

ASSOCIATION BETWEEN SELF-EFFICACY AND ACADEMIC STRESS AMONG STUDENTS IN A FULL-DAY SCHOOL SYSTEM

Alvy Nur Hidayati¹⁾, Rhadika Wahyu Kurnia Ningrum²⁾, Adelia Ika Cahyani³⁾

Email: alvynurhidayati@gmail.com¹⁾, rhadika08wkn@gmail.com²⁾, adeliaikac@gmail.com³⁾

^{1,2)}Bachelor of Midwifery Program, STIKES Borneo Cendekia Medika, Indonesia

³⁾Undergraduate Student, Bachelor of Midwifery Program, STIKES Borneo Cendekia Medika, Indonesia

Article Information

Received:

June 04, 2026

Revised:

July 01, 2026

Accepted:

July 03, 2026

Abstract

Full day school is an educational policy that extends the duration of students' learning activities throughout the school day. The academic demands associated with this learning system may increase students' academic stress, particularly among those with lower levels of self-efficacy. Self-efficacy refers to an individual's belief in their ability to successfully perform specific tasks and achieve desired outcomes. This study aimed to examine the relationship between self-efficacy and academic stress among students enrolled in a full-day school system. A quantitative correlational study was conducted involving 105 students. Data were collected using a self-efficacy questionnaire based on a Likert scale, while academic stress was assessed using the Depression Anxiety Stress Scale (DASS-21). The relationship between self-efficacy and academic stress was analyzed using a correlation test. The findings revealed a statistically significant relationship between self-efficacy and academic stress ($r = 0.191$; $p < 0.05$). Although the correlation was weak, the results indicate that self-efficacy was significantly associated with students' academic stress levels.

Keywords: Academic stress, Full day school, Self-efficacy

Correspondence:

Alvy Nur Hidayati, Stikes Borneo Cendekia Medika, Jl.Sultan Syahrir No.11 Pangkalan Bun, Kotawaringin Barat, Kalimantan Tengah 74112.
alvynurhidayati@gmail.com

1. Intorduction

Self-efficacy refers to an individual's belief in their ability to perform specific tasks, overcome challenges, and successfully achieve desired outcomes. According to Alwisol, self-efficacy represents a personal belief that strongly influences an individual's willingness to engage in goal-directed behaviors. Individuals with high self-efficacy tend to demonstrate greater confidence in managing challenges and completing assigned tasks, whereas those with low self-efficacy are more likely to experience difficulty in carrying out expected behaviors and achieving desired outcomes [1].

Stress is a physiological and psychological response that occurs when individuals perceive environmental demands as exceeding their capacity to cope or adapt. It may arise in response to actual or perceived threats and is characterized by a range of physical, emotional, and behavioral reactions [2]. Stress is generally categorized into three levels: mild, moderate, and severe. Common manifestations include persistent fatigue, muscle tension, sleep disturbances, impaired concentration, and unexplained feelings of fear or anxiety [3].

Academic stress commonly occurs within educational settings. Desmita [4] defined academic stress as an individual's

response to excessive educational demands, resulting in psychological discomfort, emotional tension, and behavioral changes. Similarly, Putri [5] described academic stress as a psychological response to pressures arising from academic expectations and educational responsibilities.

In Indonesia, formal education is compulsory, and academic achievement is often strongly emphasized by both teachers and parents. Consequently, students are frequently exposed to considerable academic demands and performance expectations. Those who lack adequate preparedness, coping abilities, or self-discipline may perceive these educational demands as overwhelming, thereby increasing their vulnerability to academic stress [6].

According to Safiany and Anastasia [7], Indonesia's formal education system comprises several levels, from primary education to higher education. Besides providing academic knowledge, education plays a fundamental role in shaping students' personal development and improving their future quality of life. Nevertheless, the substantial amount of time devoted to academic activities may also increase students' exposure to educational stressors.

Indonesia introduced the full-day school policy through Government Regulation No. 23 of 2017, extending formal learning activities to approximately eight hours per day (40 hours per week). The policy was designed not only to increase instructional time but also to strengthen students' character development by promoting integrity, independence, nationalism, mutual cooperation, and religious values in line with the principles of the 1945 Constitution [8].

Despite its intended educational benefits, the implementation of the full-day school system has also raised concerns regarding students' psychological well-being. Prolonged school hours may reduce opportunities for independent study, family interaction,

and social engagement outside the school environment, potentially increasing students' exposure to academic and psychological demands [9].

Self-efficacy has consistently been identified as an important psychological factor associated with students' ability to cope with these academic demands. Pitaloka [9] reported that students with lower self-efficacy tended to experience higher levels of academic stress. In a study among students at Madrasah Aliyah Swasta Miftahussalam Medan, the empirical self-efficacy score (62.54) was lower than the hypothetical score (80), indicating low self-efficacy, whereas the empirical academic stress score (120.92) exceeded the hypothetical score (90), indicating elevated academic stress. These findings suggest an association between lower self-efficacy and higher academic stress in the study population.

Evidence from previous studies generally supports an association between self-efficacy and academic stress, although the strength of this relationship varies across populations and educational settings. Marpaung [10] reported a strong negative correlation between self-efficacy and academic stress, indicating that students with greater self-efficacy experienced lower levels of academic stress. Moreover, self-efficacy explained 59.4% of the variation in academic stress, highlighting its substantial contribution to students' psychological well-being.

Comparable findings were reported by Indah et al. [11], who demonstrated that self-efficacy was significantly associated with academic stress among Indonesian students living away from their families. However, Permatasari and Sano [12] reported only a weak negative correlation. These differences suggest that the relationship between self-efficacy and academic stress may be influenced by variations in educational environments, student characteristics, and contextual factors. Consequently, further research is warranted to provide additional evidence

across different educational contexts, particularly among students enrolled in the Indonesian full-day school system.

Accordingly, this study aimed to examine the association between self-efficacy and academic stress among students attending a full-day school at SMKS Bhakti Indonesia Medika, Pangkalan Bun.

2. Method

This study was conducted from 13 to 23 April 2024 at SMKS Bhakti Indonesia Medika, Pangkalan Bun, Indonesia. A quantitative study with a descriptive design was employed to examine the relationship between self-efficacy and academic stress among students. Self-efficacy was treated as the independent variable, while academic stress served as the dependent variable.

The study involved 105 eleventh-grade students enrolled at SMKS Bhakti Indonesia Medika, all of whom were included in the sample. Data were collected using a structured self-administered questionnaire. Self-efficacy was assessed using a Likert-scale questionnaire, while academic stress was measured using the Depression Anxiety Stress Scales-21 (DASS-21) as the screening instrument. Data were analyzed using IBM SPSS Statistics version 23.0 for Windows. Descriptive statistics were used to summarize respondents' characteristics, and the association between self-efficacy and academic stress was examined using Pearson's correlation test, with statistical significance set at $p\text{-value} < 0.05$.

3. Results and Discussion

Table 1. Participant Characteristics by Sex

Sex	f	%
Male	10	9.5%
Female	95	90.5%

A total of 105 students participated in this study. As shown in Table 1, most participants were female (90.5%, $n = 95$), whereas only 10 participants (9.5%) were male.

Table 2. Participant Characteristics by Age

Age	f	%
16	7	6.7%
17	83	79%
18	15	14.3%

As presented in Table 2, the majority of respondents were 17 years old (79.0%, $n = 83$), followed by those aged 18 years (14.3%, $n = 15$). Participants aged 16 years represented the smallest age group (6.7%, $n = 7$).

Table 3. Self-Efficacy Levels

Self efficacy	f	%
Low	25	23.8%
High	80	76.2%

Regarding self-efficacy, Table 3 shows that most students demonstrated a high level of self-efficacy (76.2%, $n = 80$), while 23.8% ($n = 25$) were categorized as having low self-efficacy.

Table 4. Academic Stress Levels

Academic Stress	f	%
Mild	23	21.9%
Moderate	82	78.1%

As shown in Table 4, moderate academic stress was the most frequently reported category (78.1%, $n = 82$), whereas 23 students (21.9%) experienced mild academic stress.

Table 5. Correlation Between Self-Efficacy and Academic Stress

		Self efficacy	Stress
Pearson	Self efficacy	1	.191
		.	.050
		105	105
	Stress	.191	1
		.052	.
		105	105

The findings presented in Table 5 show that the Pearson correlation analysis yielded a weak positive correlation between self-efficacy and academic stress ($r = 0.191$). The $p\text{-value}$

of 0.05 indicates that the association was statistically significant at the 5% level. However, the strength of the correlation was small, suggesting that the relationship between the two variables was weak. In practical terms, higher levels of self-efficacy were associated with a slightly greater likelihood of students experiencing academic stress.

This study aimed to examine the association between self-efficacy and academic stress among students enrolled in a full-day school system at SMKS Bhakti Indonesia Medika. Based on data from 105 participants, the findings demonstrated a statistically significant association between self-efficacy and academic stress. These results support the study hypothesis, suggesting that self-efficacy is related to students' academic stress within the full-day school environment.

Self-efficacy is recognized as an important psychological resource that enables students to manage academic demands more effectively. Students with higher self-efficacy generally demonstrate greater confidence in their ability to organize learning activities, solve academic problems, and cope with challenges encountered throughout the learning process [13]. As proposed by Edward P. Sarafino (2014), individuals' beliefs about their own capabilities strongly influence how they appraise stressful situations and regulate their behavioral responses, ultimately shaping their experience of academic stress [14].

Academic stress is a common psychological response experienced by students in both public and private educational settings. It arises when academic demands exceed an individual's perceived capacity to cope, resulting in physical, emotional, and psychological strain [15]. However, stress is not invariably detrimental. Depending on its intensity and an individual's coping resources, stress may manifest as distress, which negatively affects well-being and academic performance, or eustress, which may

enhance motivation, resilience, and learning outcomes [16].

According to Toharudin, Rahmat, and Kurniawan [17] self-efficacy exerts a positive influence on students by fostering initiative, persistence, competitiveness, and creativity, all of which contribute to improved academic performance. Strong self-efficacy also facilitates effective decision-making and encourages students to remain committed to achieving their academic goals. Consequently, self-efficacy represents an essential psychological asset for students, particularly within the full-day school system, where prolonged learning hours may increase academic demands and elevate the risk of academic stress if effective coping strategies are lacking.

The implementation of the full-day school policy has fundamentally changed students' learning routines by extending instructional hours both at school and through academic responsibilities outside the classroom. As a result, students are required to adapt to increased academic demands while effectively managing their time and balancing school-related responsibilities with other aspects of daily life [18]. Failure to adapt to these demands may increase students' vulnerability to academic stress. Therefore, strengthening students' self-efficacy may play an important role in enhancing their ability to cope with academic challenges and supporting their psychological well-being within the full-day school environment.

4. Conclusion

This study involved 105 students enrolled in a full-day school system at SMKS Bhakti Indonesia Medika. Participants were recruited using a total sampling technique, and the data were analyzed using IBM SPSS Statistics version 23.0. Pearson's correlation analysis was performed to examine the association between self-efficacy and academic stress, with statistical significance set at $p < 0.05$.

The findings demonstrated a statistically significant association

between self-efficacy and academic stress. The Pearson correlation coefficient ($r = 0.191$) indicated a weak positive relationship, suggesting that higher levels of self-efficacy were associated with a slightly greater likelihood of experiencing academic stress. Accordingly, the study hypothesis was accepted.

5. Acknowledgements

The authors would like to express their sincere gratitude to all individuals who contributed to this study. Special appreciation is extended to the Chair of STIKES Borneo Cendekia Medika, the Institute for Research and Community Service (LPPM), the Principal of SMKS Bhakti Indonesia Medika, and all Grade XI students who participated in this research.

6. References

- [1]. Alwisol. Psikologi Kepribadian. Malang: UMM Press; 2012.
- [2]. Asmarany AI. Manajemen Stress. Cendikia Mulia Mandiri; 2024.
- [3]. Priyoto. Konsep Manajemen Stress. Yogyakarta: Nuha Medika; 2020.
- [4]. Desmita. Psikologi Perkembangan. Bandung: PT Remaja Rosdakarya; 2013.
- [5]. Putri IKS, SR. Hubungan self-efficacy dan stres akademik mahasiswa. Consilium: Berkala Kajian Konseling dan Ilmu Keagamaan. 2019;6(2):91–95. Available from: <http://jurnal.uinsu.ac.id/index.php/consilium>
- [6]. Bandura A. Guide for constructing self-efficacy scales. In: Pajares F, Urdan T, editors. Self-efficacy Beliefs of Adolescents. Vol. 5. Greenwich (CT): Information Age Publishing; 2006. p. 307–337.
- [7]. Safiany A, Anastasia SM. Hubungan self-efficacy dan dukungan sosial teman sebaya dengan stres akademik pada siswa-siswi kelas XI di SMA Negeri 4 Jakarta Pusat [skripsi]. Jakarta: Universitas Persada Indonesia Y.A.I.; 2018.
- [8]. Taufika R. Implementasi kebijakan pendidikan tentang full day school dalam menumbuhkan karakter siswa di SDIT Bunayya Medan (studi deskriptif pada pelaksanaan full day school) [tesis]. Bandung: Universitas Pendidikan Indonesia; 2019. Available from: https://repository.upi.edu/36186/1/T_PKn_1707532_Title.pdf
- [9]. Pitaloka FY. Pengaruh self-efficacy terhadap stres akademik siswa di Madrasah Aliyah Swasta Miftahussalam Medan [skripsi]. Medan: Universitas Medan Area; 2024. Available from: <https://repositori.uma.ac.id/>
- [10]. Marpaung PR. Hubungan antara self-efficacy dengan stres akademik pada siswa Sekolah Menengah Pertama Swasta Kelas IX Muhammadiyah 1 Medan [skripsi]. Medan: Universitas Medan Area; 2025. Available from: <https://repositori.uma.ac.id/handle/123456789/28925>
- [11]. Indah DWI, Cahyani G, Mastuti E. Pengaruh self-efficacy terhadap stres akademik mahasiswa perantau pada pembelajaran di masa pandemi COVID-19. Buletin Riset Psikologi dan Kesehatan Mental. 2022;2(1):789–798. doi:10.20473/brpkm.v2i1.36526.
- [12]. Permatasari DY, Sano A. Hubungan self-efficacy dengan stres akademik siswa SMA. Current Issues in Counseling. 2022. doi:10.24036/0438cic. Efrianti M. Gambaran stres akademik pada mahasiswa dalam belajar online [disertasi]. Pekanbaru: Universitas Islam Riau; 2021.
- [13]. Sarafino EP, Smith TW. Health Psychology: Biopsychosocial Interactions. 5th ed. Hoboken (NJ): John Wiley & Sons; 2014.

- [14]. Desmita. Psikologi Perkembangan Peserta Didik. Ed ke-7. Bandung: PT Remaja Rosdakarya; 2019.
- [15]. Zami V. Analisis tingkat stres akademik pada mahasiswa Universitas Negeri Padang selama pandemi COVID-19. *Socio Humanus*. 2021;3(3):265–271
- [16]. Toharudin U, Rahmat A, Kurniawan IS. The importance of self-efficacy and self-regulation in learning: How should a student be? *J Phys Conf Ser*. 2019;1157(2):022074. doi:10.1088/1742-6596/1157/2/022074.
- [17]. Rahem Z. Dampak sosial pemberlakuan full day school (menimbang mafsadat-maslahat Permendikbud No. 23 Tahun 2017 dan Perpres No. 87 Tahun 2017). *Al-Murabbi: Jurnal Pendidikan Agama Islam*. 2017;3(1):1–12