



Factors Of Achieving Pressure Affect Stress In School Children In Batu City Region

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Abstract

Stress is a condition that occurs in everyday life. In the life cycle stress can occur in adults and school-age children. Of the 40% population consisting of children and adolescents, 7-14% of children experience mental health problems, namely hyperactivity to learning difficulties. Stress that occurs in school-age children is stress that comes from the learning process or things related to pressure, especially the pressure before the final exam (State exam). The study is a descriptive analytic study with a cross sectional approach which aims to formulate the factors that influence the emergence of stress in school-age children in the Batu City area. The population of sixth grade elementary school students was 195 people taken by proportional random sampling. Data were analyzed using logistic regression. The results showed that there were 4 stressful factors in school-age children, namely 89.2% pressure factors for achievement, 38.5% pressure factors to compete in graduation, 24.6% pressure factors to be accepted, and 53.3% factor in many activities before the final exam. The results of the analysis using logistic regression found an overall value of 67.69%, indicating that based on the pressure for achievement, competing, accepted and many activities from 195 respondents the possibility of an estimate for stress was 67.69%. The implications of the results of these studies can be taken into consideration by parents and educators should not be too demanding for children to achieve high achievement standards, not stressing to always be at the top. Learning is adapted to children's rights and continues to pay attention to the needs of children, so that children can achieve achievements in school, continuing their growth and development.

Keywords: Factors;Stress;School;Children

INTRODUCTION

Enhancement the development of science and technology has resulted in an increase in the complexity of the problems that must be faced. Problems caused by increasing science and technology are a reality that must be faced in human life, if it cannot adjust to these conditions it will cause stress. Stress is the interaction between individuals and the environment which causes physiological and psychological changes.

In the life cycle stress can be experienced by anyone ranging from parents, adults and school-age children. Stress in school-age children needs serious treatment because school-age children are a generation that needs to be prepared for the strength of the

Indonesian nation. If viewed from the proportion of the population of 40%, the total population consists of children and adolescents, ages 0-16 years, it turns out 7-14% of the population of children experiencing mental health disorders including behavioral disorders, hyperactivity and learning difficulties (Director General of Mental Health: 2016).

Stress related to school-age children is usually personal and emotional, often caused by expectations, responsibilities or pressures. According to William & Susan Stain Back (1999) that school stress is not always bad, stress that is too little or too much is equally dangerous. Stress in school-age children that occur in a short time or does not take place continuously will lead to adaptive behavior, develop

coping, help children achieve success in school, whereas stress that occurs continuously for a long time will lead to maladaptive behavior such as talking nervously, fear without cause, loss of interest in school, withdrawal, hate school, frequent daydreaming, decreased learning achievement, decreased appetite, and regression / backward behavior (thumb sucking, bedwetting).

Sources that can cause stress in general are physical (heat, cold, air, noise, poisoning, food, medicine), social (economic, family, work, technological change, communication, interpersonal and environmental relations), psychological (frustrated, demands, uncertainty, worry, inferior). While potential sources that often cause stress in school-age children are pressures for achievement, competitiveness, acceptance and pressure to do many activities (William & Susan: 1999).

Batu City is one of the cities formed on October 17, 2001 as a fraction of Malang Regency, before the Batu city area was part of the Development Zone 1 Unit (SSWP 1) of North Malang. Batu City is growing rapidly and by the National Floating Agency dubbed *the real tourism city of Indonesia*, there are 69 Schools ranging from elementary to secondary level, 36 Elementary Schools consisting of 28 Public Elementary Schools and 8 Private Primary Schools. Based on data from the Batu City Education Office, in 2017 the graduation rate on the national exam which last year only reached 75 percent, was ranked lowest from 38 cities / districts in all of East Java. So to increase the graduation rate, the Batu City Education Office took the policy of having additional learning hours, especially in grade 6, with regular training.

The results of a preliminary study of 100 elementary school students using a question, stated that elementary school students had received information about tension or stress from teachers,

RESULT AND DISCUSSION

parents, television, and social media. Stress is an unpleasant thing, tension of mind, the things that cause tension are the extra hours of learning and tutoring outside of school hours, the demands of teachers and parents to pass and get good pure evaluation (NEM) scores, afraid not to pass the final exam national (UAN), and afraid of not being able to enter the State Junior High School. Some of the consequences of these tensions include frequent dizziness, unable to play and nightmares. If these conditions continue to cause loss (distress), tension (strain), saturation and surrender response so as to reduce interest, motivation to learn and inhibit the growth phase, further development.

With the above reasons, this study aims to find factors that influence the emergence of stress in school-age children.

METHOD

This research is a descriptive analytic study with a cross sectional approach, which is trying to explore the stressful factors of school-age children before the final exam, with a sample of 195 children. Data was collected for 6 months before the final exam (national exam) using a questionnaire compiled based on a modified summed score method approach (Azwar; 1999). Data analysis was carried out in two stages, namely: stage 1) bivariate analysis using *chi square*, stage 2) multivariate analysis using logistic regression using a computer program.

Table 1. Frequency Distribution of Pressure Based on Sources of Stress in Elementary School Children in Batu City Region 2018

Stress sources	Pressure			
	Exists		No	
	f	%	f	%
Achievement	188	96.4	7	3.6
Compete	150	76.9	45	23.1
Received	98	50.3	97	49.7
Many activity	195	100	0	0

Based on table 1, it can be explained that out of 195 children, 96.4% of children stated that achievement could cause pressure, 76.4% responded that competition caused pressure, 50.3% of the need to be received caused pressure, and 100% of activities outside of hours learning creates pressure.

Table 2. Frequency Distribution of Stress Conditions Based on Sources of Stress in Elementary School Children in Batu City Region 2018

Sources	Conditions			
	Stress		Non Stressful	
	f	%	f	%
Achievement	174	89.2	21	10.8
Compete	75	38.5	120	61.5
Accepted	48	24.6	147	75.4
Many activities	104	53.3	91	46.7

Based on table 2, it can be explained that the stressful conditions 89.2% stemmed from demands for achievement, 38.5% came from demands to compete, 24.6% came from the need to be accepted, and 53.3% came from the number of activities outside of school hours.

Table 3. Effect of Sources of Pressure on Stress Conditions in Elementary School Children in the Batu City Region 2018

	Percent chi-square	Asymp. Sig(2-sided)
Achieving	27.802	0.000
Competitive	21.615	0.000
Received	8.711	0.003
Many activities	0	0 x^2

Based on table 4 can be explained that out of the four sources, three sources achievement, compete and received needs obtained obtained p-value smaller than $\alpha = 0.05$. Two of the sources of stress, namely the pressure for achievement and pressure to compete, obtained a p-value of 0.00 and the source of the need to be received obtained a p-value = 0.03. Whereas one

source is the number of activities obtained by the value of chi squared is 0, and smaller than the value of chi squares table (3.84). So it can be concluded that the three sources, namely achievement, competitiveness and acceptable needs are factors that can cause stress in elementary school-age children, while the number of activities has no effect on stress.

Table 4. Prediction of Pressure Sources for Achievement, Competitiveness, Acceptance and Many Activities Against the Emergence of Stress

Observed	0	1	Percent correct	Overall
0	21	48	30.43%	67.69%
1	15	111	88.10%	

Table 5. Significant Pressure Sources for Achievement, Competing, accepted Based on Multivariate Analysis Test Results with logistic Regression Method

Variable	β	Significant
x1	-.2528	0.0448
x2	.4340	0.0050
x3	.2401	0.0033
constant	-1.6449	0.2306

Based on the table of 4 predictions, the overall value is 67.69%, so it can be concluded that from 195 children the estimate for stress is 67.69%, and based on table 5 the results of the significant level of 4 independent variables are only 3 variables that influence stress school age children. The variable referred to is the pressure factor for achievement, the pressure to compete and the need to be accepted influences the emergence of stress in school-age children.

Discussion

In this discussion comparing the two main things in the study, namely between the framework of concepts and hypotheses with the results of research that has been carried out concerning independent and bound variables. The independent variable is composed of pressure for achievement, competitiveness, acceptance and lots of activities and stress which are the dependent variables, all of which have been tested in univariate, bivariate and multivariate analysis.

The effect of pressure on achievement on the emergence of stress

From the collected data and univariate analysis that has been done shows that the pressure for achievement can lead to pressure or stress on school-

age children by 96.4%, and from the bivariate test using chi square $p\text{-value} = 0.00$, and from the multivariate test obtained a significant value of $0.045 < \alpha = 0.05$, so it can be concluded that the pressure for achievement affects the emergence of stress in school-age children in elementary schools in Batu Malang. This shows that school-age children can control the situation or conditions causing the emergence of stress related to various demands for achievement. Situations that require children to get good grades, pass national examinations, and get good graduation ratings require children to study every day by adding hours of study outside of class hours.

According to William & Susan Stain Back (1999) suggests that when school-age children learn diligently, but are not able to do something at a certain stage as required, he will experience stress. Children who judge academic demands as stressful things will show stress (Barseli, 2018), as well as children who judge the demands of achievement in school graduation as a stressful thing. According to Rahmawati (Barseli, 2018), academic stress is a condition or situation where there is a mismatch between the demands of the environment and the resources that the child has, so that the child becomes

burdened. The relationship between parents and children affects the achievement of children's achievements in school (Purwindarini, 2014). The demand factor for achievement from parents and teachers is an external factor that triggers stress in children.

The effect of pressure to compete against the emergence of stress

From the collected data and univariate analysis that has been done that competes can cause a pressure of 76.9%, the results of the chi-square test obtained p-value = 0.00, and the multivariate test obtained a significant value of 0.005 <from the value $\alpha = 0.05$, so it can be concluded that competitive pressure can influence the emergence of stress. Competition in terms of the value of learning evaluation, competes to enter the top 10, and enters the favorite public junior high school (SMPN) which causes stress to school-age children.

Based on data from the Batu City Education Office, the number of elementary school/Madrasah Ibtidaiyah graduates in Batu City in 2017 reached 3,197 students. While the number of seats in Batu City Middle School is only 1,274 seats. Practically, there are 1,923 students who do not get seats to enter the school desired by elementary school children. This situation requires school children to compete to get good grades and try to enter into the top 10. Children who assess situations with positive perceptions will strive to compete well, on the contrary manifestations of children who assess situations with negative perceptions, children will show obstacles in the process of achieving their learning outcomes, having learning difficulties or so-called stress from Arifin (2018). Competition is defined as a high stressor for children. Children feel pressured to compete with many friends in terms of values and enter favorite schools. This is in line with the opinion in Susatyo (2010) of the PSYCHO IDEA journal, the more the number of stressors and the

longer it is felt, the higher the consequences felt by individuals, and the theory proposed by William & Susan Back (1999) that pressure to compete in terms value, getting friends and teacher's attention causes stress for some children, and the greater the stress when parents always put pressure on children to be on top.

The effect of pressure to be received on the emergence of stress

From the collected data and univariate analysis that has been carried out that competing can lead to a pressure of 50.3%, the chi-square test results obtained p-value = 0.03, and the multivariate test obtained a significant value of 0.003 <from the value of $\alpha = 0.05$, so it can be concluded that the need to be accepted has an effect on stress on school-age children. Children who perceive the need to have a study group, are invited to play at rest, tell stories about problems at school to parents, the need to be noticed by teachers and parents, are favored by friends positively, it will not cause excessive pressure. Conversely, children who perceive the need to be accepted as such negatively, the child will feel pressure continuously and can cause stress.

Stress is a condition of tension that affects emotions, the learning process, and the child's condition. Under stressful conditions, children need loving care. As the opinion of Harmaini (2015), school children are students who still need affection needs, in the form of love, attention, guidance and education. This opinion is also supported by William & Susan Stain Back (1999) that most children feel the need to be accepted, they want to be liked by teachers, friends and cared for by parents. If these needs are excessive can cause stress to children.

The influence of many activities on the emergence of stress

From the collected data and univariate analysis that has been done shows that many 100% activities can cause pressure, the results of the chi-square test

obtained a value of $0 < \chi^2$ table value 3.84, and multivariate factor tests do a lot of activities considered a constant, so it can be concluded that the factor of many activities outside school hours does not affect the emergence of stress in school-age children. Activities following tutoring after school, doing homework / school assignments every day after school at night, taking exam exercises are considered a very sad condition for school children, can cause stress that can cause stress.

Stress experienced by school children is a condition where children are in a sense of insecurity (Arifin; 2017). Some children consider the number of activities to be very sad and place undue pressure within themselves by engaging in many activities, such as extracurricular activities, voluntary work, hobbies, tutoring a number of subjects on their study schedule, their lives being busy and may feel confused and frustrated, causing stress. Excessive learning activities can lead to stress in children (Yunita; 2016). However, based on the results of the study, it shows the opposite that many activities such as tutoring outside of school hours in some subjects, following Scout activities and other activities do not affect the emergence of stress, children assume that many activities are normal, fun because they will often meet with their friends to play. Many activities are not placed on them as a stressful stress, but are considered as a pleasant thing for themselves.

Stress Event Prediction Based on Pressure Sources for Achievement, Competing, Received, and Many Conducting Activities

Research shows that in reality the results of the prediction are obtained, overall value=67.69% illustrates that the estimate of achievement, competitiveness, acceptance and many activities is 67.69% can cause stress. This shows that stress in school-age children is not only influenced by the 4 psychological factors (pressure for achievement, competition, acceptance and many activities) as the

theory proposed by William & Susan Stain Back (1999), but the emergence of stress in school-age children 32.31% is also influenced by other sources, namely physical resources (example nutrition, air, heat, cold), social (example family, relationships with friends / parents, economy), social support, personality or other psychological resources (example frustration)

In fact, the desire to achieve good grades, get a ranking, enter the top 10, competition between friends, and the need to be accepted can cause stress to school-age children. The findings of this study reinforce the opinion of Barseli (2017) that academic stress is caused by two internal and external factors. One of the external factors that influence academic stress is the pressure for high achievement. The stress that occurs in school-age children is mostly learning stress, where the demand for learning, especially in facing the final national examination is a condition felt by the child about the pressure that exceeds the limits of their abilities and can endanger their welfare. manifestations of stress that are felt characterized by physical symptoms such as headaches, difficulty speaking, cold hands and feet), emotions: children are easily offended, panic, often cry, and lack concentration) and behavior (frowning, biting nails, often delay homework and withdrawal).

The stress experienced by school-age children does not rule out the possibility of increasing trends, so it needs serious attention and handling from various parties to be able to manage well. In the life of school age children learning stress cannot be eliminated because it is part of the life cycle, but if stress is allowed the possibility of children will experience obstacles in learning and continuation of their studies. Children who experience stress continuously will have negative consequences and can cause negative impacts related to personality, social problems, self-concept and disrupt health (Agustin; 2017). So that to minimize stress on school-

age children needs involvement and communication between teachers and parents. This is confirmed by the results of research Purwindarini (2014) that parental involvement in this case father is one of the factors in achieving children's learning achievement.

Ideally stress on school children should also be a concern for counseling teachers and health professionals. School children really need counseling in schools to develop themselves both in academic and personality aspects (Halim; 2014), and minimize stress so school-age children do not fall ill, children can continue to grow and develop in the next phase, can achieve success in school and can be prepared as the next generation of national power.

CONCLUSION

The purpose of this study is to look at the factors that can cause stress in school age children. The results found that there are 4 potential sources that can cause stress which cause stress in children. These sources are pressures for achievement, competition, acceptance and many activities. Of the 4 potential sources, 3 sources, namely pressure for achievement, competitiveness and the need to be accepted have the potential to lead to stress in children. Observations from this study indicate that the school environment, competition between friends creates its own pressure for children. If the child can use the self defense mechanism well, then the child will not experience stress, conversely if he cannot use the self defense mechanism properly, the child will experience stress. This study only looks at 4 factors, further research is needed to look at other factors that can cause stress in school-age children and their solutions so that children can learn, grow and develop optimally.

Ideally school-age children in learning must be minimized from sources that create pressures that can disrupt attention and focus attention in learning. The results of the study found that there are 4 potential sources that can cause stresses that cause stress in

children. These sources are pressures for achievement, competition, acceptance and many activities. From the 4 potential sources, 3 sources, namely pressure for achievement, competitiveness and the need to be received have the potential to lead to stress on children, with p-value for achievement pressure and competitiveness = 0.00, and p-value 0.003 for needs received. From the results of multivariate analysis of the 4 potential sources it can cause stress of 67.69%, while 32.31% is influenced by other factors.

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