



Stress Level of Physical Education Students in Writing Thesis

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Abstract

The stress experienced by students in writing a thesis can have a negative physical and psychological impact on success in writing a thesis. Therefore, this study aims to determine the level of stress, sources of stress, and types of stress experienced by students. The method used in this research is descriptive quantitative chosen to assist in achieving the research objectives. A total of 23 physical education students who have taken the proposal seminar exam are used as samples in this study. The questionnaire which has a validity value of 0.84 and a reliability value of 0.87 is used as a data collection instrument. The ideal mean value and standard deviation were used to perform data analysis. The results of the study revealed that the stress level of physical education students who were writing their thesis was in the medium category, conflict was the source of stress that had the highest score, and the type of stress experienced by students was psychological stress.



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INTRODUCTION

Being a student is a matter of pride for most people. However, at the stage of being a student, it can cause stress because there is an academic burden that must be borne by students (Aspelmeier et al., 2012). One of the burdens is the thesis which is one of the scientific works that must be fulfilled by students to get a bachelor's degree. However, to be able to complete the thesis is not an easy thing to do. Various problems arise when students are writing their thesis, one of which is stress. Stress is a depressing condition experienced by students caused by the many demands from internal and external sources when writing a thesis (Wardi & Ifdil, 2016). For most students, these are still considered the main cause of stress experienced among PhD students (Bazrafkan et al., 2016).

The results of previous research revealed that final year students who were writing their dominant thesis experienced stress characterized by several symptoms such as anxiety, lack of confidence, feeling burdened, afraid, pessimistic, difficulty to sleep, restless, and panicked (Regehr et al., 2013). Many factors cause stress including financial inability, changing learning climate, personal difficulties, too many courses taken in one semester, course regulations in each semester, and parents who are not supportive during lectures (Chernomas & Shapiro, 2013; Deb et al., 2015). Other literature also states that increased student stress can harm progress in thesis writing (Russell-Pinson & Harris, 2019). Therefore, stress management needs to be done well by students, if students are not able to do it, it will have a physiological and psychological negative impact and can lead to suicide (Zhang et al., 2012).

The results of previous studies that have examined the stress experienced

by students include (Yarmani et al., 2022) discussing the stress level of physical education students in taking part in odd semester studies in 2021/2022. Where in the study it was stated that the level of stress experienced by students was in the medium category. However, this study has not discussed the types of stress and sources of stress experienced by physical education students. The results of another study conducted by (Reddy et al., 2018) discussed stress and sources of student stress. However, this study has not specifically discussed the stress level of students who are writing a thesis. Furthermore (Karaman et al., 2019) have also investigated predictors of stress experienced by students. However, this research is not specific to students who are writing a thesis.

Based on previous studies, it can be concluded that stress harms student progress in writing a thesis. However, the stress level of Bengkulu University Physical Education students in writing a thesis has never been done before. Therefore, the researcher took the initiative to discuss the stress level of physical education students while writing the thesis. This study aims to determine the level of stress, types of stress, and sources of stress experienced by final year students. The results of this study can be a reference for lecturers and leaders of the Bengkulu University physical education study program in improving better thesis guidance services.

METHODS

The research method used is a quantitative descriptive method that aims to see a description of the stress level of final year students who are compiling a thesis. The population consists of all physical education students who are compiling a thesis and have attended a

proposal seminar and are willing to become research respondents, totaling 23 students. The sampling technique used is total sampling, so that all of the population becomes the research sample. The implementation of data collection was carried out in the Physical Education Study Program from April 7 to April 14, 2022. Questionnaires were used in this study to collect data regarding the stress of physical education students in writing a thesis. The validity of the instrument is 0.84, while the reliability is 0.87. The research procedure includes the preparation of research instruments, testing research instruments, distributing questionnaires to respondents via a google form, tabulating and analyzing data, presenting reports in the form of articles, and publishing research results. Data analysis uses the mean value and standard deviation formulated (Wagiran, 2015).

Table 1. Criteria determination formula

Interval	Category
$(Mi + 1,8SD) - (Mi + 3SD)$	Very high
$(Mi + 0,6) - (Mi + 1,8SD)$	High
$(Mi - 0,6SD) - (Mi + 0,6SD)$	Medium
$(Mi - 1,8SD) - (Mi - 0,6SD)$	Low
$(Mi - 3SD) - (Mi - 1,8SD)$	Very Low

RESULT

This study examines the stress level of students, sources of stress, and types of stress for physical education students in writing a thesis. The results of this study are presented in the following table:

Table 2. Stress level

Interval	Frequency	Category
76-88	1	Very high
63-75	6	High
49-62	8	Medium

36-48	5	Low
22-35	2	Very Low

Through table 2 can it be concluded that the stress level of students, in general, was in the moderate category with a frequency of 8 students.

Table 3. Sources of stress

No	Indicator	Mean
1	Pressure	10.26
2	Frustration	21.17
3	Conflict	23.43
4	Threat	13.43

From table 3 it is known that the stress experienced by students mostly comes from conflict with a score of 23.43. The conflict stems from conflicts with oneself, parents, or other factors such as the environment or supervisor.

Table 4. Sources of stress

No	Indicator	Mean
1	Physical	24.70
2	Psychological	30.61

Based on table 4 it is known that the type of stress experienced by physical education students who are writing a thesis is psychological stress with a score of 30.61.

DISCUSSION

The stress experienced by students comes from pressure when working on a thesis. In table 4 it is known that the source of stress on the pressure indicator has a score of 10.26. The pressure can come from within, such as feeling burdened with the thesis or being too pushy, while the pressure from outside, such as demands from parents who have to finish the thesis as soon as possible. Each student has a different response when faced with pressure, either

positive or negative responses. Positive responses can be in the form of enthusiasm to immediately complete the thesis (Permatasari et al., 2020). However, the pressure that cannot be managed properly by students will hurt them so that it becomes a trigger for stress, the negative impact can be in the form of avoiding doing a thesis and delaying a lot of time to write a thesis (Pariat et al., 2014).

In table 4 it is known that the source of stress on the frustration indicator has a score of 21.17. The stress experienced by students is also due to frustration when the thesis is not finished immediately. So that in the process of writing a thesis, students feel less concentrated, have difficulty finding references to write a thesis, parents do not provide motivation, and it is difficult to meet with supervisors. Basically, in the process of writing a thesis effectively and efficiently, social support is needed such as support from family and supervisors (Jairam & Kahl, 2012). Social support from families can increase student motivation in learning, while social support from supervisors such as positive feedback has also been shown to increase motivation (Dupont et al., 2014). Students who have good social support are known to be faster in completing their thesis compared to students who lack social support (Dupont et al., 2015).

The existence of conflicts that occur when writing a thesis is a source of stress experienced by students. In table 3 it is known that conflict is a source of stress for students with the highest score of 23.43. Conflicts that occur can come from oneself such as being lazy and desperate in completing the thesis, and the lack of harmonious relationships between parents, peers, and thesis supervisors. The results of the study state that there is a relationship between conflict and stress (Kremer, 2016). This

means that if there are more conflicts faced by students when writing a thesis, it will have an impact on the high level of stress experienced. Conflicts faced by students will affect the completion time of the thesis (Blum, 2010). Conflicts faced by students, especially conflicts with supervisors, cause students to feel lazy to meet with lecturers, causing the thesis writing process to be hampered. It can be seen from Table 4 that the threat indicator is known to be 13.43, which means it is a condition that can harm students.

The stress that occurs in physical education students when compiling a thesis consists of two types of perceived stress, namely physical stress, and psychological stress. In table 5 it is known that physical stress has a score of 24.70. Physical stress experienced by physical education students is characterized by disturbances in body organs such as headaches, nerve disorders in the neck, feeling tired quickly, sweating easily, sleeping disorders, irregular eating patterns (Mahmoud et al., 2012; Gomathi & Jasmindebora, 2017; Shankar & Park, 2016). Physical stress experienced by students will have a significant correlation with psychological stress (Klainin-Yobas et al., 2014). This is also the finding of this study which revealed that physical education students who wrote theses had psychological stress with a higher score of 30.61. Symptoms of psychological stress can be seen in increased anxiety, panic, irritability, and frustration (Li & Hasson, 2020; Walsh et al., 2010).

CONCLUSION

The stress experienced by physical education students in preparing the thesis is known to be at a moderate level. The highest source of stress is conflict, while the type of stress

experienced is psychological stress. In this study, it is not known about the strategies used by students in dealing with stress when compiling a thesis. Therefore, it is necessary to study this further.

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