

The discussion of the results of the hypothesis testing above can be described as follows:

First Hypothesis Testing (H1)

In the first hypothesis test, the significance value (sig) for the influence of X1 on Y was found to be $0.000 < 0.05$. The calculated t value also showed a figure of $4.720 > 0.367$. Thus,

H1 is accepted, which means there is a significant influence between variables X1 and Y. It can be interpreted that variable X1 has a significant contribution to variable Y.

Testing the Second Hypothesis (H2)

In the second hypothesis test, the significance value (sig) for the influence of X2 on Y is $0.811 > 0.05$. In addition, the calculated t value is only $0.242 < 0.367$. Therefore, H2 is rejected, which means there is no significant influence between variables X2 and Y. In more detail, it can be interpreted that variable X2 does not have a significant contribution to variable Y.

Testing the Third Hypothesis (H3)

The results of the third hypothesis test show that the significance value for the joint influence of X1 and X2 on Y is $0.000 < 0.05$. In addition, the calculated F value ($11.305 > F$ table (3.32) . Therefore, H3 is accepted, which means that there is a significant joint influence between variables X1 and X2 on variable Y.

R Square

The R Square value of 0.662 indicates that variables X1 and X2 are simultaneously able to explain around 66.2% of the variation in variable Y. This shows that the model built with variables X1 and X2 is quite good at explaining variations in student psychological well-being (Y).

Based on the results of the analysis above, it can be concluded that variable X1 (academic stress) has a significant influence on variable Y (student psychological well-being), while variable X2 (family social support) does not have a significant influence on variable Y individually. However, when the two variables are combined, there is a significant influence together on variable Y. Therefore, it can be assumed that academic stress and family social support together play an important role in influencing student psychological well-being.

4. CONCLUSION

Based on the analysis of academic stress, family social support, and students' psychological well-being, the following conclusions can be drawn:

1) Academic Stress (X1) and Student Psychological Well-being (Y)

Academic stress (X1) has a significant influence on students' psychological well-being (Y). This result shows that the level of academic stress experienced by students can affect their psychological well-being. Therefore, attention to academic stress management can improve students' psychological well-being.

2) Family Social Support (X2) and Student Psychological Well-being (Y)

Although individually family social support (X2) does not have a significant effect on students' psychological well-being (Y), this does not mean that family social support is irrelevant. There may be other factors that moderate the relationship between family social support and students' psychological well-being.

3) Joint Influence (X1 and X2) on Student Psychological Well-being (Y)

When academic stress (X1) and family social support (X2) are combined, there is a significant influence together on students' psychological well-being (Y). Therefore, a holistic approach that takes into account both factors can be an effective strategy in improving students' psychological well-being.

4) Practical Implications

- a. Educational institutions can develop academic stress management programs to help students cope with academic pressure.
- b. Students' families can play a more active role in providing social support, so that students feel more supported in living their academic lives.
- c. Programs that integrate aspects of academic stress and family social support together may be more effective in improving students' psychological well-being.

5) Suggestions for Further Research

Future research could explore additional factors that may moderate the relationship between family social support and students' psychological well-being. In addition, involving a larger sample and a variety of educational contexts could provide a more comprehensive view of this relationship.

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