

# The Relation of Academic Stress, Parental Social Support, Gratitude and Psychological Well-Being of Students in Pandemic COVID-19 Era

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## Abstract

The purpose of this study was to examine the relationship between academic stress, parental social support and gratitude for psychological well-being in college students during the Covid-19 pandemic. The study used a correlational quantitative approach with the population of undergraduate students at Muhammadiyah University of Surakarta. The sampling technique used is Proportional Random Sampling. The research instrument used a psychological well-being scale (Ryff's Psychological Well-Being scale), the Educational Stress for adolescents (ESSA) scale, the Parental Social Support Scale, and the Gratitude Scale. Analysis of the data obtained using multiple regression analysis using the Statistical Package for Social Sciences (SPSS) program. (1) there was a significant relationship between academic stress, parental social support, gratitude and psychological well-being, (2) there was a negative and significant relationship between academic stress and psychological well-being with an effective contribution of 5.98 %, (3) there is a positive and significant relationship between parental social support and psychological well-being with an effective contribution of 9.93%, (4) there is a positive and significant relationship between gratitude and psychological well-being with an effective contribution of 25.73%. It was concluded that the gratitude variable had a more dominant influence on the psychological well-being variable. In other words, the psychological well-being of students is spiritual in nature which shows closeness to Allah SWT. This is in accordance with one of the recommendations in Islam that being grateful makes it easier for a person to feel happy and psychologically well-being.

*Keywords:* Academic Stress; Parents Social Support; Gratitude; Psychological Well-Being

## Introduction Section

The Covid-19 pandemic is a disaster, one of which affects the education sector. The State of Indonesia chose to carry out Distance Learning (*Pembelajaran Jarak Jauh/PJJ*) / learning from home which is known as online learning in accordance with the Circular Letter of the Ministry of Education and Culture, Directorate of Higher Education No. 1 of 2020 regarding the prevention of the spread of Covid-19. As a university, the University of Muhammadiyah Surakarta issued a policy no. 217/A.1-II/BR/III/2020 to carry out online lectures using online learning media, such as Schoology, Google Classroom, or Openlearning, ("New Normal Policy of Universitas Muhammadiyah Surakarta," 2020). The sudden and holistic change in learning methods from face-to-face to PJJ has brought difficulties to many parties. Students who are less able to adapt in challenging conditions will have a high vulnerability to stress (Arbona & Jimenez, 2014; Gustems-Carnicer et al., 2019; Pettit & Debarr, 2011).

The result of preliminary research through google form get a direct picture from 31 respondents about the condition of students indicating there are obstacles during the online learning process, namely feeling bored (96.8%), stressed (83.9%), not understanding the material (90.3%), unproductive (74.2%), and students feel productive (25.8%). Another impact felt by students was the physical impact in the form of spicy eyes, body aches and dizziness. This is in line with the opinion of Heiman and Kariv (in Safaria, 2012) that low psychological well-being will affect cognitive (difficulty understanding teaching materials), emotions (desperation, anxiety, sadness, anger, stress), physiological (decreased immune system). body weakness and lethargy) and behavior. From these data, it can be illustrated that the psychological well-being of students is disturbed, indicated by the

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lack of self-growth during the pandemic, this makes individuals feel bored and feel they do not have the ability to develop and experience stagnation (Ryff, 2014).

Psychological well-being is an important variable that has a positive impact on students in order to run their lives well (Huppert, 2009). Research conducted by Diener, Judge, Thoresen, Bono, & Patton has also shown that a person's happiness will affect productivity levels, are more interested in being socially involved and tend to have higher incomes (in Huppert, 2009). Moreover, for a student, low psychological well-being tends to create stressful conditions, depression, and loneliness (Bhagchandani, 2017; Strizhitskaya et al., 2019; Tiwari & Tripathi, 2015). Especially considering the research facts of Sri Nurhayati Selian et al., (2020) which clearly show the relationship between the negative influence of academic stress on psychological well-being. Even so, psychological well-being has a positive relationship with social support and religiosity, especially gratitude (Eva et al., 2020).

The results of the research being conducted before indicate that psychological well-being has a positive contribution to mental health conditions and is also a predictor of academic achievement, self-control, life satisfaction, gratitude, optimism, hope, and one's happiness (Eva et al., 2020). Previous research also explained that gratitude is one of the constructs formed by self-acceptance, in which self-acceptance is one of the dimensions of psychological well-being (Putra, 2014). This can be interpreted that psychological well-being is one of the causes of gratitude. Research on university students shows that low psychological well-being tends to experience stress, depression and loneliness (Bhagchandani, 2017; Strizhitskaya et al., 2019; Tiwari & Tripathi, 2015). Previous research conducted by Sarina showed an inverse relationship between psychological well-being and academic stress (Clemente et al., 2016; Khoirunnisa & Ratnaningsih, 2016), as well as research conducted by Ulpa (2014) and Selian, Hutagalung and Rosli (2020). Students will be more optimal in self-management if they get support from the surrounding environment, especially family support which is a provider of instrumental and psychological resources for a student (Eva et al., 2020).

Based on the background of the problem that has been described, there is a problem formulation in this study, namely Is there a relationship between academic stress, parental social support and gratitude for psychological well-being in online learning?

## **Methods**

This study uses a correlational quantitative research method with a non-experimental approach. In this study, there are 4 research variables, 3 independent variables, namely academic stress, parental social support, and gratitude and 1 dependent variable, namely psychological well-being. The population of this study were students of the Muhammadiyah University of Surakarta strata 1, totaling 38.689 students with 12 faculties and 45 study programs. The sampling technique used is proportional random sampling by using the number of samples in each study program. As for the data analysis technique using multiple regression analysis techniques. Determination of the sample using the table Krejcie and Morgan (Sekaran, 2006) with an error rate of 5%.

The modified psychological well-being scale in the Journal of Eva et al., (2020) which has been adapted from Ryff's Psychological Well-Being Scales. The academic stress scale used by the researcher is a modified Educational Stress for adolescents (ESSA) scale by Bia Sabrina Rahayu Saniskoro and Sari Zakiah Akmal (Saniskoro & Akmal, 2017) based on aspects of academic stress by Sun, Dunne, Hou & Xu (2011). Parental social support scale is measured using a scale based on Cutrona & Gardner (2004) theory. Modifying the parental social support scale tested by Maria Stephanie (2017). The gratitude scale used in this research study will modify the gratitude scale in Islamic psychology made by Rusdi (2016).

The data obtained will be analyzed using multiple regression analysis techniques with the consideration that this study uses three independent variables and one dependent variable. This study aims to find a correlation or relationship. The program used in the analysis calculation is the Statistical Package for Social Sciences (SPSS) 21.0 software for windows.).

## **Results and Discussion**

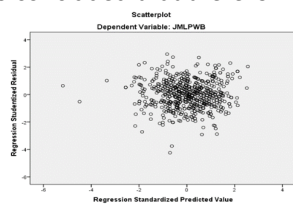
Regression analysis (major hypothesis) was conducted to determine the relationship between the independent variables, namely academic stress (X1), parental social support (X2) and gratitude (X3) with the dependent variable, namely psychological well-being (Y).

Variable	VIF	Tolerance
Academic stress	1.023	.77
Parent social support	1.160	.862
Gratitude	1.144	.874

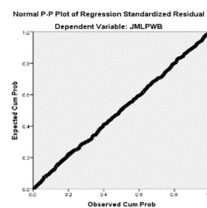
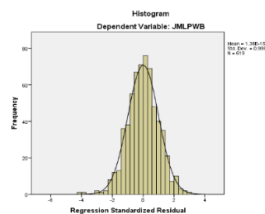
It is known that there is no VIF value that exceeds 10 and no Tolerance value is less than 0.10. Thus it can be concluded that there is no correlation between the independent variables, so there is no serious multicollinearity.

Number of Respondents (n)	Number of Independent Variables (k)	dL	Du	Durbin-Watson
619	3	1.801	1.821	2.025

Judging from the table above, the Durbin-Watson value (2.025) is calculated to be greater than dU (1.821). It is concluded that there is no correlation between residuals.



The SPSS output display on the Scatterplot graph shows that the points are randomly distributed both above and below the number 0 on the Y axis. It can be concluded that there is no heteroscedasticity in the regression model.



The results of the SPSS output on the histogram graph display on the normality test show that the residuals are normally distributed and symmetrically shaped, neither skewed to the right nor to the left. The graph of normal probability plots the points spread close together around the diagonal and this shows that the residuals are normally distributed.

The statistical analysis result showed that there were  $R = 0.645$ ,  $F$  of 146.419 with a significant 0.000 ( $p < 0.01$ ). This shows that there is a significant relationship between the independent variables of academic stress, parental social support, and gratitude with the dependent variable of psychological well-being.  $R$  square ( $R^2$ ) = 0.417 which means that the influence of the independent variable on the dependent variable simultaneously is 41.7%, so that there are 58.3% of other factors that affect psychological well-being outside the variables of academic stress, parental social support, and gratitude. This result is in accordance with the major hypothesis, that there is a significant relationship between academic stress, parental social support and gratitude with the psychological well-being of students in online learning during the covid-19 pandemic.

Ryff and Singer (1996) found that psychological well-being dimensions such as environmental mastery and self-autonomy tend to increase with age from young adulthood to middle adulthood. In terms of gender, women tend to have high scores on positive relationships with others and personal development, regardless of the woman's age, compared to men (Erlina, 2021). Lyubomirsky & Layous (2013) said that there are positive

activities that improve well being in the form of paying attention to dosage, variety, sustainability, motivation and the existence of social support. Sufficient psychological needs can increase well-being such as autonomy, association and self-efficacy (in Sa'diyah & Amiruddin, 2020). The results of research conducted by (Situmorang & Andriani, 2019) show that there is an influence of religiosity on psychological well-being. Bastaman (2000) says that someone who has a high level of religiosity is able to interpret the events of his life to be more meaningful (in Situmorang & Andriani, 2019). Meanwhile, research conducted by Rahmawati & Putri (2020) shows that Mindfulness training can reduce stress and improve individual psychological well-being.

Based on the description above, it is concluded that there are other factors that affect the psychological well-being of students, which can be categorized into 2, namely internal and external factors. Internal factors include age, gender, evaluation of life experience, locus of control, religiosity, self-acceptance, self-development and life goals. Then the external factors are socioeconomic status, positive social relations and culture as well as environmental control and autonomy.

The minor hypothesis was conducted to determine the relationship of the independent variable partially with the dependent variable. Based on the results of the analysis of the academic stress variable (X1) with psychological well-being (Y) it is known that the partial test is -7.684 with a significance of .000 ( $p < .01$ ), and the correlation coefficient is  $r_{x1y} = -.250$ . This shows that the academic stress variable (X1) has a negative and significant relationship with psychological well-being (Y), so in this study  $H_0$  is rejected and  $H_a$  is accepted. In accordance with the minor hypothesis in this study, there is a negative and significant relationship between academic stress and students' psychological well-being in online learning during the Covid-19 pandemic, that the higher the academic stress, the lower the psychological well-being of students. In line with the research of Selian, Hutagalung and Rosli (2020) which shows that academic stress has a negative effect on psychological well-being. This is a reinforcement of the results of the hypothesis testing conducted, namely the existence of a significant negative correlation between academic stress and the psychological well-being of students. supported by research conducted by Clemente et al (2016) which states that the stress that a person feels has a significant negative relationship with psychological well-being. The results of this study mean that if the psychological well-being of each individual is getting better, the stress level will decrease.

The results of the analysis of the variables of parental social support (X2) with psychological well-being (Y) are known to have a partial test of 7.035 with a probability of .000 ( $p < .01$ ), and a partial correlation of  $r_{x2y} = .426$ . This shows that the variable of parental social support (X2) has a positive and significant relationship with psychological well-being (Y), so in this study  $H_0$  is rejected and  $H_a$  is accepted. This is in accordance with the minor hypothesis in this study, namely that there is a positive and significant relationship between parental social support and students' psychological well-being in online learning during the Covid-19 pandemic. This means that if the social support of parents is high, the psychological well-being will be high, and vice versa. Several previous studies, one of which was research (Hardjo & Novita, 2017) showed that there was a significant positive relationship between social support and psychological well-being in adolescents with sexual violence.

In line with the findings by Millisani & Handayani (2019), it shows that there is a significant positive relationship between social support and psychological well-being because each person is not created as an individual being so that they need help from other individuals in the form of material or attention, affection and comfort, when it is obtained then a person feels prosperous and full of care. Family support is a provider of instrumental and psychological resources for a student (Eva et al., 2020). Taylor (in Asmarani & Sugiasih, 2020) added that social support can come from partners, parents, friends and the closest environment.

Based on the description of parental social support, the majority of respondents are in the high category with an empirical mean of 5.13. The data shows that the majority of students have good parental social support during the COVID-19 pandemic. Someone who receives social support from parents will be better able to complete difficult tasks, not experience cognitive impairment, be able to concentrate and not show anxiety when carrying out the given task (Cutrona, et al., 1994). Because someone who has social support from their family feels they get attention, understanding and respect and makes individuals have positive feelings (House in Weiten 1992). This supports that students who have high parental social support during the COVID-19 pandemic can complete assignments, run lectures and take exams more optimally.

Furthermore, the results of the analysis of the gratitude variable (X3) with psychological well-being (Y) are known to have a partial test of 14.358 with a significance of .000 ( $p < .01$ ) and a correlation coefficient of  $r_{x3y} =$

.544. This shows that the gratitude variable (X3) has a positive and significant relationship with psychological well-being (Y), so in this study  $H_0$  is rejected and  $H_a$  is accepted. In accordance with the minor hypothesis in this study, namely there is a positive and significant relationship between gratitude and students' psychological well-being in online learning during the Covid-19 pandemic, that if the individual's gratitude is high, the psychological well-being possessed will also be high. , vice versa. Supported by the results of research by Edelweiss (2020) which results in that the high gratitude that individuals have will increase individual happiness, automatically psychological well being will also increase and the opposite will apply. Individuals who have high gratitude will tend to be more empathetic, forgiving, and happier (Edelweiss, 2020).

Gratitude is closely related to psychological well-being, one of the variables that affects psychological well-being is gratitude (Unterrainer et al., 2010). In other studies that have been carried out, it shows that gratitude is influenced by various factors, including self-acceptance, a sense of appreciation, good intentions, positive actions, spiritual experiences, and also positive emotions (Hambali et al., 2015). A person with a high level of gratitude will have a low level of envy and a low level of depression (McCullough et al., 2002). Gratitude is a positive variable that is often related to various other positive things and is mutually sustainable.

Based on the description of gratitude, the majority of respondents are included in the very high category with an empirical mean of 43.07. The data shows that the majority of students have very good gratitude during the Covid-19 pandemic. People who have high levels of gratitude are more likely to increase positive mood in almost every condition. Someone with a positive disposition can certainly do more positive things than waste time on negative things so that the resulting output is positive. Spiritual events that involve the individual with God liken the individual's gratitude to God so as to create positive energy. Therefore, students are able to face lectures during the covid-19 pandemic with gratitude by getting closer to God and behaving well.

There are several weaknesses in the research carried out, including: 1) Methodologically, sampling has not been fully comprehensive in the existing study programs. There are several undergraduate study programs that researchers have not been able to reach, where all study programs should have the same opportunity to be research samples, 2) In this study, data collection was carried out through g-form intermediaries and disseminated via WhatsApp groups and social media Instagram and Twitter. , so that it cannot supervise and control respondents directly when filling out data, 3) The results of the study only apply to students of Muhammadiyah University of Surakarta.

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## **Conclusion**

Based on the results of the study, it shows that simultaneously academic stress, parental social support and gratitude have a significant effect on psychological well-being. These findings indicate that reducing academic stress as well as increasing social support and gratitude can improve psychological well-being in students during the COVID-19 pandemic. Academic stress which has a significant negative effect on psychological well-being cannot be separated from the adaptation to the shift in face-to-face learning to online, also in terms of location, internet network, and parents' income to buy quotas. In parental social support which has a significant positive effect on psychological well-being, it has an important factor related to feeling accepted by people around, this serves to create good relationships with the surrounding environment. Furthermore, gratitude which has a significant positive effect on psychological well-being in students cannot be separated from spiritual factors that involve the individual's relationship with God so as to create positive energy.

The suggestions from this research are as follows: 1) For students, it is very important to improve their ability to manage stress so that they can remain productive by applying breathing relaxation techniques so that they are expected to be able to reduce academic stress. In addition, academic stress can be minimized by keeping a diary so that the schedule is neatly arranged and helps manage stress. Gratitude for students can be maintained

in order to help the defense of psychological well-being in students. 2) For psychology practitioners, it is hoped that they can design approaches and carry out interventions that can reduce academic stress, especially for students in carrying out online learning during the Covid-19 pandemic. Such as by holding online seminars related to academic stress management, dhikr training and or breathing relaxation training so as to minimize academic stress experienced by students, 3) For further researchers to develop and or conduct research with different subjects related to psychological well being and pay more attention to sociodemographic data such as age, culture, and gender as well as the location of the study.

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