

THE RELATIONSHIP BETWEEN EMOTION- FOCUSED COPING, LEARNING MOTIVATION, AND SOCIAL SKILLS AND UNIVERSITY STUDENTS' ACADEMIC STRESS

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ABSTRACT

The aim of this research is to empirically test the role emotional focused coping, learning motivation, and social skills with academic stress. The method used in this research is a quantitative method with a correlation approach. The participants in this research were sixth semester students of the guidance and counseling study program at Ahmad Dahlan University, Yogyakarta. with a total of 237 students as subjects. The data collection technique used is simple random sampling and multiple regression analysis techniques. The research results show variable emotional focused coping, learning motivation and social skills simultaneously play a role in academic stress. The results of data analysis show $R=0.498$ with a p value $=0.000$ ($p<0.01$) which means that there is a very significant relationship between emotional focused coping, learning motivation, and social skills with academic stress in Ahmad Dahlan University students in Yogyakarta. It is hoped that students can adapt to the new environment and then overcome academic stress so that learning motivation can be created and develop optimally.

Keywords: emotional focused coping, learning motivation, social skills, academic stress.

INTRODUCTION

Education is a process that aims to educate the nation's children so as to produce a quality generation. As the development of science and technology in the educational process becomes increasingly advanced, students are required to be creative and

innovative. This results in the emergence of psychological stress in the academic process.

Academic stress is a condition that students experience pressure in facing academic assignments so that they have an impact wide thus disturbing themselves and others (Kadapatti and Vijayalaxmi, 2012;

Govaerst & Gregoire, 2004; Goliszek, 2005; Bressert, 2016). Academic stress is mental pressure that causes frustration (Gupta & Khan, 1987), pressure as a result of perception and assessment of academic stressors related to science, education in higher education (Govaerst & Gregoire, 2004), is a stressful situation that causes reactions physical, emotional, cognitive and behavioral (Goliszek, 2005). Academic pressure can affect students' lives in the future (Robotham, 2008). Academic pressure can result in depression (Bressert, 2016). Academic stress is not genetic but is influenced by several factors, one of which is emotion-based coping strategies (Tanumidjojo, Basoeki, and Yudiarso, 2004). Coping strategies is an effort to manage situations and encourage efforts to solve one's life problems, and find ways to control and overcome stress. (King, 2010). Coping strategies act as a way to adapt to stressful situations that can trigger stress (Turashvili & Turashvili, 2015). Coping strategies are efforts to overcome stress that is detrimental (Folkman & Moskowitz, 2004). Coping strategies are really needed when teaching and learning activities (Skaalvik & Skaalvik, 2015).

There is a model of coping strategy that is often used when resolving the pressure or stress faced, namely emotional focused coping (Dani, Hamidi, and Risma (2012; Yildiz, Ozbas, Cavdar, Yildizeli, & Onler, 2014). Emotional focused coping is an attempt to adapt to stressful situations or conditions by controlling emotions, avoiding threatening situations, denying that you are facing a problem, or trying to find a positive meaning to a problem. The choice of this type of coping strategy is usually based on the individual's inability to solve the problem (Lazarus & Folkman, 1984; Folkman, 2010). Emotional focused coping a way to regulate or control emotional responses to the demands of situations that we do not expect (Lenz, 2010). Emotional focused coping can help individuals overcome emotions through the thinking process thereby eliminating negative

feelings which makes them feel better (Corbin, et al, 2013; Hager & Runtz, 2012).

Besides emotional focused coping, academic stress is also influenced by other factors, namely low learning motivation (Agolla and Ongiri, 2009). Learning motivation is a person's facility or tendency to achieve goals, with persistence and enthusiasm in carrying out learning activities (Cherniss and Goleman, 2001). Learning motivation is an internal and external encouragement for students who are learning to carry out behavior, generally with several indicators or supporting elements (Uno, 2011). Low learning motivation can influence academic stress in students (Agolla and Ongiri, 2009). Motivation Learning is a mental strength that encourages learning (Dimiyati and Mudjiono, 2006). Motivation is one of the things that influences the success of student learning activities (Hamdu & Agustina, 2011). Learning motivation and strategies are important in achieving learning goals (Brophy, 2013). Without sufficient motivation, students will not achieve their goals optimally (Ekiz & Kulmetov, 2016).

Furthermore, Azmy, Nurihsan, and Yudha (2017) stated that other factors influence academic stress that is lack of social skills. Social skills are a person's ability to solve problems so that they can adapt harmoniously to the society around them (Cartledge and Milburn, 1995). Skills social is the skill to regulate thoughts and feelings expressed in an action or deed that does not harm oneself or others (Thompson, 1996). Social skills in general are responses and skills that enable an individual to be able to maintain positive interactions with other people (Walker in Bali, 2017). says that social skills include: skills in communicating, sharing, working well, and participating in community groups (Seefeldt and Barbour, 1994). Social skills are the ability to communicate, collaborate, share, participate and adapt (a form of sympathy, empathy, being able to solve problems and be disciplined in accordance with the prevailing values and ethics) (Desi, Rahayu & Solihin, 2014). Social skills are behaviors that support

successful social relationships and enable individuals to work with other people effectively (Arends, 2008). Social skills are quite closely related to various other abilities such as collaborating in groups, interacting with peers, joining groups, making new friends, dealing with conflict, and learning to work together. Lack of social skills will have an impact on the student's low academic achievement, tend to be lonely and show low self-esteem, and there is a possibility of dropping out of school (Muijs and Reynolds, 2008).

Academic stress is negative thoughts that can interfere with a student's academic process, but academic stress can be relieved by coping strategies that focus on emotional focused coping (Istono, 2002). Academic stress is closely related to coping strategies that focus on emotional focused coping, because emotional focused coping can eliminate negative emotions. (Refi, 2019 & Bakhtiar and Asriani, 2015).

Learning motivation plays an important role in academic stress in students, low learning motivation in students increases high academic stress (Agolla and Ongiri, 2009). Stress in the academic process can be combated by increasing learning motivation so that academic stress can be overcome (Chung et al, 2012). Academic stress and learning motivation have a very significant relationship in the academic process (Alda, Utomo, and Hasan, 2020 & Puspitha, Sari and Oktaria, 2018).

Students need to socialize with their environment in the academic process, in other words students must have good skills in socializing so they can solve problems that trigger academic stress (Cartledge and Milburn, 1995). Good social skills are able to handle conflicts that can cause stress (Elliot and Gresham, 1991). Academic stress will be more controlled if students have good social skills (Segrin et al, 2007). The social skills possessed by students will have a positive relationship with academic stress (Segrin and Rynes, 2009).

METHODOLOGY

This research uses a quantitative correlation research method, this research was conducted at BK Ahmad Dahlan University students with a total of 237 students, this research used a Likert scale measurement method in the form of a psychological scale for measuring the independent and dependent variables. Researchers used four scales, namely the academic stress scale, scale emotional focused coping, learning motivation scale, and social skills scale created by the researcher himself through the process professional adjustment and carry out assumption tests. The sampling technique uses simple random sampling, and the analytical technique used to test the hypothesis is the multiple regression analysis technique. All analyzes in this study use Statistical Packages for Social Sciences (SPSS) version 22 for windows.

RESULT AND DISCUSSION

Assumption tests in this research include normality tests, linearity tests, and multicollinearity tests. Based on normality test results Kolmogorov-Smirnov Z or variable normality index emotional focused coping obtained a value of 1.312 with a significance level of 0.064, so $p > 0.05$, which means the data is normally distributed. The learning motivation variable is 1.273 with a significance level of 0.078, so $p > 0.05$, which means the data is normally distributed. Furthermore, the social skills variable is 1.017 with a significance level of 0.253, so $p > 0.05$, which means the data is normally distributed. then the academic stress variable is 0.796 with a significance level of 0.551, so $p > 0.05$, which means the data is normally distributed.

Table 1
*EFC Normality Test Results,
Learning Motivation, and Skills
Social and Academic Stress*

Variabel	K-SZ	Sig(p)	Keterangan
<i>Emotional focused coping (X1)</i>	1,312	0.064	Normally Distributed
Learning Motivation (X2) (X2)	1,273	0,078	Normally Distributed
Social Skills (X3)	1,017	0,253	Normally Distributed
Stress Academic	0,796	0,551	Normally Distributed

Based on the results of the linearity test between variable emotional focused coping with academic stress shows an F linearity value amounting to 22.223 with a significance level (p) of 0.000 ($p < 0.05$), which means there is a linear relationship or forms a straight line between the two variables. The linearity test between the learning motivation variable and academic stress shows a linearity F value of 16.705 with a significance level (p) of 0.000 ($p < 0.05$), which means there is a linear relationship or forms a straight line between the two variables. The linearity test between the social skills variable and academic stress shows a linearity F value of 26.547 with a significance level (p) of 0.000 ($p < 0.05$), which means there is a linear relationship or forms a straight line between the two variables.

Table 2
*EFC Linearity Test Results,
Learning Motivation, and Skills
Social and Academic Stress*

Variabel	F (Linearity)	Sip (p)
<i>Emotional focused coping*Stress Academic</i>	22,223	0,000 ($p < 0.05$)
Learning Motivation*Stress Academic	16,705	0,000 ($p < 0,05$)
Social Skills*Stress Academic	26,547	0,000 ($p < 0,05$)

Multicollinearity Test Result emotional focused coping with Academic Stress getting a Tolerance value of 0.995 (> 0.1) with a VIF value of 1.005 (< 10) based on these values, it can be concluded that there is no multicollinearity in the two variables.

The results of the multicollinearity test for learning motivation with academic stress obtained a Tolerance value of 0.995 (> 0.1) with a VIF value of 1.032 (< 10). Based on these values, it can be concluded that there is no multicollinearity between the two variables.

The results of the Multicollinearity Test of social skills with Academic Stress obtained a Tolerance value of 0.965 (> 0.1) 1.036 (< 10) with a VIF value of 1.032 (< 10). Based on these values, it can be concluded that there is no multicollinearity between the two variables.

Table 3
*EFC Multicollinearity Test Results,
Learning Motivation, and Skills
Social and Academic Stress*

Variable	Tolerance	VIF	Information
Emotional focused coping*Stress Academic	0,995 ($> 0,1$)	1,005 (< 10)	Multicollinearity does not occur
Learning Motivation*Academic Stress	0,995 ($> 0,1$)	1,032 (< 10)	Multicollinearity does not occur
Social Skills*Academic Stress	0,965 ($> 0,1$)	1,036 (< 10)	Multicollinearity does not occur

Furthermore, based on hypothesis testing using multiple analysis techniques, the R value is 0.498 with $p < 0.000$, meaning that simultaneously there is a relationship between emotional focused coping, learning motivation and social skills with academic stress. Meanwhile the R Square value is 0.248 which shows that the contribution emotional focused coping, learning motivation and social skills on academic stress is 24.8%.

The results of hypothesis testing using multiple analysis techniques can be seen in the following table.

Table 4
EFC Major Hypothesis Test Results,
Learning Motivation, and Skills
Social and Academic Stress

Hipotesis	R	R ²	F Regress ion	Sig (p)	Information
<i>Emotional focused coping, Learning Motivation, and Social Skills with Academic Stress</i>	0,4 98	0,2 48	15,968	0,0 00	Very Significant

Results of correlation analysis between each independent variable and the dependent variable. The research shows that all minor hypotheses in this study can be accepted. Variable correlation coefficient: emotional focused coping with academic stress in this study was $r=-0.336$, with a significance level (p) of $p<0.01$. The correlation coefficient for the learning motivation variable with academic stress is $r=-0.286$, with a significance level (p) of $p<0.01$. Next, the correlation coefficient for the social skills variable with academic stress is $r=-0.310$, with a significance level (p) of $p<0.01$. The results of the correlation analysis between independent variables and the dependent variable can be seen in the following table.

Table 5
Minor EFC Hypothesis Test Results,
Learning Motivation, and Skills
Social and Academic Stress

Variabel	Zero-Order	Sig (p)
<i>Emotional Focused Coping – Stress Academic</i>	-0,336	0,000
<i>Learning Motivation- Academic Stress</i>	-0,286	0.000
<i>Social Skills- Academic Stress</i>	-0,310	0.000

CONCLUSION

The research results show that there is a simultaneous role between variables: emotional focused coping, learning motivation, and social skills with academic

stress. The researcher concluded several explanations as follows: a) there is a very significant relationship between emotional focused coping with academic stress. One of the factors that influences academic stress in students is the absence of a strategy coping ie emotional focused coping in his life so that when faced with stressful situations, students will be vulnerable to academic stress, b) there is a very strong relationship significant relationship between learning motivation and academic stress.

Good learning motivation can help students to develop optimally, students who have high learning motivation can overcome the problems they face such as not having good social skills when on campus and especially being able to overcome stress in the academic process, and c) there is a relationship between skills social and academic stress.

Social skills are one of the factors that can influence the occurrence of academic stress so that it can hinder students' academic processes. Remembering that social skills are important in social life between students and students, students and lecturers and the community.

Based on the description above, it can be concluded that emotional focused coping, learning motivation and social skills simultaneously have a relationship with the academic stress of fifth semester guidance and counseling students at Ahmad Dahlan University. Learning motivation and social skills make relatively smaller effective contributions to academic stress in comparison emotional focused coping. This is because students can overcome their learning motivation well, such as studying together, forming small groups to do their assignments, then students can interact with the campus community well so that optimal social skills are created. However, the perception of emotional focused coping still has a close relationship with the academic stress students have emotional focused coping. Low levels can result in high academic stress if students cannot overcome the emotions caused by stress in the learning process.

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