



THE INFLUENCE OF SELF-EFFICACY ON ACADEMIC STRESS OF ISLAMIC RELIGIOUS EDUCATION MASTERS STUDENTS CLASS OF 2024, SULTAN AGUNG ISLAMIC UNIVERSITY, SEMARANG

PENGARUH EFIKASI DIRI TERHADAP STRES AKADEMIK MAHASISWA MAGISTER PAI ANGKATAN 2024 UNIVERSITAS ISLAM SULTAN AGUNG SEMARANG

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Abstract

This study aims to determine the effect of social support on academic stress in Islamic Religious Education (PAI) Masters students of Class of 2024 at Sultan Agung Islamic University Semarang. The method used is a quantitative approach with data collection techniques through closed questionnaires. The sample in this study amounted to 100 respondents who were selected randomly. The results of the partial test analysis (t-test) show that self-efficacy has a significant effect on academic stress, with a significance value of 0.001 ($p < 0.05$) and a calculated t value of 3.300 which is greater than the t table of 1.98472. This indicates a positive influence between self-efficacy and academic stress. In addition, the coefficient of determination (R square) value of 0.316 indicates that 31% of the variation in academic stress can be explained by the self-efficacy variable, while the remaining 69% is influenced by other factors outside the study. The normality test using the Monte Carlo approach produced a significance value (Sig. 2-tailed) of 0.249, which means that the data is normally distributed. Thus, this study confirms the importance of the role of self-efficacy and social support in reducing students' academic stress.

Keywords: Self-Efficacy, Academic Stress, Quantitative Research, Islamic Religious Education, Sultan Agung Islamic University

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dukungan sosial terhadap stres akademik pada mahasiswa Magister Pendidikan Agama Islam (PAI) Angkatan 2024 di Universitas Islam Sultan Agung Semarang. Metode yang digunakan adalah pendekatan kuantitatif dengan teknik pengumpulan data melalui kuesioner tertutup. Sampel dalam penelitian ini berjumlah 100 responden yang dipilih secara



acak. Hasil analisis uji parsial (uji-t) menunjukkan bahwa efikasi diri memiliki pengaruh signifikan terhadap stres akademik, dengan nilai signifikansi sebesar 0,001 ($p < 0,05$) dan nilai t hitung sebesar 3,300 yang lebih besar dari t tabel sebesar 1,98472. Hal ini menunjukkan adanya pengaruh positif antara efikasi diri terhadap stres akademik. Selain itu, nilai koefisien determinasi (R square) sebesar 0,316 mengindikasikan bahwa 31% variasi stres akademik dapat dijelaskan oleh variabel efikasi diri, sedangkan 69% sisanya dipengaruhi oleh faktor lain di luar penelitian. Uji normalitas menggunakan pendekatan Monte Carlo menghasilkan nilai signifikansi (Sig. 2-tailed) sebesar 0,249, yang berarti data terdistribusi secara normal. Dengan demikian, penelitian ini menegaskan pentingnya peran efikasi diri dan dukungan sosial dalam mengurangi stres akademik mahasiswa.

Kata kunci: Efikasi Diri, Stres Akademik, Penelitian Kuantitatif, Pendidikan Agama Islam, Universitas Islam Sultan Agung.

1. INTRODUCTION

This study focuses on the analysis of the influence of social support on academic stress experienced by students of the Islamic Religious Education (PAI) Masters Program Class of 2024 at Sultan Agung University, Semarang. Postgraduate students are often faced with high and complex academic burdens, which can trigger mental stress in the form of academic stress (Hardayati et al., 2023). Several previous studies have stated that academic stress is generally triggered by a lack of ability to manage academic demands, such as writing a thesis and achieving the set grade standards (Hamid & Martha, 2022). If not addressed immediately, this stress can have a negative impact on students' psychological conditions in the long term (Hardayati et al., 2023). In this case, social support is seen as a protective factor that plays an important role in reducing the intensity of academic stress. The form of support provided by family or close friends has been shown to reduce the psychological burden felt by students (Jannah, 2021). The results of Yusuf and Yusuf's (2020) study show that social support can function as a buffer against academic stress, thereby helping students maintain emotional stability. This statement is also reinforced by the findings of Jannah (2021) who emphasized the importance of the influence of external factors, such as social support, in reducing stress symptoms in students.

The presence of a strong social network is considered to be able to strengthen students' mental resilience in facing academic challenges. Healthy interpersonal relationships, both in the lecture environment and within the family, contribute to increasing students' self-confidence and ability to complete academic obligations (Jannah, 2021). This condition is very relevant, especially at the master's level, where academic pressure tends to be higher compared to other levels of education (Najib et al., 2022).

Furthermore, the COVID-19 pandemic situation has also exacerbated the level of academic stress experienced by students. The online learning process that limits direct social interaction has added to the psychological burden, especially for students who previously relied heavily on the support of their surroundings (Zakiyah et al., 2023; Najib et al., 2022). Thus, it is important to conduct further exploration regarding the influence of social support on academic stress, especially in Islamic Religious Education Masters students at Sultan Agung



University Semarang, in order to formulate strategies that can improve mental well-being while supporting their academic success. In closing, the importance of the role of social support in reducing academic stress cannot be ignored. Therefore, higher education institutions such as Sultan Agung University Semarang need to strive to create a conducive environment, including building a strong social support system so that students can complete their studies optimally and maintain mental health continuously.

2. RESEARCH METHOD

This study involved 100 respondents who were students of the Islamic Religious Education (PAI) Masters Program at Sultan Agung Islamic University (UNISSULA) Semarang. The sample determination was carried out using a simple random sampling technique, which is a random sampling technique, so that each member of the population has an equal opportunity to be selected as a research respondent. The main objective of this study was to analyze the extent to which social support influences the level of academic stress experienced by PAI Masters students class of 2024.

This study uses a quantitative approach, which is oriented towards the positivistic paradigm, as explained by Sugiyono (2022). This approach emphasizes testing hypotheses on certain populations or samples systematically and measurably using statistical instruments. To collect data, a closed questionnaire method was used, where each question or statement was arranged in the form of a Likert scale with four answer choices, namely: strongly agree, agree, disagree, and strongly disagree. This questionnaire aims to measure respondents' perceptions of the social support they receive and the level of academic stress they experience during the study process.

The data obtained were then analyzed using several statistical tests, namely the T test to measure partial influence, and the normality test to determine the distribution of the data used. This analysis aims to ensure the validity and reliability of the research results.

3. RESULTS AND DISCUSSION

Uji T Parsial

Partial test, also known as t-test, is a statistical analysis method used to identify how much influence each independent variable has on the dependent variable separately (Ghozali, 2018:179). In the context of this study, the t-test was conducted using a significance level of 5% or 0.05. If the test results show a significance value of less than 0.05 and the calculated t value exceeds the t table value, then it can be concluded that the independent variable has a significant influence on the dependent variable. Conversely, if the significance value is greater than 0.05 and the calculated t is below the t table, then no significant influence is found between the two variables.



| Coefficients ^a | | | | | | |
|---------------------------------------|--------------|-----------------------------|------------|---------------------------|-------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 13,560 | 1,561 | | 8,685 | 0,000 |
| | Efikasi Diri | 0,285 | 0,086 | 0,316 | 3,300 | 0,001 |
| a. Dependent Variable: Stres Akademik | | | | | | |

Tabel 1. Uji T

Based on the results of the analysis using the t-test, it was obtained that the significance value of the self-efficacy variable (X1) was 0.001. This value is far below the established significance level, which is 0.05. This shows that statistically there is a significant influence between self-efficacy and academic stress experienced by students. In other words, the higher the level of self-efficacy possessed by an individual, the tendency to experience academic stress will decrease. In addition, the calculated t value of the self-efficacy variable (X1) was recorded at 3.300. This value is greater than the t table value of 1.98472, with degrees of freedom (df) of $n - k = 100 - 3 = 97$. The comparison between the calculated t and the t table strengthens the conclusion that the self-efficacy variable has a significant influence on academic stress. Thus, it can be concluded that both self-efficacy and social encouragement play an important role in influencing the level of academic stress in students.

Uji Koefisien Determinasi (R^2)

The determination coefficient test aims to measure the extent to which independent variables are simultaneously able to explain the variations that occur in the dependent variable. The R square (R^2) value is the main indicator in assessing the strength of the predictive model used in the study. The higher the R^2 value obtained, the greater the model's ability to explain the relationship between the variables studied. This test is also used to assess the overall contribution of independent variables to the dependent variable, both in the context of theoretical explanation and in empirical prediction. Thus, this test is an important step in assessing the validity of the regression model developed in a study.

| Model Summary | | | | |
|---|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .316 ^a | 0,100 | 0,091 | 1,44507 |
| a. Predictors: (Constant), Efikasi Diri | | | | |

Tabel 2. Koefisien Determinasi (R^2)



Based on the analysis results in Table 2, the coefficient of determination (R square) value is 0.316. This indicates that 31% of the variability of academic stress in students can be explained by the self-efficacy variable. In other words, self-efficacy has a significant contribution in influencing the level of academic stress. Meanwhile, the remaining 69% is influenced by other variables outside of self-efficacy that were not analyzed in this study. These factors may include environmental aspects, social pressure, or other psychological factors that require further study in future research.

Uji Normalitas

According to Ghozali (2018:161), the normality test aims to determine whether the residual or intervening variable in the regression model has a distribution that is close to normal. This test is an important part of the classical assumptions that must be met so that the results of the regression analysis can be interpreted validly and reliably. Without fulfilling the normality assumption, the interpretation of the regression model becomes less accurate and can cause bias. The normality test can be carried out through a graphical approach, such as a histogram or normal probability plot, as well as through statistical methods, such as the Kolmogorov-Smirnov or Shapiro-Wilk test. The general criterion in this test is that if the significance value is greater than 0.05, then the residual data is considered to be normally distributed. In this study, to support the validity of the analysis, the Monte Carlo test was also carried out as an additional approach to evaluate the normality of the residual distribution, so that the results obtained are more accurate and reliable in drawing conclusions.

| One-Sample Kolmogorov-Smirnov Test | | | |
|------------------------------------|-------------------------|-------------|-------------------------|
| | | | Unstandardized Residual |
| N | | | 100 |
| Normal Parameters ^{a,b} | Mean | | 0,0000000 |
| | Std. Deviation | | 1,43775483 |
| Most Extreme Differences | Absolute | | 0,101 |
| | Positive | | 0,082 |
| | Negative | | -0,101 |
| Test Statistic | | | 0,101 |
| Asymp. Sig. (2-tailed) | | | .014 ^c |
| Monte Carlo Sig. (2-tailed) | Sig. | | .249 ^d |
| | 99% Confidence Interval | Lower Bound | 0,237 |
| | | Upper Bound | 0,260 |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |



c. Lilliefors Significance Correction.

Tabel 3. Uji Normalitas

The results of the multicollinearity test show that the Monte Carlo significance value (Sig. 2-tailed) is 0.249. Because this value is greater than the significance limit of 0.05, it can be concluded that the data obtained through the questionnaire in this study have a normal distribution. This condition indicates that the assumption of normality is met, so that subsequent statistical analysis, such as linear regression, can be continued with a good level of confidence. The Monte Carlo test is used to ensure the accuracy of the residual distribution, and these results indicate that the questionnaire data does not deviate from the normal distribution.

Pembahasan Hasil Penelitian

Based on the results of statistical analysis through the t-test, it is known that the self-efficacy variable has a significance value of 0.001. This value is clearly lower than the standard significance limit of 0.05, which means that self-efficacy has a statistically significant effect on the level of academic stress. This finding shows that the higher the self-efficacy of students, the lower the level of academic stress they feel. This means that self-efficacy plays an important role in managing the psychological burden that arises as a result of complex academic demands. This is in line with the results of previous research by Yang et al. (2023), which found that increased self-efficacy was negatively correlated with perceptions of academic stress. Students who have high confidence in their abilities tend to have lower levels of stress because they feel more able to cope with academic challenges and pressures. In the context of master's students, Yang et al. (2023) also stated that self-efficacy plays a crucial role in reducing perceptions of academic stress. This decrease not only leads to improvements in students' psychological conditions but also improves the quality of their interactions with demanding academic tasks. These results are very relevant in interpreting the t-test data obtained, where the calculated t value of 3.300 exceeds the t-table value of 1.98472 (with degrees of freedom $n-k = 97$). This comparison strengthens the assumption that self-efficacy does have a real contribution to reducing stress felt by students in the academic world.

Furthermore, Kordzanganeh et al. (2022) explained that self-efficacy also acts as a mediator in overcoming academic stress. Students with high levels of self-efficacy are not only able to reduce their stress levels, but also show stronger dedication, enthusiasm, and resilience in facing learning challenges. In other words, self-efficacy not only functions as a protector against academic pressure, but also triggers increased commitment to learning success. This is reinforced by Colomeischi and Carstiuc (2018) who found that low self-efficacy is closely related to increased academic pressure, because individuals feel less able to complete tasks well.



In addition, a study conducted by Gopal and Aruna (2017) confirmed a positive relationship between self-efficacy and academic process skills. When students feel confident in their abilities, they tend to be more skilled in managing time, developing learning strategies, and completing assignments effectively. Conversely, high academic pressure can hinder the development of these skills. Therefore, self-efficacy is an important factor that can reduce the negative impact of stress. In another study, Arslan (2017) also noted that emotional self-efficacy plays an important role in reducing educational stress levels. Students who are able to manage emotions positively tend to have high emotional self-efficacy, which ultimately strengthens their resilience to academic stress.

Similar findings were also presented by Safarzaie et al. (2017), who found that there was a significant negative relationship between self-efficacy beliefs and academic stress among students. The stronger an individual's belief in their own abilities, the lower the likelihood of them experiencing severe stress during the educational process.

Overall, the various studies above support the conclusion that self-efficacy is a very important factor in reducing academic stress levels. The findings from the t-test results in this study further strengthen the empirical evidence that significantly increasing self-efficacy can help students manage stress. Therefore, developing self-efficacy should be a priority in educational interventions to create a healthy, productive academic environment that supports students' psychological well-being.

4. CONCLUSION

The results of the research that has been conducted indicate that the self-efficacy variable plays a significant role in influencing the level of academic stress of students in the Islamic Religious Education (PAI) Masters Program at Sultan Agung Islamic University, Semarang. This finding is based on the results of the partial test analysis (t-test), which shows a significance value of 0.001, lower than the standard significance level of 0.05. In addition, the calculated t value of 3.300 also exceeds the t table value of 1.98472, which strengthens the evidence of a real effect. Therefore, it can be concluded that self-efficacy and social encouragement have a positive contribution to reducing academic stress experienced by students. Furthermore, based on the coefficient of determination (R^2) value of 0.316, it is known that 31% of the variation in academic stress can be explained by self-efficacy, while the remaining 69% is influenced by other external factors not included in the scope of this study. In addition, the results of the normality test using the Monte Carlo approach show a significance value (Sig. 2-tailed) of 0.249, which exceeds the significance limit of 0.05. This shows that the residual data in this study is normally distributed, so that the linear regression analysis used has fulfilled the classical assumptions and the results can be considered valid and can be used as a basis for making academic and practical decisions.



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