



The Relationship between Religiosity and Academic Stress of North Sumatra Islamic Center Students

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Abstrak

Stress akademik menjadi permasalahan yang ekrap dialami para siswa dewasa ini, terutama siswa yang memiliki padat aktivitas. Penelitian ini bertujuan untuk emgetahu hubungan religiusitas dengan stres akademik. Pendekatan penelitian menggunakan kuantitatif jenis korelasional. Populasi penelitian ini seluruh siswa/peserta didik di *Islamic Centre*. Sampel diambil secara random berjumlah 287 orang. Instrumen penelitian adalah angket tentang religiusitas dan stres akademik. Teknik analisis data menggunakan deskripsi data dan uji hipotesis dengan uji korelasi *product moment*. Hasil penelitian menunjukkan adanya hubungan negatif antara religiusitas dengan stres akademik. Artinya, jika skor religiusitas meningkat maka skor stres akademik menurun, sebaliknya jika skor religiusitas menurun maka skor stres akademik meningkat. Melalui hasil penelitian tersebut, dipeoleh hubungan antar kedua variabel sebesar -0,341 pada signifikansi $0,003 < 0,05$. Dapat disimpulkan bahwa religiusitas degan stress akademik memiliki hubungan yang negatif.

Kata Kunci: hubungan, religiusitas, stress akademik

Abstract

Academic stress is a problem often experienced by students today, especially students who have busy activities. This research aims to determine the relationship between religiosity and academic stress. The research approach uses a quantitative correlational type. The population of this study were all students at the Islamic Center. Samples taken randomly amounted to 287 people. The research instrument was a questionnaire about religiosity and academic stress. The data analysis technique uses data description and hypothesis testing with the product moment correlation test. The research results show that there is a negative relationship between religiosity and academic stress. This means that if the religiosity score increases, the academic stress score decreases, conversely, if the religiosity score decreases, the academic stress score increases. Through the results of this research, the relationship between the two variables was obtained at -0.341 at a significance of $0.003 < 0.05$. It can be concluded that religiosity and academic stress have a negative relationship.

Keywords: relationships, religiosity, academic stress

Introduction

Academic stress today is an urgent problem that is being experienced by teenagers in addition to various other problems such as drugs, (Aisah, 2023; Jannah, 2022) brawls, bullying, promiscuity, online game addiction, and so on (Sriasih, 2019). Academic stress is a condition where an individual experiences too much pressure and demands so that they are unable to manage academic tasks well (Khaira, 2023). Academic stress has four aspects,

namely physical, emotional, thought and behavior (Wicaksono, 2017).

Academic stress in the physical aspect is characterized by physical symptoms such as feeling trembling, cold sweat, headaches, and heart palpitations when faced with certain situations in learning, for example when asked by the teacher to answer questions in front of the class. Stress in the emotional aspect is characterized by the tendency of students to experience obstacles in managing emotions in certain situations in learning, such as difficulty

controlling anger which then expresses it in the form of excessive anger, (A. T. Hasibuan et al., 2020, 2022) or also difficulty controlling feelings of sadness which causes deep and possibly prolonged sadness. Stress in aspects of the mind such as lack of concentration in studying, then difficulty understanding the subject matter and in turn low academic achievement. Meanwhile, academic stress in the behavioral aspect shows symptoms when students find it difficult to control behavior such as teasing (Wicaksono, 2017), bullying, or also carrying out behaviors that can harm themselves and possibly others.

Research conducted by (Simamora, Irma Yusriani et al., 2022), on 24 and 25 February 2022 on 230 students of State High School 4 Banda Aceh, the majority of whom were male (57.0%) and aged 16 years. (47.8%). The academic stress level of students at State High School 4 Banda Aceh was 230 respondents. It was concluded that 161 respondents (70%) experienced high levels of academic stress and 69 respondents (30%) experienced low levels of academic stress. Ade's research (2019), shows that the results of the research reveal that, firstly, the academic stress of students at SMA Negeri 1 Payakumbuh is in the low category with a percentage of 68.56%. This means that students at SMA Negeri 1 Payakumbuh are able to control situations or conditions that cause stress related to academics. Second, students' academic stress related to physiological symptoms is in the low category. Third, high school students' academic stress related to psychological symptoms is in the medium category. The four high school students' academic stress related to attitudinal symptoms are in the low category.

The North Sumatra Islamic Center is a formal educational institution that manages education using a boarding school system. The Islamic Center of North Sumatra has made *tahfizhul Qur'an* a mandatory program that every student must follow, namely 5 juz per year, without neglecting other religious and general education which not all Islamic boarding school-based schools can do, so for six years, the target can be achieved by The students are memorizing 30 juz of the Koran. So that the *Al-Qur'an* is grounded in people's lives, efforts are made to interact with the *Al-Qur'an*, for example reading, memorizing and

understanding it well and correctly (Alhasyir, 2021).

Student activities at the Islamic Center have been arranged from morning to evening. In this case, the earliest activity for students is of course getting up in the morning, at which point students must be awake about 15 minutes before the call to prayer is said. This morning's activities are a serious concern, because in turn it will have an impact on other activities. For example, if students do not heed the program of waking up early and praying the morning prayer in congregation, it is feared that the students will not be able to follow the memorization program that is required after completing the morning prayer (Lubis, 2017). Apart from these activities, students are of course still given various other activities such as learning activities to take part in learning according to the curriculum at the level or level of education, SD/MI, SMP/MTs, SMA/MA (Nasution et al., 2023).

The busy routines and activities carried out by students cause students to have higher levels of stress (Ade, 2019; Haryadi, 2024; Salsabila & Ansyah, 2023). It is known that the academic stress experienced by students in the academic field includes the obligation to memorize the *Al-Qur'an*, memorize hadith, pray on time, use Arabic and English as their language of instruction and also summarize the knowledge of recitation. Stress in the academic field among students arises when there are demands that must be met in undergoing the educational process at the Islamic boarding school (Alfarabi et al., 2017; Fauziah, 2021; Kirana & Rustam, 2019; Wibowo, 2021). Academic stress is included in the category of distress, namely stress that is destructive and can cause individuals to feel helpless, frustrated and disappointed (Amalia, 2019; Khaira, 2023; Radisti et al., 2023; Sriasih, 2019).

Stress poses a risk to academic tasks when it occurs very frequently and is managed in the wrong way. Indicators of stress experienced by teenage students can be seen from physical fatigue, (Aisyah, 2022; Firdaus et al., 2023; Indria et al., 2019; Mutiarawati & Rini Lestari, 2024) frequent headaches, the body not being able to rest optimally, difficulty concentrating, lazy to study, lack of enthusiasm, (Agusman, 2019; N. N. P. Hasibuan, 2022) often grumbling and blaming others and doing various other bad activities such as: skipping class, fighting, lying (Amir, 2021). The

mechanisms for releasing stress used by teenagers are often detrimental to themselves or others (Husna, 2020).

Religiosity is a human attitude and action carried out continuously in seeking answers to a number of questions related to the existence and inner considerations related to belief in the religion one adheres to (Nasution et al., 2023). Religious activities that are carried out well and correctly enable each student to have high religiosity with the presence of denser religious material and regular application (Munawaroh & Dra. Yayah Khisbiyah, 2018). Who has good academic resilience and religiosity, even though they encounter difficulties in the academic field, (Hamimah & Andriani, 2023; Handayani, 2022; Lubis, 2017) can always get up and not easily give up from all actions of honesty, politeness, politeness, fairness, patience, and so on (Julia, 2022; Nadhifah & Karimulloh, 2021).

Religious consists of three aspects; namely belief, practice and experience (Zhifaf, 2016). The aspect of belief is meant by how confident a person is in the religion he adheres to without the slightest doubt and of course not being influenced by various opinions or responses of other parties to the religion he adheres to. The practical aspect means how a person properly and correctly practices various religious ritual practices that he believes in. While the experiential aspect is the various experiences he experiences which are related to a high sense of divinity or the occurrence of certain experiences in himself which prove to him the existence of the power and authority of Allah SWT in his life which then further increases his belief and religiosity in life (Laili et al., 2023; Rimeldi, 2021; Zhifaf, 2016).

(Albadriah & Saifuddin, 2023) research, shows that there is a negative correlation between religiosity and stress in students of -0.345 at a significance of 0.000 ($p < 0.05$). This means that the higher the level of student religiosity, the lower the level of stress they experience. Vice versa, if the lower the level of religiosity experienced, the higher the level of stress that will be experienced. The effective contribution value of the religiosity aspect to the stress aspect was 11.9%, while the other 88.1% was from other variables not examined in this study.

(Surham, 2020) research, shows that there is a negative relationship between

religiosity and academic stress in students at 4%. Religiosity influences academic stress, but the significance is not too great because religiosity influences academic stress as emotion focused coping, namely a coping strategy that focuses on a person's emotional condition by reducing the negative response from a stressful condition. Researchers can conclude that religiosity influences academic stress with emotion focused coping so that they see how students cope with academic stress.

(Munawaroh & Dra. Yayah Khisbiyah, 2018) research, shows that the research results show that (a) there is a relationship between religiosity and stress levels on coping strategies ($r = 0.678$ with $p = 0.000$), (b) there is a very significant positive relationship between religiosity and coping strategies ($r = 0.610$ with $p = 0.000$), (c) there is a very significant negative relationship between stress levels and coping strategies ($r = -0.500$ with $p = 0.000$). The effective contribution given by the variables religiosity and stress level to coping strategies is 46%. Thus, there is still 54% influence from other factors that influence the coping strategies of Islamic boarding school students. The level of religiosity among students is included in the very high category with an empirical mean (RE) = 110.79 and a hypothetical mean (RH) = 80, the level of stress among students is included in the low category with an empirical mean (RE) = 100.29 and a hypothetical mean (RH) = 117.5, and the level of coping strategies among students is included in the high category with an empirical mean (RE) = 104.40 and a hypothetical mean (RH) = 87.5.

Research by (Kirana & Rustam, 2019), shows that the results of the research hypothesis test show that there is a significant negative relationship between religiosity and exam stress ($p < 0.01$, $r = 0.212$). Students' exam stress can be reduced by increasing their religiosity. Research by Radisti et al., (2023), shows that the results of correlation tests show that there is a negative and significant relationship between religiosity and academic stress and there is a negative but not significant relationship between academic self-concept and academic stress. This shows that the level of individual religiosity has a more significant role in academic stress than the individual's self-concept.

Research (Fauziah, 2021), shows that the research results show a negative effect of -

0.518 with a significant $p = 0.000$ $P < 0.05$. This means that there is a negative and significant relationship between religiosity and academic stress in students, which shows that the higher the religiosity, the lower the academic stress. On the other hand, the lower the religiosity, the higher the academic stress for students. The magnitude of the determinant coefficient (r^2) is $= 0.634$. This shows that religiosity contributes to academic stress by 63.4%. In this study, the students' religiosity was classified as high, seen from the comparison of the empirical average value (98.24), which was greater than the hypothetical average value (81). Meanwhile, the students' academic stress is classified as moderate, because the empirical average value obtained (68.31) is smaller than the hypothetical average value (70).

Based on the description above, it shows that academic stress is an important issue in today's academic discussions. Various previous studies as described above show that academic stress has a negative correlation with religiosity. This means that the higher the religiosity, the lower the stress experienced, conversely, the lower the religiosity, the higher the stress faced. However, if you look further, some of the research results above are the results of research conducted on students whose background was not memorizing the Koran. Meanwhile, it is believed that the Al-Qur'an is a holy book that has many glories, such as providing calm when read, providing guidance, and of course increasing religiosity for those who are steadfast in reading it, let alone reading and practicing it. Therefore, research needs to be carried out to prove whether students or santri at Islamic centers experience stress. Apart from that, it needs to be proven whether the religious affiliation of students at Islamic centers is negatively correlated with academic stress.

Method

This research uses a quantitative approach, namely research that uses a positivistic paradigm and allows the results to be generalized (A. D. Hasibuan, 2023). The type of research used is correlational research, namely research that aims to measure the relationship between variables (A. T. Hasibuan et al., 2022; S. M. Hasibuan, 2018; Sugiyono, 2008). What

this research means is the relationship between religiosity (X) and academic stress (Y) of students at the Islamic center in North Sumatra. The population of this study was 982 students at the Islamic Center in North Sumatra. The sample was taken using a simple random sampling technique (Yusuf & Yusuf, 2013) as many as 284 people.

The data collection instrument was carried out using the Muslim religiosity scale compiled by (Amir, 2021), which consists of three aspects; namely belief, practice and experience. This scale consists of 13 items. Meanwhile, the academic stress variable is compiled using an academic stress scale consisting of physical, emotional, thought and behavioral aspects (Wicaksono, 2017), totaling 18 items. The data analysis technique is carried out by describing the data, and testing the hypothesis using correlation testing.

Result and Discussion

The results of this research were obtained through a questionnaire distributed to a research sample of 287 people. After the data obtained was analyzed, the following results were obtained:

Table 1. Data Description

	Religious	Academic Stress
N Valid	287	287
Missing	0	0
Mean	17.16	44.84
Median	17.00	45.00
Mode	17	48
Std. Deviation	2.978	10.130
Sum	4925	12868

The table above shows that the mean student religiosity score is 17.16, media 17.00, mode 17, sd 2.978, and total score 4925. Academic stress score mean 44.84, median 45.00, mode 48, sd 10.130, total score 12868. Then, to see the distribution of data for each variable, it can be seen as follows:

Table 2: Distribution of Religiosity Score Data

No	Interval	f	fk	%f	%fk
1	22 - 24	28	28	9.76	9.76
2	19 - 21	65	93	22.65	32.40
3	16 - 18	91	184	31.71	64.11
4	13 - 15	103	287	35.89	100

The table above shows that as many as 91 people or 31.71% of students were in the average score category, as many as 93 people or 32.40% were in the above average score category, and as many as 103 people or 35.89% are in the below average score category. Thus, the majority of students' religiosity scores are in the average score category and below the average score category.

Table 3: Data Distribution of Student Academic Stress Scores

No	Interval	f	fk	%f	%fk
1	64 - 72	13	13	4.53	4.53
2	55 - 63	25	38	8.71	13.24
3	46 - 54	96	134	33.45	46.69
4	37 - 45	102	236	35.54	82.23
5	28 - 36	45	281	15.68	97.91
6	21 - 27	6	287	2.09	100.00

The table above shows that as many as 102 people or 35.54% of students' scores were in the average category, as many as 134 people or 46.69% were in the above average category, and as many as 51 people or 17.77% were in the below average score category. Thus, the majority of students' academic stress scores are in the above average and average score categories.

Table 4. Hypothesis Testing

		Religious	Academic Stress
Religious	Pearson Correlation	1	-.341
	Sig. (2-tailed)		.003
	N	287	287
Academic Stress	Pearson Correlation	-.341	1
	Sig. (2-tailed)	.003	
	N	287	287

The table above shows that the Pearson Correlation value is -0.341 at a significance of 0.003. Because sig. 0.05 then the dithermia hypothesis. This means that there is a negative relationship between religiosity and students' academic stress. Where if the student's religiosity score increases, the student's academic stress score decreases. Conversely, if a student's religious score decreases, the student's academic stress score increases. The magnitude of the relationship between religiosity and academic stress is 34.1% at a significance of 0.003.

This is in accordance with the results of research by (Albadriah & Saifuddin, 2023), showing that there is a negative correlation between religiosity and stress in students of 11.9%, while the other 88.1% is another variable not examined in this research. (Surham, 2020) research, shows that there is a negative relationship between religiosity and academic stress in students at 4%. Religiosity influences academic stress, but the significance is not too great because religiosity influences academic stress as emotion focused coping, namely a coping strategy that focuses on a person's emotional condition by reducing the negative response from a stressful condition. Researchers can conclude that religiosity influences academic stress with emotion focused coping so as to see how students cope with academic stress.

(Munawaroh & Dra. Yayah Khisbiyah, 2018) research, shows that the research results show that (a) there is a relationship between religiosity and stress levels on coping strategies ($r=0.678$ with $p=0.000$), (b) there is a very significant positive relationship between religiosity and coping strategies ($r= 0.610$ with $p=0.000$), (c) there is a very significant negative relationship between stress levels and coping strategies ($r=-0.500$ with $p=0.000$). The effective contribution given by the variables religiosity and stress level to coping strategies is 46%. Thus, there is still 54% influence from other factors that influence the coping strategies of Islamic boarding school students. The level of religiosity among students is included in the very high category with an empirical mean (RE) = 110.79 and a hypothetical mean (RH) = 80, the level of stress among students is included in the low category with an empirical mean (RE) = 100.29 and a hypothetical mean (RH) = 117.5, and the level of coping strategies

among students is included in the high category with an empirical mean (RE) = 104.40 and a hypothetical mean (RH) = 87.5.

Research by (Kirana & Rustam, 2019), shows that the results of the research hypothesis test show that there is a significant negative relationship between religiosity and exam stress ($p < 0.01$, $r = 0.212$). Students' exam stress can be reduced by increasing their religiosity. Research by (Radisti et al., 2023), shows that the results of correlation tests show that there is a negative and significant relationship between religiosity and academic stress and there is a negative but not significant relationship between academic self-concept and academic stress. This shows that the individual's level of

religiosity plays a more significant role in academic stress than the individual's self-concept.

Conclusion

The research results show that there is a negative relationship between religiosity and academic stress. This means that if the religiosity score increases, the academic stress score decreases, conversely, if the religiosity score decreases, the academic stress score increases. Through the results of this research, a relationship between the two variables was obtained of -0.341 at a significance of $0.003 < 0.05$.

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