

## **Academic Stress: How Extrinsic Motivation and Self-Efficacy Affect**

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Received 09 April 2021; Revised 12 April 2021; Accepted 23 April 2021

### **Abstract**

This study analyzed the impact give by extrinsic motivation and self-efficacy on academic stress on students at Jakarta State University. A quantitative methodology is the technique used in this study with the main model of multiple linear regression. Participants in this study were 159 students from various study programs at the Jakarta State University. The sampling technique was a simple random sampling technique. The data was collected by using a closed questionnaire using a Likert scale and applied using the google form application. Statistical calculations were carried out using SPSS 25, and the hypothesis test used the t-test and f-test. It was revealed that 1) Extrinsic motivation has a negative and significant effect on student academic stress, 2) Self-efficacy has a negative and significant effect on student academic stress and, 3) Extrinsic motivation and self-efficacy affect student academic stress by 88.6%.

**Keywords:** Academic Stress, Extrinsic Motivation, Self-Efficacy

### **1. Introduction**

Learning is the activity of transferring knowledge between students and learners. In taking education, students must take part in learning activities at school as an organization that provides education. During learning, students will

receive material from the teacher as an educator. In Indonesia itself, education is pretty much regulated in laws and government regulations which indicate the importance of improving the quality of learning so that the quality of education increases (Saifulloh, Muhibbin, & Hermanto, 2012). This shows how important learning is in achieving educational goals even in the national scope. To achieve maximum educational goals, learning activities must run well and optimally as well. Students become a benchmark for whether learning can be said to be going well or not.

However, almost throughout 2020, the learning process in Indonesia must adapt to the current situation in which Indonesia and the rest of the world are facing the Covid-19 pandemic. This pandemic has not only paralyzed the health and economy sectors, but also the education. Learning, which is usually carried out face-to-face in schools, must be transferred to e-learning or distance learning (PJJ) for an undetermined time. This change in the learning model certainly affects anyone who runs it, be it students, teachers, or schools. One of the effects is the increased level of academic stress in students.

Academic stress is usually caused by things that are related to the academic activities undertaken by students. One of the factors that cause academic stress is the demand for learning. High demands often trigger stress in students, especially those who do not have readiness and discipline in learning (Taufik, Ifdil, & Ardi, 2013). Students who feel that they cannot meet the expectations that are in them will cause pressure in the form of academic stress. Academic stress is caused by academic stressors where academic stressors are stress that students get from the learning process or things related to learning activities such as pressure to go to class, length of study, many assignments, cheating, getting test scores, decisions to determine majors or careers, exam anxiety and time management and the number of tasks (Rahmawati, 2016). Some of these things can be felt by students during the online learning period they took during the Covid-19 pandemic.

During the Covid-19 pandemic, students must undergo online learning or e-learning. There are so many changes that students are forced to follow. One of them is the provision of material which must now be through online learning media. Of course, this is something new considering that in Indonesia, e-learning is very rarely implemented in schools. In distance learning or e-learning, the main causes of stress in students include high learning frequency, high test frequency, financial and family problems, and other social problems (Kwaah & Essilfie,

2017). This means that distance learning can cause stress on students for several reasons. The high intensity of giving assignments to students is one of the things that very often happens in e-learning. This is because teachers must be responsible for providing the same learning as face-to-face during online learning and one of the choices that teachers often make is giving assignments to students (AlAteeq, Aljhani, & AlEesa, 2020). When students cannot meet these challenges, students can feel stressed more easily because they cannot meet expectations in e-learning.

This study aims to determine the effect of e-learning as the first independent variable (X1) and self-efficacy as the second independent variable (X2) on academic stress as the dependent variable (Y). Because from some of the previous discussions it was known that academic stress on students in Indonesia is currently a problem in the world of education. This research will try to find solutions and recommendations to these problems.

## **2. Literature Review**

Academic stress is pressure and demands that come from academic activities (Barseli, Ahmad, & Ifdil, 2018). This emerging pressure causes responses in the form of negative physical reactions, behaviors, thoughts, and emotions from students (Barseli, Ifdil, & Nikmarijal, *The Concept of Student Academic Stress*, 2017). This means that academic stress causes students to be unable to participate in learning well because students will be filled with negative emotions when experiencing academic stress. Academic stress is stress related to student learning activities at school and in the form of tensions that originate from academic factors experienced by students which also cause distortion of thoughts in students and affect both physical, emotional, and behavior (Nurmaliyah, 2014). Similar to the previous opinion Barseli et.al. states that academic stress is pressure due to subjective perceptions of an academic condition (Barseli, Ifdil, & Nikmarijal, *Concept of Student Academic Stress*, 2017). From some of these statements, it can be concluded that academic stress is the pressure that arises due to various academic conditions experienced by an individual and causes a negative response for that individual.

Extrinsic motivation plays a role in increasing a person's effort and performance with an award that serves as a positive driver for desired behavior (Adamma, Ekwutosim, & Unamba, 2018). In this case, students who have encouragement from outside themselves will show significant progress in academia. This is because they feel they will get something when they complete

an assignment or achieve good results in learning. When students want the best results in learning, it means that they have forgotten the feeling of stress that surrounds them. Students as humans cannot be separated from the effects of extrinsic motivation because they tend to enjoy learning and show interest, value, and effort towards something that will be achieved when motivated (ODE, 2018). This means that the more motivated they are, the higher their desire to learn. Although there is a contribution of intrinsic motivation to the learning performance of students in a prolonged manner, extrinsic motivation plays a more role as a motivation for students to reach their maximum limits in learning. For students who have no interest in academics, extrinsic motivation can be one of the factors that affect how well they perform in learning (Liu, Hau, Liu, Wu, & Wang, 2019). So extrinsic motivation can be a factor that increases the desire of students to achieve good results in learning even though there is very little desire for it in themselves.

Extrinsic motivation is the motivation that comes from outside or not from the individual himself. London in Singh states that extrinsic motivation is an action carried out on the grounds that the action will produce something and usually someone with high extrinsic motivation will be more concerned with the results obtained from doing a task than the essence of the task itself (Singh, 2016). In other words, extrinsic motivation is not a motivation that encourages a person to act on his own will, but rather the achievements obtained after the action is carried out. Extrinsic motivation is everything outside one's self that needs to be obtained to increase motivation itself and this is also related to actions that are not really personal desires but more due to external factors (Ghaonta, 2017). This means that when a person does not want to do something, it can change with external factors beyond what he wants that cause motivation. Harter and Wolters et.al. in Gherasim, Mairean, and Butnaru state that extrinsic motivation arises when learning activities in class are determined by external interests such as getting satisfactory grades, teacher approval, or peer acceptance (Gherasim, Mairean, & Butnaru, 2012). When a student thinks he has to achieve something because it is an interest, then he will try to achieve it. So, it can be concluded that extrinsic motivation is the motivation that arises because of the influence from outside the individual who encourages a goal to be achieved in the hope of obtaining something that is desired.

In addition to extrinsic motivation as one of the factors that cause academic stress in students during this pandemic, self-efficacy or self-efficacy is

also one of the things that should get more attention because it affects students' academic stress. Siregar stated that one of the factors that can cause academic stress in students is self-efficacy because when a student has self-efficacy for his / her ability to complete academic tasks, it can increase efforts to achieve goals, but it can also be obstacles in achieving the target (Siregar & Putri, 2019). This means that someone who has self-efficacy on his learning ability can be a stressor or inhibitor factor. Self-efficacy is considered as an ability to reduce stress (Durand & Barlow, 2007). When a person has low self-efficacy, it shows that he is a person who gives up easily when faced with academic difficulties and is easily stressed if he finds difficulties in his life. Conversely, when a student's self-efficacy is high, he will believe that he is able to do the task according to the demands, work hard, endure the task until it is finished (Feist & Feist, 2010). From this statement, it can be seen that self-efficacy can reduce the level of academic stress of students.

Self-efficacy leads to an individual's assessment of his ability to carry out certain tasks and produce results (Setiawan & Andjarwati, 2017). A similar opinion was conveyed by Utami et.al. which states that self-efficacy is a person's belief that he can and is able to solve existing demands (Utami, Rufaidah, & Nisa, 2020). Luthan in Noviwati explains that this belief will later motivate the cognitive resources and actions needed to successfully carry out certain tasks (Noviwati, 2016). Self-efficacy also refers to personal or individual beliefs in their ability to be able to perform tasks effectively (Yusuf, 2011). From some of the descriptions above, it can be concluded that self-efficacy is an individual's belief about his ability to do something optimally and fulfill his hopes and goals.

### **3. Methods**

The approach used in this research is a quantitative approach with the main model of multiple linear regression. Participants in this study were 159 students from various study programs at the Jakarta State University. The sampling technique was a simple random sampling technique. Data collection was carried out with a closed questionnaire using a Likert scale. The questionnaire is then applied using the google form application, where the teacher will be able to fill it out online. The instrument that was distributed to respondents had previously been tested to test the validity and reliability of the research instrument.

Hypothesis testing in this study will use the t-test to partially determine the effect of the independent variable and the F test to determine the effect of the independent variable simultaneously on the dependent variable. Meanwhile, as a pre-requisite for analysis before conducting multiple linear regression analysis, several test stages were carried out such as normality test, linearity test, multicollinearity test, and heteroscedasticity test. After all the pre-requisite analysis tests have been carried out, the research will continue by looking for the equation of the multiple linear regression model for this study and the coefficient of determination to see how much influence the independent variable has on the dependent variable. All statistical tests in this study were carried out with the help of SPSS version 25 software.

#### 4. Results and Discussion

##### Normality Test

After obtaining data related to the variables studied, the first pre-requisite analysis was carried out, namely the normality test. The normality test is carried out to find out whether the research data is normally distributed or not. A good regression model is a model whose research data is normally distributed. After testing the normality with the Kolmogorov-Smirnov formula using SPSS version 25 on the variables of academic stress (Y), extrinsic motivation (X1), and self-efficacy (X2), the following results were obtained:

**Table 1. Kolmogorov-Smirnov Normality Test**

	Statistic	df	Sig.
Academic Stress	.069	159	.063
Extrinsic Motivation	.068	159	.068
Self-Efficacy	.052	159	.200

Data are considered to be normally distributed when the significance value (Sig.) Is greater than 0.05. Because the significance value of the academic stress variable is 0.063, it means that the research data is normally distributed. The significance value of the extrinsic motivation variable is 0.068 which is also greater than 0.05, which means that the data is also normally distributed. Then finally, the self-efficacy data has a significance value of 0.200, which means that the data is also normally distributed. These results show that all data in this study are normally distributed.

## Linearity Test

The linearity test is a test conducted to prove that there is a linear relationship between independent and dependent variables in a study. In this study, there are two independent variables (extrinsic motivation and self-efficacy) and one dependent variable (academic stress). This linearity test was calculated using SPSS version 25 and the following results were obtained:

**Table 2. Extrinsic Motivation on Academic Stress Linearity Test**

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	26941.332	54	498.914	23.962	.000
	Linearity	25432.118	1	25432.118	1221.457	.000
	Deviation from Linearity	1509.214	53	28.476	1.368	.088
Within Groups		2165.398	104	20.821		
Total		29106.730	158			

From the above results, it can be seen that the significance value of the extrinsic motivation variable (X1) on the academic stress variable (Y) is 0.088. Because  $0.088 > 0.05$ , it can be ignored that there is a linear relationship between the variables X1 and Y.

**Table 3. Self-Efficacy on Academic Stress Linearity Test**

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	25887.751	53	488.448	15.933	.000
	Linearity	23907.148	1	23907.148	779.828	.000
	Deviation from Linearity	1980.603	52	38.089	1.242	.174
Within Groups		3218.979	105	30.657		
Total		29106.730	158			

From the results above, it can be seen that the significance value of the self-efficacy variable (X2) on the academic stress variable (Y) is 0.174. Because  $0.174 > 0.05$ , it can be ignored that there is a linear relationship between the variables X2 and Y.

## Multicolinearity Test

A multicollinearity test is a test that aims to find out whether there is availability between independent variables. A good regression model is a model that does not have multicollinearity symptoms with the condition that the Tolerance value is  $> 0.10$  and the VIF value  $< 10.00$ . After the multicollinearity test was carried out using the SPSS version, 25 results were obtained as follows:

**Table 4. Multicollinearity Test**

	Unstandar dized B	Coefficie nts Std. Error	Standardiz ed Coefficien ts Beta	T	Sig.	Collinear ity Toleranc e	Statistics VIF
(Constant)	173.889	2.658		65.425	.000		
Extrinsic Motivation	-.678	.072	-.665	-9.439	.000	.147	6.807
Self-Efficacy	-.267	.064	-.292	-4.148	.000	.147	6.807

From the results above, it can be seen that the tolerance value is  $0.147 > 0.10$ . This means that there are no symptoms of multicollinearity in this study. Also, decisions can be made by looking at the VIF value. Because the VIF value is  $6.807 < 10.00$ , it can indicate that there is no multicollinearity symptom in this research model.

**Heteroscedasticity Test**

The heteroscedasticity test in this study is the Rank Spearman test with the basis for decision making is if the significance value or Sig. (2-tailed) is greater than 0.05, then there is no heteroscedasticity problem. After calculating using SPSS version 25, the following results were obtained:

**Table 5. Heteroscedasticity Test**

		Unstandardized Residual
Extrinsic Motivation	Correlation Coefficient	.066
	Sig. (2-tailed)	.405
	N	159
Self-Efficacy	Correlation Coefficient	.075
	Sig. (2-tailed)	.349
	N	159

From the output above, it can be seen that the Sig. (2-tailed) for learning, motivation is 0.405 which is greater ( $>$ ) than 0.05. Then, the Sig. (2-tailed) for self-efficacy is 0.349 which is greater ( $>$ ) than 0.05. Because the significance



value obtained is greater than 0.05, it can be ignored the two heteroscedasticity problems in this regression model.

### Multiple Linear Regression Analysis

After all the pre-analysis requirements for the multiple linear regression model have been fulfilled, then a test will be carried out to look for linear regression for the multiple tofu model in this study. After calculating using SPSS version 25, the following results were obtained:

**Table 6. Multiple Linear Regression Analysis**

Variable	Regression Coefficient
Constant	173.889
Extrinsic Motivation (X1)	- 0.678
Self-Efficacy (X2)	- 0.267

From the results obtained, it can be seen that the regression equation model in this study is:

$$Y = 173.889 - 0.678 - 0.267$$

Then also obtained the coefficient of determination from this equation, namely:

**Table 7. Coefficient of Determination**

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.941	0.886	0.885	4.606

From the results above, it can be seen that the coefficient of determination from this regression equation. The coefficient value is a value that indicates that the variable has a large influence (X) simultaneously on the dependent variable (Y). From the results obtained, it is known that the coefficient of determination is 0.886 or 88.6%. This means that the extrinsic motivation (X1) and self-efficacy (X2) variables together have an influence on the academic stress variable (Y) by 88.6%. Meanwhile, for the other 11.4%, other variables were not researched.

### Hypothesis Test

**Table 8. T-Test**

Variable	T count	Sig.
Extrinsic Motivation (X1)	- 9.439	0.000
Self-Efficacy (X2)	- 4.148	0.000

From the results obtained, it can be seen that extrinsic motivation (X1) and self-efficacy (X2) affect academic stress partially (independently). It can be seen from the significance value of each independent variable. The significance of the extrinsic motivation variable is 0.000 which is smaller (<) than 0.05. Also, the value for the extrinsic motivation variable is 9.439 which is greater (>) than the t (159) table which is 1.975. The negative value on the t count in the table indicates that the area of influence is negative. So it can be denied that extrinsic motivation has a negative and significant effect on academic stress. Likewise with the self-efficacy variable (X2) with a significance value of 0.000 which is also smaller (<) than 0.05. The t value of the self-efficacy variable is 4,418 which is also bigger (>) than the t (159) table which is worth 1,975. The negative sign in the table indicates that the area of influence is negative. This shows that self-efficacy has a negative and significant effect on academic stress.

**Table 9. F-Test**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	25797.210	2	12898.605	607.998	.000 <sup>b</sup>
Residual	3309.520	156	21.215		
Total	29106.730	158			

From the table above, it can be seen that extrinsic motivation and self-efficacy affect academic stress simultaneously (together). This can be seen by looking at the significance value (Sig.), Which is equal to 0.000 which is smaller (<) than 0.05. Also, the story can be drawn by looking at the calculated F value. The calculated F value is 607,998 which is greater (>) than the F (2, 157) table which is equal to 3.05. From these results, it can be ignored that extrinsic motivation and self-efficacy simultaneously influence academic stress.

This study aims to find out the effect of extrinsic motivation and self-efficacy on academic stress of Jakarta State University students and how it applies to learning. The results obtained show that extrinsic motivation and self-efficacy

do influence academic stress. This can be seen from the significance value of the F test, which is equal to 0.000. This value is smaller ( $<$ ) than 0.05, which means that there is an influence given simultaneously to extrinsic motivation and self-efficacy on academic stress. The calculated F value of 607,998 is also greater ( $>$ ) than the F table which is worth 3.05. The effect of extrinsic motivation and self-efficacy is 88.6% on academic stress. This is indicated by the value  $R^2 = 0.886$ . It can be denied that extrinsic motivation and self-efficacy together have a significant effect on the academic stress of students at the State University of Jakarta.

From the research results, it was also found that extrinsic motivation affects academic stress. This is indicated by a smaller significance value of 0.000 ( $<$ ) than 0.05. Also, the t value for the extrinsic motivation variable is 9.439 which is greater ( $>$ ) than the t (159) table which is 1.975. A negative value indicates that the area of influence is negative. These results indicate that extrinsic motivation has a negative and significant effect on academic stress. This means that when extrinsic motivation gets better, academics will be lower or vice versa.

Academic during the distance learning period is indeed a problem that gets attention. This is because it is not impossible for students to experience academic stress because they have to adjust to the new learning model. The extrinsic motivation of students also influences anything that creates academic stress. Yusuf in Seto et.al, states that there are several factors that cause stress, one of which is external factors such as unharmonious families, economic problems, authoritarian people, and the community (Seto, Wondo, & May, 2020). However, there are also external factors that actually create learning motivation for the students themselves. This is called extrinsic motivation, where here it is value orientation, competition, or knowledge that is gained if you do something wrong. These external factors cause students to be motivated to achieve something. When a student is motivated, of course, the academic stress he feels is reduced because they can focus more on the goals to be achieved. Similar research from Mulya and Indrawati shows that achievement motivation consisting of intrinsic and extrinsic motivation has a negative and significant relationship to academic stress with an effectiveness of 27.6% (Mulya & Indrawati, 2016). This shows that extrinsic motivation indeed has a big enough share no matter what level of academic stress is done by students.

Similar research conducted by Sagita, Daharnis, and Syahniar also shows the same results that there is a negative between achievement motivation and

academic stress (Sagita, Daharnis, & Syahniar, 2017). This study also explains that students who have high motivation will be able to manage their time well in setting goals so that they can be reduced. In another sense, academic stress will also be avoided. Motivation, one of which is extrinsic motivation, causes students to accept the circumstances that occur around them as a trigger in completing their tasks. Extrinsic motivation also acts as an impetus for students to be able to achieve maximum results in learning. They will do their best so that academic stress can be avoided. Highly motivated individuals are better at forming positive and optimistic attitudes in high-stress situations and get more social support, thereby reducing feelings and losing control (Wang, Xu, Wang, & Zhu, 2019). From this explanation, it can be implemented that high motivation can reduce a person's chances of experiencing stress because motivation can be a positive attitude in stressful situations. Academic stress that occurs in students is usually caused by high learning instructions. With high motivation, especially motivation that comes from outside or extrinsic motivation, students can avoid or reduce complementary academic stress.

The next results show that self-efficacy also affects academic stress in students at the Jakarta State University. This is indicated by a significance value of 0.000 which is also smaller ( $<$ ) than 0.05. The t value of the self-efficacy variable is 4,418 which is also bigger ( $>$ ) than the t (159) table which is worth 1,975. The negative sign in the table indicates that the area of influence is negative. These results indicate that self-efficacy has a negative and significant effect on academic stress. This means that when self-efficacy increases, academic stress will decrease.

These results indicate that self-efficacy is also one of the factors that can experience academic stress in students. Bandura in Ahmad and Safaria explains that someone with strong self-efficacy experiences lower stress in facing threatening and burdensome situations, and is less tense because they believe in their own ability to cope with these situations (Ahmad & Safaria, 2013). In this case, academic academics can indeed be overcome if someone has high self-efficacy. When students believe in their ability to complete existing tasks, then no, they will not care about how much burden they get in learning. High self-efficacy makes students believe that they can overcome various problems in learning no matter how big they are. There is also a similar study conducted by Andarini and Purwadi where the results of their research state that effectiveness affects academics negatively and significantly (Andarini & Purwadi, 2020). Individuals

with low academic stress are likely to have high self-efficacy and better academic results (Crego, Carrillo-Diaz, Armfield, & Romero, 2016). So students who have high self-efficacy not only reduce academic stress that they may experience but also improve their learning outcomes.

Someone who has a strong belief in their abilities will use these abilities optimally in dealing with academics (Putra & Ahmad, 2020). So, all academic stress that comes from records that exceed the expectations of students will also be able to cope with high self-efficacy. These demands include a prohibition on adapting to the distance learning model currently operating in Indonesia. Not all students can adapt to the new learning model. Tasks that are considered to be more than usual are one of the factors that cause distance learning to increase academic stress. However, students with self-confidence and optimism tend to see change as a challenge to try and try to do so so that stress levels are not high (Denovan & Macaskill, 2013). When students feel that they are capable, changes that are wherever they are can be felt able to be passed without problems. Those with high self-efficacy solve existing problems maximally. Self-efficacy also refers to a person's belief in his ability to implement various strategies to cope with and implement stressful action management (Watson & Watson, 2016). This shows that self-efficacy makes students able to stress themselves because they are confident in their abilities. Provide logical and scientific findings of the study. Present evidences to support your analysis by citing work of earlier researchers or existing theories.

## **5. Conclusion**

This study concluded that 1) extrinsic motivation has a negative and significant effect on student academic stress at the Jakarta State University; 2) Self-efficacy has a negative and significant effect on student academic stress at the Jakarta State University; and 3) extrinsic motivation and self-efficacy affect student academic stress at the State University of Jakarta by 88.6%. Conclusion should be written in very clear words. It should explain how the objectives of the study are accomplished.

## **6. Acknowledgement**

I would like to express my gratitude especially to all the teachers who have participated and took the time to take part in this research. Thanks are also conveyed to all parties who helped carry out this research.

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