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Abstract

This study is quantitative correlational research which aims to determine the relationship between patience and academic stress. In this study, researchers used a purposive sampling technique with a total of 103 participant's final year psychology students from the 2020 class of Psychology at Universitas Kristen Satya Wacana, who were working on their TA/thesis. The research instrument uses a patience scale and an academic stress scale. This research uses Spearman product moment correlation data analysis method. The results showed a correlation of $r = -0,212$ and a significance value of 0,016 ($p < 0,05$). These results show that there is a negative relationship between patience and academic stress in final year students who are working on their thesis, which means that the higher the patience, the lower the academic stress. On the other hand, the lower the patience, the higher the academic stress. The results of this research can provide knowledge and coping for final year students who are working on their thesis so that they can increase their patience so that they can minimize academic stress when working on their thesis. This study associates the variable of patience with the variable of academic stress because the results of previous studies have not been conclusive, namely showing pro-contra results. In addition, the concept of patience is considered a positive character and is an important part of well-being which is one part of the study of positive psychology.

Keywords: Patience; Academic Stress; Final-Year Students

1. Introduction

The existence of academic stress in students is reported by research from Zahrah (2021) that 56.7% of students at Universitas Mulawarman show high levels of academic stress. Academic stress is also experienced by some students of Universitas Kristen Satya Wacana, especially final year students of the class of 2020 who are still taking several courses but also starting to work on TA / thesis. From the results of interviews conducted by researchers with ten resource persons who are final year students of the class of 2020 on February 8-11, 2023. Students said that there were complaints during the final project that made them have feelings of anxiety in working on the research proposal, making them always think negatively of themselves that they did not have the ability to complete the final project. Six students experienced several complaints such as experiencing sleep disturbances, difficulty focusing during lecture hours, like to be sleepy when lecturers explain, forget to remember the material, and always think negatively about uncertainty about the future. The other four students also felt the same way, in addition to being faced with busy lectures, these four students were also actively involved in organizational activities. These complaints describe the condition of academic stress in students.

Academic stress is the result of academic demands that exceed the limits of students' ability to complete an obligation (Wilks, 2008). Desmita (2014) also said that academic stress is emotional tension in students that comes from academic demands so that biological and psychological reactions that have an impact on academic achievement. Students who experience academic stress will feel anxiety, irritability and feel sad when undergoing lecture activities (Lubis et al, 2021). Stress encourages changes in student behavior, such as decreased interest and energy, tendency to express negative views of others, feelings of anger,

frustration, confusion, hopelessness, and disruption of academic responsibilities (Atziza, 2015).

Academic stress is related to challenges in the world of lectures faced by students, such as doing assignments with short deadlines, taking end-of-semester tests, presentations in several courses, doing field practice, and so on which are considered to burden more than the capacity of student abilities (Zur & Zeidner, 2012). In the research of Ira et al. (2007) students experience stress due to the tight schedule of lectures, field practices and presentations that are many in several courses, and homework deadlines that are perceived to be very short. As a result of these stressful conditions, students often claim to lose their appetite which has an impact on weight loss during college, frequent headaches, and most often experience sleep problems. The students' reactions were part of a reaction to academic stress. Other studies have shown that the study load that exceeds the ability of each student and the closer exam time is one of the causes of stress in students (Zaini & Nordin, 2007).

Research by Alan & Ertac (2015) shows that the role of patience in human life is as self-control. Students who apply patience also have the ability to control themselves, especially in unstable situations. Safitri's research (2018) revealed that there is a relationship between patience and stress facing exams in students. Research according to Indria *et al.* (2019) revealed that patience has a relationship with academic stress in students in Pekanbaru. Dilla Intan et al. (2022) also revealed a negative correlation between patience and academic stress in students, which means that the higher the patience students have, the lower the academic stress experienced. Furthermore, research conducted by Qotrunnada (2022) from the results of the analysis conducted shows that the hypothesis in his research is not accepted, namely that patience does not play a role in academic stress.

Based on the phenomena that have been described, this study associates the variable of patience with the variable of academic stress because the results of previous studies have not been conclusive, namely showing pro-con results. In addition, the concept of patience is considered a positive character and is an important part of well-being which is one part of the study of positive psychology. However, research on the role of patience is still very limited. And considering the advice of previous researchers Indria et al. (2019) who suggested taking wider research subjects to participants at Private Universities. So, the title of this study is, patience with academic stress in final year students at Universitas Kristen Satya Wacana

2. Method

This research is a quantitative research with a correlational design with the aim of determining the relationship between variable X (patience) and variable Y (academic stress). Participants in this study amounted to 103 final year students of the class (2020) at Universitas Kristen Satya Wacana and data collection was carried out from September 11, 2023 to October 7, 2023 by using Google Form which is distributed to social media in the form of WhatsApp. Determination of participants in this study using purposive sampling techniques. The research instrument used a patience scale and an academic stress scale with a Likert scale model. The scale in this study uses an academic stress instrument from Bedewy and Gabriel (2015), namely The Perception of Academic Stress Scale (PASS) which was later adopted into Indonesian by Affani (2021). Researchers tested the hypothesis with the product moment correlation test analysis technique from Spearman. Data analysis was carried out using the Statistical Package for Social Science (SPSS) program for Windows release version 25.

3. Results and Discussion

Descriptive Statistical Results

Based on empirical data from Table 1, it can be seen that the variable X obtained a minimum value of 10 while the maximum value was 40, the average value was 30.28 and the standard deviation was 4.852. In variable Y, a minimum value of 15 is obtained while the maximum value is 60, the average value is 35.25 and the standard deviation is 8.601.

Table 1

Descriptive Statistical Results

	N	Mn	Max	Mean	Std. Deviation
Patience	103	10	40	30,28	4,852
Academic stress	103	15	60	35,25	8,601

Categorization of Patience Variables

Based on Table 2, most (66.0%) participants had patience with high categorization.

Table 2

Categorization of Patience Variables

Interval	Category	Frequency	Percentage
$10 \leq x < 20$	Low	4	3,9%
$20 \leq x < 30$	Keep	31	30,1%
$30 \leq x \leq 40$	Tall	68	66,0%
	Sum	103	100

b. Categorization of Academic Stress Variables

Based on Table 4, most (65.0%) participants had moderate academic stress.

Table 3

Categorization of Academic Stress Variables

Interval	Category	Frequency	Percentage
$15 \leq x < 30$	Low	23	22,4%
$30 \leq x < 45$	Keep	67	65,0%
$45 \leq x \leq 60$	Tall	13	12,6%
	Sum	103	100

Assumption Test Results

Normality Test

Based on Table 4, it can be known that for the patience variable, the KS-Z score = 0.142 and the significance value = 0.030 ($p > 0.05$) and for the academic stress variable, the KS-Z score = 0.072 and the significance value = 0.628 ($p > 0.05$) means that the data distribution of the two variables is abnormal.

Table 4

Normality Test Results

	KS-Z	Sig.	Information
Patience	0,142	0,030	Abnormal
Academic stress	0,072	0,628	Usual

Linearity Test

Based on Table 6 has a result of $F = 8.539$ and a significance value of .005 ($p < 0.05$), it can be concluded that the variable patience with academic stress has a linear relationship.

Table 5
Linearity Test

Anova Table			Sum of squares	Df	Mean squares	F	Sig.
Y*X	Between Groups	(Combined)	2599,295	21	123,776	2,085	.010
		Linearity	506,854	1	506,854	8,539	.005
		Deviation from Linearity	2092,441	20	104,622	1,762	.040
	Within Groups		4808,200	81	59,360		
	Total		7407,495	102			

Hypothesis Test Results

The hypothesis test conducted aims to determine the relationship between patience and academic stress in final year students who are working on TA / thesis. The data were analyzed using Spearman's product moment correlation technique. Data analysis was conducted using the Statistical Package for Social Science (SPSS) program for windows release version 25.

Based on Table 6, the result of the correlation coefficient r is $-0,212$ and the significance value is $0,016$ ($p < 0,05$), which means that there is a significant negative relationship between patience and academic stress in final year students who are working on their thesis. The higher the patience, the lower the academic stress. Conversely, the lower the patience, the higher the academic stress. The hypothesis in this study is accepted.

Table 6
Correlation Test

Variable	R x Y	Sig.	Information
Patience Variable - Academic Stress	$-0,212$	$0,016$	$P < 0.05$ significant

Discussion

The results of this study showed that there was a significant negative relationship between patience and academic stress, which means that the higher the patience, the lower the academic stress. Then vice versa if the patience of students is low, then academic stress becomes high. The results of this study are in line with Intan et al. (2022) where there is a relationship between patience and academic stress in students, which means that the higher the patience students have, the lower the academic stress experienced.

Academic stress can be a source of student stress and anxiety which can ultimately hinder the progress of a student's thesis. Academic stress can be caused due to unresolved demands in college and academic stress will arise when individuals are faced with a condition that can face it but in reality cannot be overcome or resolved. This is in line with Alvin (2007) said that academic stress is caused by the emergence of various pressures on academic competition that are increasingly mounting in order to show the achievements and competencies of each student so that feelings of burden arise.

Academic stress can be overcome by practicing patient behavior. More clearly, the relationship between patience and overcoming academic stress in students is explained as strength in unstable circumstances, constancy in working and working, teaching students to persevere so as to shape students to have a mature, balanced, complete and active character (Najati, 2005). Research conducted by Alan & Ertac (2015) shows that the role of patience in

human life is as self-control. Students who have a patient attitude also have the ability to control themselves, especially in unstable situations.

In the patience variable, most participants were in the high category (66.0%), meaning that participants showed that students had good participation in the role of patient behavior in facing the demands of lecture assignments, working on thesis, and being productive in participating in campus organization activities. In the variable academic stress, participants were in the moderate category (65.0%) where participants showed symptoms of anxiety in working on the thesis, thinking negatively about uncertainty about the future and difficulty focusing during lecture hours.

The contribution of patience to academic stress is 24.6%, which means that there are still factors that affect academic stress by 75.4%, including academic demands that require students to complete their obligations in doing TA / thesis. Another factor is patience which plays an important role as one of the coping strategies to cope with stress, with this means students' efforts in managing emotions and actions in difficult situations, as well as finding ways to cope with or reduce stress levels.

The limitation of this study obtained during the research is that there are not too many respondents when interviewed to see and get more information from the phenomenon, then also during data collection researchers also only send via WhatsApp personal chat to participants so that they cannot research directly and there may be faking good for participants who fill in and become respondents in this study.

4. Conclusion

Based on the results of the study, it can be concluded that there is a negative relationship between patience and academic stress in final year students who are working on TA / thesis. The higher the patience, the lower the academic stress and vice versa, the lower the patience, the higher the academic stress. In terms of patience, most participants were in the high category (66.0%) and in terms of academic stress most participants were in the medium category (65.0%). The theoretical contribution of patience to academic stress in this study was 24.6%. And the advice given by the researcher is seen from the results of this research for students, especially final year students who are in the process of working on their thesis, namely that they need to have good patience. So applying a patient attitude can help in matters related to academic demands, this can play a role in anticipating academic stress that arises, especially when preparing a research proposal or thesis.

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