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The Influence of Psychological Well-Being on Academic Stress in Employee Class Students at University X Jakarta

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Abstract
Employee class students face many challenges, one of which is dual role conflict, which makes them vulnerable to stress. Academic stress is the perception of excessive academic demands that result in negative bodily reactions, behaviors, thoughts, and emotions. Meanwhile, psychological well-being plays a role in resisting impulse temptations, maintaining self-discipline, and preventing emotional disturbances from disrupting performance. This study aims to determine the influence of psychological well-being on academic stress in employee class students at University X, especially in the Jakarta area. The study used a quantitative method with a research sample of 100 respondents. Demographic data such as gender, age, semester level, status, work hours, and faculty were used by researchers to describe the correlation between psychological well-being and academic stress in employee class students at University X Jakarta. The scales used in this study were the academic stress scale or Student Life Stress Inventory (SLSI) from Gadzella with 51 items and the psychological well-being scale or psychological well-being scale (PWBS) from Ryff with 42 items. The results showed that there was a significant negative influence and correlation between psychological well-being and academic stress. However, no significant differences were found between gender, status, faculty and working time groups with psychological well-being variables and academic stress variables in this study.

INTRODUCTION

Employee-level students face complex and varied demands that differ from those of non-employee-level students. Employee-level students often pursue further education to improve their career prospects (Narvaez, 2016). Employee-level students seek to enhance their competencies and meet higher-level job requirements. Current employment is often a major factor influencing the decision to enroll as an employee-level student (Schuetz, 2015). They need to find a balance between work and education, which can be a difficult challenge. Time constraints are a major obstacle faced by employee-level students (Heaton & Pauschenwein, 2016). They must plan their schedules carefully to meet both study and work requirements.

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According to Sari (2019), being a working student requires significant effort, both in terms of work and academics. They must efficiently divide their time between responsibilities at work and on campus. Another challenge students face is juggling their work and attendance outside of school hours. Their learning methods are inevitably affected by this scenario. Furthermore, there are time constraints for face-to-face meetings in employee courses designed for working students. Due to various circumstances, including the large number of assignments they must complete and the pressures they face at work and during lectures, students sometimes experience significant levels of stress. As a result, students may experience fatigue and anxiety, which can interfere with their academic performance (Indriyani, S., & Handayani, NS, 2019).

According to research by Indriyani et al. (2019), there is a difference in academic achievement between students who are actively working and those who are only enrolled in college. Students who have just started college often have better academic achievement than those who are already working. Students who have just started college tend to be more focused on studying because they have more time. Meanwhile, students who are working must be smart in managing their time to fulfill two different goals in their activities: studying and working (Indriyani, et. al., 2019).

Academic stress, according to Barseli (2018), refers to the stress experienced by students as a result of competition, pressure, and academic obligations imposed on them. According to Barseli (2018), academic stress develops when there are high expectations for academic achievement. These expectations may come from parents, instructors, or classmates. These expectations may not always align with students' capacities, thus causing psychological tension that harms academic achievement (Barseli, 2018). Academic stress is caused by the various requirements that students must meet in their academic lives. Students' difficulties in adapting to these demands result in high levels of stress. Academic stress is defined as a condition where someone has difficulty coping with academic demands and perceives them as disruptive.

Many individuals choose to work while studying for a variety of reasons. Studying while working has significant positive benefits. According to Kasmir, this period is an excellent time to start a business (Mu'min, 2016). Despite these benefits, working while studying involves significant sacrifices, such as time with friends, playtime, energy, and concentration. Furthermore, students must be able to adapt to their colleagues. The same applies when facing exams or having numerous assignments to complete. According to Mu'min (2016), to achieve success in the workplace, students need to take several actions, including demonstrating strong commitment, managing their time well, finding friends to study with, and maintaining effective coordination.

Based on preliminary results with five employee class students at University X Jakarta, four out of five students stated that the motivation for studying while working was to improve competence, advance careers, lighten the burden on parents, have a broad understanding and improve social

status. In addition, it is known that University X Jakarta students who work face challenges, and the surrounding environment and has an influence on the level of stress experienced. "AH" a student at University X Jakarta majoring in psychology said that most of the heavy workload is one of the main factors causing academic stress, she has difficulty focusing on attending lectures both face-to-face and online. Demanding high achievements, getting good grades, this causes "RN" to often experience psychological stress and experience a decline in health such as frequent headaches and GERD.

Another issue is that "DI" stated that the main cause of academic stress is lack of time. He has difficulty managing time to complete his coursework. Poor time management often leads to stress and anxiety. "MA" continued, stating that he feels pressured by high competition among classmates or in the broader academic environment. Comparing oneself to others and feeling under pressure to perform at the same or higher level of performance are common thoughts.

Studying while working is a common situation, both at home and abroad. Taking on this dual role is not easy and carries a number of unique challenges. The extent to which students who study while working can succeed and complete their studies effectively depends on how well they can adapt to this situation. One of the main challenges is the limited time they have for studying (Mardelina, 2017) and also the need to procrastinate while completing assignments. Understanding how students who study while working adapt is important, as this adaptation has been shown to significantly impact their academic achievement (Lusi, 2021).

Stress is a normal psychophysical phenomenon according to Azmy, AN, Nurihsan, AJ, & Yudha, ES, (2017). This means that stress is part of everyone's daily life. According to Azmy, et al. (2017), stress is caused by an imbalance between demands and abilities. According to Azmy, et. al. (2017), working students often experience role conflict between work demands and academic obligations, which may be a cause of stress. Absenteeism has a negative impact on production and is one of the factors causing stress. Academic stress is the result of various things including excessive workload and pressure from both the workplace and lectures. This has an impact on the level of anxiety and fatigue experienced by students, which ultimately affects how well they perform during lecture activities (Azmy, et. al., 2017). This condition is in accordance with the statement by "AH" that one of the causes of academic stress is a heavy workload. "AH" is a psychology major at University X Jakarta. pressure from having to do a lot of office work, homework, papers, and tests in a short time. Therefore, especially when using the Postgraduate system or online learning, “AH” often forgets assignments and misses deadlines.

According to research by Dwiyanto, FV, Wibowo, GA, Abdilah, SB, & Saputra, MWA, (2022), students who work and those who do not exercise have significant differences academically. Students who work devote more time to their work than to studying on campus, while students who do not work devote more time to these activities. This is consistent with the explanation of Dwiyanto et. al. (2022) about the phenomenon of student life combined with the workforce in Surabaya, which

includes a lack of free time, constant fatigue, and a lot of pressure from both the lecture environment and the workplace. When someone asks you to talk, you often overthink and become more angry or upset. In addition, there is a tendency to interact less with the outside world due to fatigue from studying while working, which takes up a lot of time, energy, and attention. Students must be able to handle academic demands. They are at risk of stress if they are unable to overcome these obstacles. Stress is a person's reaction to circumstances or events that put them under pressure, endanger them, or hinder their ability to function (Gatari, 2020).

*Psychological well-being*is one of the elements that can influence academic stress levels. (Yusa, 2021). A person's state of mind (PWB) This expression describes a person's psychological state determined by the fulfillment of certain requirements for healthy psychological functioning. (Anugerahnu, SP, & Arianti, R., 2021). The correlation between psychological well-being and academic stress is inverse. Individuals experiencing academic stress tend to experience symptoms of anxiety, depression, and physical problems, while those who are able to cope with academic stress tend to experience positive impacts such as happiness, enthusiasm, and satisfaction (Oktaviani, ZA, & Suprapti, V., 2021).

The level of academic stress is one component that may be influenced by psychological health. According to Linawati et al. (2018), psychological well-being is a person's capacity to accept both positive and negative aspects of themselves and maintain a psychological balance between themselves and their social environment. This allows for the development of self-efficacy. People with good psychological health are able to manage stress successfully. Students absolutely need psychological well-being (PWB), which is something. This is because the information it contains has a positive impact on mental health and helps people recognize their shortcomings. The extent to which people experience feelings of happiness that outweigh negative emotions, as well as their ability to maintain pleasant emotions and control negative emotions, can be used to measure a person's psychological well-being (Utami, 2016).

Aulia and Panjaitan (2019) stated that there is a negative correlation between psychological well-being and academic stress, where students with high levels of psychological well-being often experience lower levels of academic stress. Conversely, students who are stressed often experience greater levels of stress. This is in line with the findings that psychological well-being is positively correlated with academic success (Anugerahnu et al., 2021), and students with strong psychological well-being also have good academic achievement.

A person with a high level of psychological well-being will feel continuous growth, be open to new experiences, be aware of their potential, constantly seek ways to improve their behavior and self, be able to reflect on themselves, and be more effective in their actions. Psychological well-being is also known to have various beneficial effects on students' academic performance (Anugerahnu et al., 2021).

Several studies have shown that a person's psychological health may impact their stress levels. Research by Aulia et al. (2019) found a significant correlation between psychological health and academic stress levels. Research by Oktaviani et al. (2021) also revealed a negative correlation between psychological health and academic stress levels. In other words, the less academic stress a person experiences, the greater their psychological well-being. Another study by Sugiura, cited in the same paper by Oktaviani et al. (2021), concluded that psychological well-being impacts the level of academic stress experienced by their participants.

Yusa (2021) revealed that the psychological health of students at SMAN 1 Pantai Cermin has a strong negative relationship with academic stress. Academic stress among students is inversely correlated with psychological well-being. On the other hand, psychological well-being increases with decreasing levels of academic stress. It can be concluded that, in general, students at SMAN 1 Pantai Cermin experience less academic stress. Most of them also show excellent levels of psychological well-being.

Academic stress can be caused by recurring issues, such as variations in student academic performance, especially for students who lack preparation and self-discipline (Ifdil, 2013). Individual evaluations and reactions to stressors originating from the academic environment lead to academic stress (Yusa, 2021). Students under academic pressure are more likely to experience anxiety and hopelessness. In other words, academic stress can make students feel unwell, and these feelings have a negative impact on a person's psychological health. Previous research conducted by Cole (2014) showed a general negative relationship between academic stress and psychological well-being, but this research did not specifically identify which components of psychological well-being are most affected by academic stress.

*Psychological well-being*A positive psychological well-being can influence how individuals respond to academic stress. Individuals with a more positive perception of academic challenges will see them as opportunities for growth and learning rather than threats. This can reduce perceived stress levels (Yusa, 2021). Furthermore, individuals with high psychological well-being tend to develop more effective stress management (coping) strategies, developing skills such as relaxation, meditation, or exercise that help them better cope with academic pressure. Good physical health can increase stress tolerance and help individuals maintain the energy needed to cope with academic tasks (Halim and Dariyo, 2016).

Many studies, including that of Oktaviani (2021), which involved high school students as participants, have examined the relationship between academic stress and psychological well-being. This study is similar to that of Yusa (2021), which also used high school students as participants. Aulia's (2019) study did not include university students. The findings of all three studies indicate a negative relationship between psychological health and academic stress. Employee-level students differ from students from other classes in several ways. In addition to their academic obligations,

employee-level students often have part-time or full-time jobs (Dwiyanto et al., 2022). The determination of a more specific research object, namely employee-level students, has its own characteristics that differ from high school students and students who are not working. Therefore, the researcher is interested in examining the influence of psychological well-being on academic stress in employee-level students at University X Jakarta.

METHOD

Types of research

The quantitative methodology used in this study focuses on collecting quantitative data using measurement procedures and then evaluating them using statistical techniques (Azwar, 2017). A Likert scale was used to measure the influence of self-control and academic stress. In this survey, respondents were given the option to choose one of four options: SS (strongly agree), S (I accept), ST (disagree), or STS (strongly disagree). A URL and barcode will be used to distribute Google Forms, which will be used to administer the questionnaire. In addition, respondents will automatically link the results of the filling.

In addition, this study uses a causal associative research type to examine the impact of academic stress on employee class students at University X Jakarta. The purpose of causal associative research according to Sugiyono (2010) is to understand the relationship between two or more variables. This type of research is included in the explanatory research category, which tries to explain how a variable can predict another variable and test the hypothesis that has been proposed. (2014) Neumann.

Operational Definition

Operational definition is a definition of what will be measured by the variable being studied (Notoatmojo, 2012).

Academic Stress

When it comes to academic obligations such as assignments, exams, demanding schedules, competitiveness, and academic expectations, academic stress is defined as the amount of tension or emotional burden a person experiences. The Student Life Stress Inventory (SLSI), a 51-item scale, was used to measure academic stress. Participants were asked to use a Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree) to rate how much they felt the stress expressed in each statement. Higher scores indicate greater levels of academic stress, and the sum of all evaluations of these statements yielded a final score.

Psychological Well-Being

According to this study, psychological well-being is a state in which a person can accept themselves, flaws and all, have satisfying relationships with others, make their own choices, manage their own lives, and find meaning in life. The "Psychological Well-Being Scale" is a modified scale from Ryff (1995) and is used to measure psychological well-being. The dimensions of psychological well-being refer to Ryff's (1995) dimensions, including self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. Using a Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree), participants were asked to rate how much they felt about the degree of psychological well-being expressed in each statement. The sum of the ratings for these statements yielded an overall score, with higher numbers indicating better psychological well-being.

Sampling Techniques

Population

A population is a topic with certain characteristics that researchers choose to study, and then draw conclusions from. The research subject population is the student staff at University X Jakarta.

Sample

G*Power version 3.1.9.4 was used to determine the sample size, with an effect size of 0.3, an alpha error probability of 0.05, and a power of 0.95. This resulted in a sample size of at least 100 individuals. A sample of 100 respondents was collected by the researcher. The specifically selected sample was used in this study. Purposive sampling, according to Sugiyono (2016), is a sample selection strategy based on certain criteria or considerations. Students at University X Jakarta, lecturers, age, and status (married and attending school) were considered in selecting research participants.

Research Methods and Instruments

Method of collecting data

A survey or questionnaire was used as a data collection approach in this study. A series of written statements or questions were presented to respondents as part of the questionnaire data collection technique. A Likert scale was used to measure aspects of the influence of self-control and academic stress. According to Soewardji (2012) and Sugiyono (2016), a Likert scale is a type of psychological scale used to assess an ordinal scale interpreted as an indicator of respondents' attitudes, views, and views on social phenomena that occur. In this survey, respondents were given the option to choose one of four answers: SS (strongly agree), S (agree), ST (disagree), or STS (strongly disagree). A URL and barcode will be used to distribute Google

Forms, which will be used to administer the questionnaire. In addition, respondents will automatically link the results of the filling.

Research Instruments

a. Academic Stress Scale

The data collection instrument used was Gadzella's (1991) Student-Life Stress Inventory. The academic stress scale consists of 51 items. This scale measures students' perceptions of academic stress, such as frustration due to delays in completing targets, conflicts that create desirable or undesirable choices, pressure due to time constraints, unpleasant changes, and reactions to stressful situations. This measurement tool was previously used in a study by Pragholapati, Tirta, Asih, and Afianti (2021), where the Cronbach's Alpha value was 0.72.

Table 3.1 Blueprint of the Academic Stress Scale on stress sources

Stressors	**Sample Items**	***Favorable***	***Unfavorite Rable***	**Total**
Frustration	1. I experience frustration because I feel late in achieving my desired goals. 2. Changes in circumstances affected my life so that I could not achieve the targets I wanted.	1,2,3,4,5,6,7	-	7
Conflict	1. I feel confused when faced with two or more choices that I want. 2. I have experienced conflicts where my target gave rise to both positive and negative alternatives.	8,9,19	-	3

Pressure	1. I used to feel anxious and stressed while waiting for the semester results. 2. I feel anxious and depressed because I have bad relationships with friends and lecturers.	11,12,13,14	-	4
Change	1. I have experienced unpleasant changes in a short time. 2. I have experienced too many changes happening at once.	15,6,17	-	3
Self-imposed(Self-imposed/Self-burden)	1. As an individual I often put off doing tasks that should be completed. 2. As an individual I am worried and anxious about taking exams.	18,19,20,21, 22, 23		6
	Total	**23**	**-**	**23**

Table 3.2 Blueprint of the Academic Stress Scale on reactions to sources of stress

Reactions to Stressors	Sample Items	Favorable	Unfavorable	Total
Physical Reaction	1. When I'm stressed, I often get migraine headaches. 2. When I'm stressed, I feel excessive pain.	24,25,26,27,28, 29,30,31,32,33, 34,35,36,37	-	14
Emotional Reaction	1. When I was stressed, I experienced fear, anxiety, worry.	38,39,40,41	-	4
Behavioral Reactions	1. When I was stressed, I used to hurt myself. 2. When I'm stressed, I get irritated easily towards other people.	42,43,44,45,46, 47,48,49	-	8
Cognitive Appraisal (cognitive assessment)	With the stress I have experienced, I have thought and looked for effective strategies to avoid stress.	-	50.51	2
	Total	**26**	**2**	**28**

b. Psychological Well-Being Scale

Ryff's (1989) Psychological Well-Being Scale (PWBS) translated into Indonesian by Anugerahnu (2021) consists of 42 items used to evaluate psychological well-being. The six characteristics of self-acceptance, good relationships with others, autonomy, environmental mastery, purpose in life, and personal progress were measured by Ryff's 1989 Psychological Well-Being Scale. This measurement tool has been used in Anugerahnu's previous research (2021) and was approved as valid.

Table 3.3 Blue print of the Psychological Well-Being Scale

Dimensions	Sample Items	Favorable	Unfavorable	Total
Self-Acceptance	1. I like most of my personality 2. When I look at my life story, I am happy with what has happened so far. 3. In many ways I feel disappointed with my achievements in life.	6, 12, 24, 42	18, 30, 36	7
Purpose of life	1. Some people wander aimlessly in life, but I am not one of them 2. I live life day by day and don't think too much about the future 3. Sometimes I feel as if I have done everything there is to do in life.	11, 29, 35	5, 17, 23, 41	7
Environmental Mastery	1. The demands of everyday life often get me down 2. In general, I feel responsible for the situation in which I live. 3. I am good at managing my daily life responsibilities.	2, 8, 20, 38	14, 26, 32	7
Positive Relationships with Others	1. Maintaining close relationships is difficult and frustrating for me. 2. People would describe me as a giving person, willing to share my time with others. 3. I haven't experienced many warm, trusting relationships with other people.	4, 22, 28, 40	10, 16, 34	7

Personal Growth	1. For me, life is a continuous process of learning, change and growth. 2. I think it is important to have new experiences that challenge the way I think about myself and the world. 3. I have long since stopped trying to make major improvements or changes in my life.	9, 21, 33	3, 15, 27, 39	7
Independence	1. I tend to be influenced by people with strong opinions. 2. I have confidence in my own opinions, even if they differ from how most people think. 3. I judge myself based on what I think is important, not based on the value of what others think is important.	1, 7, 25, 37	13, 19, 31	7
	Total	**22**	**20**	**42**

Data analysis

Descriptive Statistics

Descriptive statistics is an essential component of research, providing a basic overview of the characteristics of the data in the study (Mishra et al., 2019). Descriptive statistics involves creating a simple summary of a data sample and providing basic statistics that can describe the data.

Validity

Validity testing is used to evaluate the extent to which a measurement tool can measure accurately without being influenced by other factors or the extent to which the scale is appropriate for its intended use (Surucu & Ahmet, 2020). Validity testing helps determine whether statements or expressions in a scale actually produce measurements relevant to future research objectives.

RESULT AND DISCUSSION

In this chapter, we will explain the description of the research results obtained, including the general description of respondents, correlation tests of demographic data with variables, normality tests, data categorization tests, T-Test tests, Anova tests and research hypothesis tests using the JASP (Jeffery's Amazing Statistics Program) statistical application ver 26.

Respondent Overview

This study aims to examine the relationship between psychological well-being and academic stress in employee classes at University X Jakarta. The questionnaires were distributed through Google Forms distributed through WhatsApp and Instagram, assisted by the Supervisor, and other students who were willing to help or had connections with the subjects needed by the researcher. The total number of research subjects obtained by the researcher was 100 students at University X. Data collection of research respondents was conducted from the second week of July 2023 to the end of July 2023. A general description of the respondents from the research subjects can be seen in the table below.

Respondent description

Based on data processing from 100 participating respondents, demographic information was obtained, which was used as a reference for the characteristics of the informants who served as the sample source for the research. A presentation of the respondent profile can be seen in the table below.

Table 4.1 Respondent description

General description	Information	Number (of Respondents)	Percentage of Respondents (%)
Gender	Man	39	39%
	Woman	61	61%
Age	20 to 25 tshun	56	56%
	25 to 30 years	37	37%
	> 30 years	7	7%
Semester Level	Semester 1 to 3	27	27%
	Semester 4 to 6	23	23%

	Semester 6 to 8	44	44%
	Semester > 8	6	6%
Faculty	Faculty of Design and Creative Arts	5	5%
	faculty of Economics and Business	6	6%
	Faculty of Computer Science	6	6%
	Faculty of Psychology	77	77%
	Faculty of Engineering	6	6%
Campus	Menteng	20	20%
	Meruya	78	78%
	Warung Buncit	2	2%
Status	Study while working	91	91%
	Study, work & get married	9	9%
Working time	Full time	57	57%
	Part-time	43	43%

Source: Primary data processing, 2023

Based on data processing from 100 participating respondents, demographic information was obtained which was used as a reference for the characteristics of the informants as the source of the research sample. A presentation of the respondent's description can be seen in Table 4.1, a general description of the respondents.

Based on table 4.1, the general description of respondents in the study is that the majority are women, with 61 respondents or 61%. The majority are aged 20 to 25 years, with 56 respondents or 56%. At the semester level, the majority are in semesters 6 to 8, with 44 respondents or 44%. In terms of faculty, the majority are from the Faculty of Psychology, with 77 respondents or 77%. In terms of campus, the majority are from Meruya Campus, with 78 respondents or 78%. The description of the status of the majority of students studying while working is 91 respondents or 91%. Then, based on working hours, the majority work full-time, with 57 respondents or 57%.

Correlation Test of Demographic Data with Academic Stress and Psychological Well-Being Variables

Researchers used the Pearson Correlation technique to statistically determine the correlation between demographic data with academic stress and psychological well-being in employee class students at University X Jakarta. The significance level criteria used to determine the correlation between demographic data with academic stress and psychological well-being variables is p-value <0.05. The statistical results of the correlation can be seen in the table below.

Table 4.2 Results of the correlation test between respondents' descriptions of academic stress and psychological well-being

Variables		Academic Stress	PWB
Gender	Pearson's r	-0.091	0.056
	p-value	0.366	0.580
Age	Pearson's r	-0.126	-0.072
	p-value	0.213	0.478
Semester Level	Pearson's r	-0.185	0.170
	p-value	0.065	0.091
Faculty	Pearson's r	0.037	0.051
	p-value	0.718	0.616
Campus	Pearson's r	0.085	0.041
	p-value	0.401	0.683
Status	Pearson's r	-0.079	-0.014
	p-value	0.432	0.893
Working time	Pearson's r	0.145	0.150
	p-value	0.149	0.137

Source: Primary data processing, 2023

Based on the results of the correlation test between demographic data and academic stress and psychological well-being variables, it shows that there is no correlation between academic stress and psychological well-being variables with demographic data (p>0.05).

Normality Test

The normality test conducted in this study used two methods, namely the Shapiro Wilk method and the QQ Plot (graph) method, the results obtained can be seen in the following table:

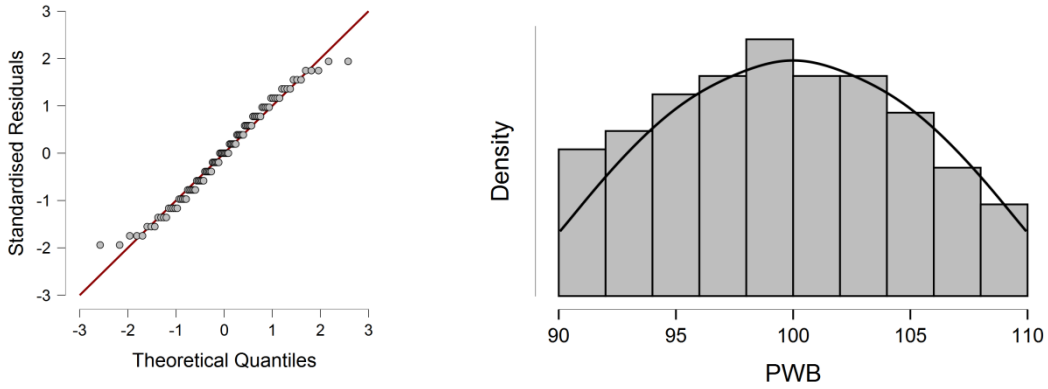
Table 4.3 Results of normality test

	Academic Stress	*Psychological Well-Being*
P-value of Shapiro-Wilk	0.087	0.080

Source: Primary data processing, 2023

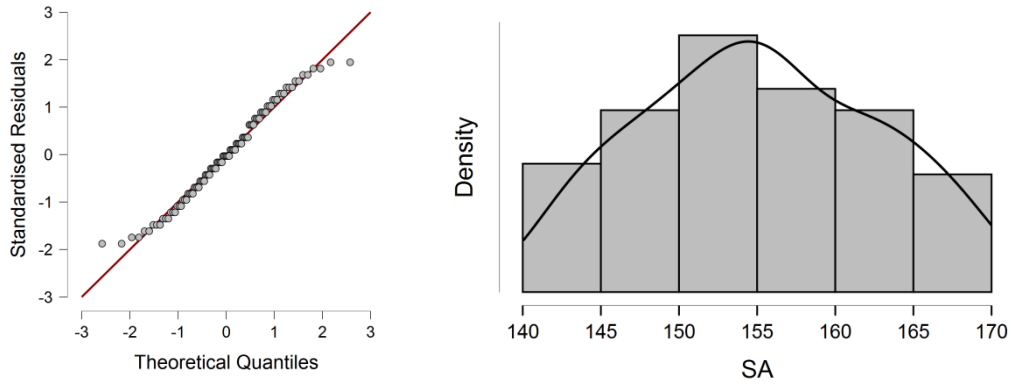
The table above shows that the normality test obtained (Shapiro-Wilk) for the academic stress level scale p-value of 0.087 and the psychological well-being scale p-value of 0.080 shows that the p-value on both scales is >0.05, so it can be concluded that both data are normally distributed.

Figure 4.1 Results of the QQ Plot Normality Test for Academic Stress



Source: Primary data processing, 2023

Figure 4.2 Results of the QQ Plot Normality Test for Psychological Well-Being



Source: Primary data processing, 2023

A QQ-Plot is a scatterplot showing the relationship between observed data and expected values in a normal distribution. Data distribution is considered normal if the distribution is close to the line; conversely, if the distribution is far from the line, the data distribution is not normal. From 100 respondents, the results of the normality test indicate a normal distribution.

Categorization of Academic Stress Scores and Psychological Well-being

Respondent data obtained from this study were divided into three categories: low, medium, and high. Scores were obtained by finding the mean (average) of the standard deviation using Azwar's (2013) categorization method, which states that the higher the standard deviation, the more accurate the score. The cartegorization norm guide uses the following formula:

Low = $X \leq (\mu - \sigma)$

Currently = $(\mu - \sigma) < X < (\mu + \sigma)$

Tall = $X \geq (\mu + \sigma)$

Academic Stress Variable

Academic stress has 51 items

Min value	= 51 x 1 = 51
Max value	= 51 x 4 = 204
Range	= 204 – 51 = 153
Standard Deviation Unit	=153 : 6 = 25.5 (1 SD)
Theoretical Mean	= 51 x 2.5 = 127.5

Table 4.4 Distribution of academic stress scores

Score Group	Score range	Number of Participants	Percentage
Low	≤ 102	0	0%
Currently	102 – 153	37	37%
Heavy	≥ 153	63	63%

Source: Primary data processing, 2023

Based on the score categorization calculations performed on the academic stress variable, it was found that 0% were low, 37% were moderate, and 63% were high. It can be concluded that the respondents' academic stress was at a high level.

Psychological Well-Being Variables

*Psychological Well-Being*has 42 items

Min value	: 42 x 1 = 42
Max value	: 42 x 2 = 84
Range	: 84 – 42 = 42
Standard Deviation Unit	:42 : 6 = 7 (1 SD)
Theoretical Mean	: 42 x 2.5 = 105

Table 4.5 Distribution of Psychological Well-Being scores

Score Group	Score range	Number of Participants	Percentage
Low	≤ 98	34	34%
Currently	98 – 112	66	66%
Tall	≥ 112	0	0%

Source: Primary data processing, 2023

Based on the score categorization calculations performed on the psychological well-being variable, 34% were found to have a low level, 66% to have a moderate level, and 0% to have a high level. It can be concluded that the respondents' psychological well-being is at a moderate level.

T-Test

The T-test of this study uses the independent-samples t-test method, with the aim of comparing the average between two different groups in one group by comparing the p-value with a significance level of >0.05, then there is no difference, and a significance level of <0.05, then there is a difference (Nuryadi, et al., 2017). The following data shows the results of the independent-samples t-test using the JASP application.

Table 4.6 Results of the independent-samples t-test on gender: Academic Stress

Category	N	Mean	P-Value
Man	39	156.1	0.366
Woman	61	154.2	

Source: Primary data processing, 2023

Based on the independent-samples t-test conducted, it shows that there is no significant difference between men and women in the academic stress variable, with a p-value of 0.366 > 0.05.

Table 4.7 Results of the independent-samples t-test on gender: Psychological Well-Being

Category	N	Mean	P-Value
Man	39	99.6	0.580
Woman	61	100.2	

Source: Primary data processing, 2023

Based on the independent-samples t-test conducted, it shows that there is no significant difference between men and women in the psychological well-being variable, with a p-value of 0.580 > 0.05.

ANOVA test

The ANOVA test in this study uses the One Way Between-Groups ANOVA method. This test aims to compare three or more sample groups representing different levels of the dependent variable, with the condition that the significance level of p <0.05 means there is a difference, if p>0.05 means there is no difference (Hadiwijaya, et al, 2015). The following are the results of the One Way Between-Groups ANOVA test using the JASP application.

Table 4.8 Results of the One Way Between-Groups ANOVA test on age: academic stress

Age	N	Mean	Elementary School	F	P-Value
20 to 25 tshun	56	155,732	8,269	1,377	0.257
25 to 30 years	37	155,351	6,601		
> 30 years	7	150,714	5,992		

Source: Primary data processing, 2023

Based on the results of the One Way Between-Groups ANOVA test, it can be seen that there is no significant difference between academic stress and age (p-value>0.05 or 0.257).

Table 4.9 Results of the One Way Between-Groups ANOVA test on age: Psychological Well-Being

Age	N	Mean	Elementary School	F	P-Value
20 to 25 tshun	56	100,625	5,214	1,958	0.147
25 to 30 years	37	98,730	4,863		
> 30 years	7	101,714	5,529		

Source: Primary data processing, 2023

Based on the results of the One Way Between-Groups ANOVA test, it can be seen that there is no significant difference between psychological well-being and age (p-value>0.05 or 0.147).

Table 4.10 Results of the One Way Between-Groups ANOVA test at the semester level: academic stress

Semester Level	N	Mean	Elementary School	F	P-Value
Semester 1 to 3	27	158,037	7,445	3,003	0.034
Semester 4 to 6	23	155,217	6,060		
Semester 6 to 8	44	153,068	7,919		
Semester > 8	6	158,667	7,312		

Source: Primary data processing, 2023

Based on the results of the One Way Between-Groups ANOVA test, it can be seen that there is a significant difference between academic stress and semester level (p-value>0.05, namely 0.034).

Table 4.11 Results of the One Way Between-Groups ANOVA test at the semester level: Psychological Well-Being

Semester Level	N	Mean	Elementary School	F	P-Value
Semester 1 to 3	27	99,074	5,427	1,083	0.360
Semester 4 to 6	23	99,261	5,404		
Semester 6 to 8	44	100,636	4,755		
Semester > 8	6	102,333	5,750		

Source: Primary data processing, 2023

Based on the results of the One Way Between-Groups ANOVA test, it can be seen that there is no significant difference between psychological well-being and semester level (p-value>0.05 or 0.360).

Table 4.12 Results of the One Way Between-Groups ANOVA test on the faculty: academic stress

Faculty	N	Mean	Elementary School	F	P-Value
Faculty of Design and Creative Arts	5	161,000	6,000	1,321	0.268
Faculty of Economics and Business	6	154,667	7,202		
Faculty of Computer Science	6	159,167	7,808		
Faculty of Psychology	77	154,753	7,583		
Faculty of Engineering	6	153,333	8,042		

Source: Primary data processing, 2023

Based on the results of the One Way Between-Groups ANOVA test, it can be seen that there is no significant difference between academic stress and faculty (p-value>0.05 or 0.268).

Table 4.13 Results of the One Way Between-Groups ANOVA test on the faculty: Psychological Well-Being

Faculty	N	Mean	Elementary School	F	P-Value
Faculty of Design and Creative Arts	5	98,400	5,177	0.317	0.866
Faculty of Economics and Business	6	100,667	7,607		
Faculty of Computer Science	6	100,000	5,692		
Faculty of Psychology	77	100,182	5,018		
Faculty of Engineering	6	98,333	5,007		

Source: Primary data processing, 2023

Based on the results of the One Way Between-Groups ANOVA test, it can be seen that there is no significant difference between psychological well-being and faculty (p-value>0.05 or 0.866).

Table 4.14 Results of the One Way Between-Groups ANOVA test on status: academic stress

Status	N	Mean	Elementary School	F	P-Value
Study while working	91	155,429	7,759	0.622	0.432

Study, work & get married	9	153,333	5,568

Source: Primary data processing, 2023

Based on the results of the One Way Between-Groups ANOVA test, it can be seen that there is no significant difference between academic stress and status (p-value>0.05 or 0.432).

Table 4.15 Results of One Way Between-Groups ANOVA Test on status: Psychological Well-Being

Status	N	Mean	Elementary School	F	P-Value
Study while working	91	100,022	5,247	0.018	0.893
Study, work & get married	9	99,778	4,381		

Source: Primary data processing, 2023

Based on the results of the One Way Between-Groups ANOVA test, it can be seen that there is no significant difference between psychological well-being and status (p-value>0.05 or 0.893).

Table 4.16 Results of the One Way Between-Groups ANOVA test on Campus X: academic stress

Campus	N	Mean	Elementary School	F	P-Value
Menteng	20	155,500	9,041	0.723	0.488
Meruya	78	155,013	7,190		
Warung Buncit	2	161,500	9,192		

Source: Primary data processing, 2023

Based on the results of the One Way Between-Groups ANOVA test, it can be seen that there is no significant difference between academic stress and campus (p-value>0.05 or 0.268).

Table 4.17 Results of the One Way Between-Groups ANOVA test on Campus X: Psychological Well-Being

Campus	N	Mean	Elementary School	F	P-Value
Menteng	20	100,000	5,740	0.237	0.789
Meruya	78	99,936	5,036		
Warung Buncit	2	102,500	6,364		

Source: Primary data processing, 2023

The results of the One Way Between-Groups ANOVA test showed that there was no significant difference between psychological well-being and campus (p-value>0.05 or 0.789).

Table 4.18 Results of One Way Between-Groups ANOVA test on Working Time: academic stress

Status	N	Mean	Elementary School	F	P-Value

Full time	57	156,193	7,788	2,114	0.149
Part-time	43	153,977	7,213		

Source: Primary data processing, 2023

The results of the One Way Between-Groups ANOVA test showed that there was no significant difference between academic stress and working time (p-value>0.05 or 0.149).

Table 4.19 Results of the One Way Between-Groups ANOVA test on Working Time: Psychological Well-Being

Status	N	Mean	Elementary School	F	P-Value
Full time	57	100,667	5,040	2,244	0.137
Part-time	43	99,116	5,234		

Source: Primary data processing, 2023

The results of the One Way Between-Groups ANOVA test showed that there was no significant difference between psychological well-being and work time duration (p-value>0.05 or 0.137).

Hypothesis Testing

Based on the results of the correlational hypothesis testing calculations using the JASP application, the following results were obtained:

Table 4.20 Results of the correlation hypothesis test between academic stress and psychological well-being

Variable		**SA**	**PWB**
1. SA	Pearson's r	—	
	p-value	—	
2. PWB	Pearson's r	-0.086*	—
	p-value	<.05	—

*Note.*All tests one-tailed, for negative correlation

* p < .05, ** p < .01, *** p < .001, one-tailed

Source: Primary data processing, 2023

Based on the analysis results in Table 4, the correlation results are -0.086 with a significance of p<0.05, thus it can be concluded that there is a correlation between academic stress and psychological well-being. The negative result indicates that the higher the psychological well-being in students, the lower the academic stress in students, and vice versa.

Simple Linear Regression Test

A simple linear regression test was used to statistically measure the influence of psychological well-being on academic stress. The following table shows the results of the simple linear regression test:

Table 4.21 Results of simple linear regression test

Model	R^2	t	F	p	Unstandardized Coefficients	Standard Error
H_1	0.395	-0.854	0.729	<.001	-0.127	0.148

* p < .05, ** p < .01, *** p < .001

Source: Primary data processing, 2023

Based on the results of the simple linear regression test, the variance explained (R2) value was 0.395, meaning that psychological well-being influences academic stress by 39.5%, while the remaining 60.5% is influenced by other variables. The results of the regression coefficient show that each variable increases or decreases by one unit, the results of the regression coefficient show a negative value, so every 12.7% increase in psychological well-being will reduce academic stress by 12.7%.

Additional Analysis Test Results

Additional research was conducted to enrich the results and examine the picture of academic stress and psychological well-being from the respondent data. Hypothesis testing revealed a relationship between academic stress and psychological well-being in Keyawan class students. Additional data analysis was conducted to determine the correlation between the dimensions of psychological well-being and the academic stress variable, as shown in the following table:

Table 4.22 Table of results of correlation test of psychological well-being dimensions with academic stress

Variables		Academic Stress
Self-Acceptance	Pearson's r	0.065
	P-value	0.523
Purpose of life	Pearson's r	-0.276**
	P-value	0.005
Environmental Mastery	Pearson's r	-0.639***
	P-value	<.001
Positive Relationships with Others	Pearson's r	-0.468***
	P-value	<.001
Personal Growth	Pearson's r	-0.521***
	P-value	<.001
Independence	Pearson's r	-0.597***
	P-value	<.001

p < .05, ** p < .01, *** p < .001

Source: Primary data processing, 2023

Based on the results of the correlation test conducted, it can be seen that the dimensions of life goals, environmental mastery, positive relationships with others, self-growth and independence, are negatively correlated with academic stress with p-values <.05 and p-values <.001. However, the self-acceptance dimension shows a p-value>0.5, meaning there is no correlation between the self-acceptance dimension and academic stress. Dimensions that correlate with academic stress are life goals, environmental mastery, positive relationships with others, self-growth and independence.

In addition to the correlation test, the researchers also conducted an independent sample t-test to evaluate differences in average psychological well-being and academic stress between the control group and the respondent group. The control data used for this study's additional data analysis was gender, as shown in the following table:

Table 4.23 Mean Psychological Well-Being Based on Gender

Dimensions	Mean Score		Significance	Information
	Man	Woman		
Self-Acceptance	15,410	15,393	t =0.075 p = 0.940	Not Significant
Purpose of life	14,000	13,820	t =0.713 p = 0.477	Not Significant
Environmental Mastery	19,179	19,164	t =0.071 p = 0.944	Not Significant
Positive Relationships with Others	18,897	19,164	t =-1.147 p = 0.254	Not Significant
Personal Growth	15,154	15,557	t =-.1721 p = 0.088	Not Significant
Independence	17,000	17,131	t =-0.567 p = 0.572	Not Significant

Source: Primary data processing, 2023

Table 4.24 Mean academic stress scores based on respondent gender

Dimensions	Mean Score		Significance	Information
	Man	Woman		
Frustration	18,154	18,820	t =-0.752 p = 0.454	Not Significant
Conflict	8,487	8,803	t =-0.891 p = 0.375	Not Significant
Pressure	10,538	10,852	t =-0.670 p = 0.504	Not Significant
Change	9,538	9,770	t =-0.884 p = 0.379	Not Significant
Self-Imposed	19,333	18,574	t =1,774 p = 0.079	Not Significant

Physical Reaction	43,744	42,049	t =1,323 p = 0.189	Not Significant
Emotional Reaction	13,769	13,443	t =0.848 p = 0.399	Not Significant
Behavioral Reactions	25,564	25,230	t =0.365 p = 0.716	Not Significant
Cognitive Appraisal	7,667	7,656	t =0.066 p = 0.948	Not Significant

Source: Primary data processing, 2023

From the table, it can be concluded that there is no significant difference in the average psychological well-being dimension based on gender. However, in the academic stress dimension, there is a significant difference in the self-imposed dimension (19,333/18,574) and the physical reaction dimension (43,744/42,049). These results indicate that men have higher stress levels than women.

Discussion

Based on the research results above, it is known that the p-value is 0.001 and the correlation coefficient is -0.086, indicating a relationship between psychological well-being and academic stress in employee class students at University X Jakarta. In line with the results of research conducted by Rehman, Shahnawaz, and Khan (2021), there is an influence between psychological well-being and stress. The results of research conducted by Oktaviani and Suprapti (2021) also support this study, which found a significant influence between psychological well-being and stress.

The linear regression test result in this study was -0.127. The regression coefficient results indicate that each variable increases or decreases by one unit. The regression coefficient results show a negative value, so every 12.7% increase in psychological well-being will reduce academic stress by 12.7%. More simply, it can be interpreted that if psychological well-being increases, academic stress will decrease, conversely, if psychological well-being decreases, academic stress will increase. This result is consistent with the findings of research conducted by Cevizci & Sahin (2020). The results of this study are also supported by Oktaviani and Suprapti (2021) where the regression equation is negative, meaning that the influence of psychological well-being and academic stress is negative.

The number of respondents used was 100 students, with 39 male respondents and 61 female respondents. Researchers conducted categorization calculations to determine the levels of academic stress and psychological well-being variables. The results showed that the academic stress variable in this study was categorized as high, at 63%. The psychological well-being variable in this study was categorized as medium, at 66%.

Based on gender, men are more likely to experience stress than women. However, female respondents tend to have better psychological well-being than men. This is in line with research conducted by Pramesta, DK, & Dewi, DK (2021) which explains that levels of academic stress are higher among male students, this is because men are not accustomed to stressful situations and therefore find it difficult to cope. However, there is no research that explains this in more detail. Those aged 20 to 25 years tend to experience higher levels of academic stress compared to other age groups. This is in accordance with the results of research conducted by Musikhah, W., & Nastiti, D. (2022), according to their explanation, college students are in the developmental stage towards adulthood (emerging adulthood), which generally occurs between the ages of 18-25 years. Full maturity is achieved when students are not only involved in academic activities but also begin to engage in activities outside of lectures, such as working while studying. Respondents in semesters >8 tend to have high academic stress. This is in line with research by Sutalaksana, DA, & Kusdiyati, S. (2020), which explains that final-year students are more susceptible to academic stress. This is due to the increased pressure to complete their studies quickly.

Working students tend to have many demands, making them vulnerable to academic stress. In this situation, students need psychological well-being to reduce the pressure they face. Freire et al. (2016) explain that stress depends not only on environmental stressors but also on individual cognitive appraisals. Through this cognitive appraisal, students develop coping strategies to reduce pressure or stressors.

CONCLUSION

a. There is a significant negative influence between the influence of psychological well-being on stress in employee class students at University X Jakarta.
b. There is an influence of psychological well-being on academic stress of 12.7%.
c. The correlation coefficient is -0.086, which means that the correlation between psychological well-being and academic stress is very weak.

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