Academic stress level guidance and counseling students at Universitas Negeri Padang

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Abstract
The phenomenon found in the field when students are given assignments, they will complain a lot. Counseling technique course I is a course that has many lectures.This article aims to describe academic stress level of students of Guidance and Counseling who are taking Counseling Technique Course I. It is seen from the emotional, intellectual, physical, and interpersonal symptoms. The study used a descriptive quantitative approach with the subject of 104 students. Data were collected using an academic stress scale. The results of the study reveal the level of academic stress of the students of the Guidance and Counseling Department who are taking the subjects of Counseling Technique I viewed from: (1) emotional symptoms (2) intellectual symptoms (3) physical symptoms, and (4) interpersonal symptoms are in the medium category. Of the 17 existing academic stress indicators, only one indicator is in the low category. The results of this study are important to provide input for students, lecturers in Counseling Technique I, and academic counselor in order to help reduce student academic stress level.

Keywords: Academic Stress, Counseling Technique Course I.

Introduction

The success of learning in each course is determined by the extent to which students are able to adapt to the lecture duties. The counseling technique course I is a course consisting of four credits. The Counseling Technique lecture I is divided into two lecture sessions, the first session discusses the theories of the techniques used in individual counseling and the second session performs practice of the theory of the techniques discussed in the first session. The inability of students to adapt and complete the tasks lectures in the course of Counseling Technique I tends to cause stress to follow the lecture. Stress is a condition of physical and psychological pressure due to the demands in self and the environment (Gunawati et al., 2006). Pressures and demands sourced from academic activities are called academic stress. Thurson (2005) points out that academic stress can be due to certain lessons being felt very difficult, certain lessons taught by teachers are feared and disliked and the amount of subject matter is felt too much.

Depression, anxiety and stress are psychological problems that often occur in college students (Dyrbye et al., 2006). The results explain that academic problems are the cause of high levels of stress in the first year compared to non-academic problems, if it remains left then it will adversely affect the next learning process (Abraham et al., 2009). Academic stress produces a low academic value. However, students who focus on coping in the problem better and have motivation than students who focus coping in emotion (Struthers et al., 2000).

The analysis showed from 506 students, 27.5% had moderate depression, and 9.7% had severe or very depressed severe depression; 34% had moderate anxiety, and 29% experienced severe or very severe anxiety; and 18.6% have stress moderate and 5.1% had a severe or very severe stress score (Shamsuddin et al., 2013). Furthermore, the results of research on the level of depression, anxiety and stress on students in Turkey, namely: 27.1%, 47.1% and 27.0% (Bayram &Bilgel, 2008). Both studies explain that anxiety levels are higher, if anxiety continues it will impact stress or depression later. So the need for quick handling so that the anxiety does not impact worse.

According to research conducted by Shenoy (in Rohmah, 2006) that claims against students can be a potential source of stress. Based on this it can be seen that the more responsibilities charged to students, for example the pressure to improve academic achievement, independent living and financial arrangements.

The academic stress in the course of Counseling Technique I is a condition experienced by the student, where there is a mismatch between the demands of the course of Counseling Technique 1 with the ability or the state of physical, mental, emotional, and student behavior. This is in line with the opinion of Heiman & Kariv (in Nurmaliyah, 2014) that academic stress is a stress caused by academic pressure in the learning process in lectures or things related to lecturing activities, for example: the pressure to achieve the objectives of the course, Learning, anxiety, a number of tasks to be accomplished, poor test scores, elaborate bureaucracies, and time management.

Based on the results of interviews that researchers conducted on four students Guidance and Counseling high take the course of Counseling Techniques I on January 22, 2017, obtained information that two of the four students feel pressured to follow the lecture because students concerned get negative information about the lecture Of their seniors, such as the burden of duty and threatened failure if unable to meet the demands of the lecture.

Based on the results of research, female gender showed a reaction stress higher than men. Higher levels of academic stress are predicted by higher levels of life stress and lower levels of social support (Misra et al., 2003). Differences in cultural values, language, academic preparation, study habits will cause problems if students are less able to adjust (Mori, 2000). Many demands in the lecture process and the demands of high achievement by universitiy or government will have an impact on students' academic stress levels (Taufik,Ifdil,&Ardi, 2013). So the lack of academic preparation and bad study habits will cause academic stress when there is a lot of learning demands at the time in college.

Furthermore, two other students stated that the course is very consuming and mind power due to many tasks assigned to the students by the supervisor of the course concerned, so with the many tasks that make the student concerned feel tired and body condition that is not eager to undergo lectures . The facts found in the field also shows that there are still students who experience academic stress when following the lecture, especially in the course of Counseling Technique I.Based on the background of the problem, the researcher is interested to do research with the title of academic stress of guidance and counseling students who are taking the course of Counseling Technique I.

Method

The study used a descriptive quantitative approachwith correlational methods. Research site at Universitas Negeri Padang, Faculty of Education.The research population is guidance and counseling's students which are taking counseling technique course I. The sampling technique uses total sampling. The research sample was students which are taking counseling technique course I that was 104 students.The research instrument is questionnaire. Data were collected using an academic stress scale. The data obtained were analyzed using percentage technique.

Results and Discussion

Based on the results of data processing, the results of research can be explained as follows.

1. Academic Stress level Guidance and Counseling Students is Taking Courses Counseling Techniques I Based on the Aspect of Emotional Symptoms
   Here is a description of research results based on aspects of emotional symptoms in three indicators, namely as follows.

Table 1. Academic Stress Levels of Guidanceand Counseling Students in Terms of Emotional Symptoms

No	Indicator	Score									
		Very High (VH)		High (H)		Medium (M)		Low (L)		Very Low (VL)	
		f	%	f	%	f	%	f	%	f	%
1.	Anxious	5	4,81	14	13,46	40	38,46	35	33,65	10	9,62
2.	Sad	0	0	19	18,27	47	45,19	24	23,08	14	13,46
3.	Feel to implement the academic demand	7	6,73	11	10,58	45	43,27	35	33,65	6	5,77

Based on the above table 1, it can be seen that the level of academic stress Guidance and Counseling students who are taking the subjects of Counseling Techniques I, on the anxious indicators are in the category of moderate with 38.46% percentage, the sad indicator is in the category of moderate with percentage 45, 19%, and the indicator felt unable to carry out academic demands are in the medium category with a percentage of 43.27%.

Individuals who are experiencing academic stress will show emotional symptoms, one of anxiety. Anxiety is neurotic powerlessness, insecurity, immaturity, and lack of ability to cope with the demands of reality (environment), difficulties, and the pressures of everyday life (Yusuf, 2008). Furthermore, excessive maturity will lead to continuous academic stress even reach depression, causing disruption of the student's effective life (Anggawijaya, 2013).

As for the occurrence of anxiety has several stages. The anxiety stage occurs as a reaction to perceived threats characterized by pale face, cold sweat, heart palpitations, blood flowing rapidly (Patimah, 2016).

Furthermore, according to Syamsu Yusuf (2008) sad is a pain or pain caused by changes, Such as changes in personal relationships (love, support, etc.), changes in material (salary, ownership of residence, etc.), or even changes in personal development (adulthood, promotion, demotion, etc.). Sadly referred to in this study is a situation where the individual changes to his lectures.

Academic demands are something to be done or a burden that is left to others to be resolved, which is academically related or related to education and academic (Pinurbawati, 2011).The above research findings mean that the level of academic stress of guidance and counseling students who are taking the course of Counseling Technique I is in the medium category, it is because generally the students are not able to cope with anxious, sad and feel unable to carry out academic demands in following lectures of Counseling Techniques I.

2. Academic Stress level Guidance and Counseling Students is Taking Courses Counseling Technique I in Aspect Intellectual Symptoms

Here is a description of research results based on aspects of intellectual symptoms in six indicators, namely as follows.

Table 2. Academic Stress Levels of GuidanceandCounseling Students in Terms of Intellectual Symptoms

No	Indicator	Score									
		Very High (VH)		High (H)		Medium (M)		Low (L)		Very Low (VL)	
		f	%	f	%	f	%	f	%	f	%
1.	Difficult for communication	7	6,73	16	15,38	45	43,27	26	25	10	9,62
2.	Difficult for concentration	4	3,85	14	13,46	51	49,04	25	24,04	10	9,62
3.	Dificcult for make decision	5	4,81	25	24,04	34	32,69	25	24,04	15	14,42
4.	Early in lecture	8	7,69	15	14,42	47	45,19	19	18,27	15	14,42
5.	Easy to forget	7	6,73	12	11,54	47	45,19	34	32,69	4	3,85
6.	Productivity and low achievement	5	4,81	16	15,38	30	28,85	37	35,58	16	15,38

Based on the above table 2, it can be seen that the level of academic stress Guidance and Counseling students who are taking the subjects of Counseling Techniques I, the indicator difficult to communicate is in the category with a percentage of 43.27%, the indicator difficult to concentrate in the category with percentage 49 , 04%, on the hard indicator to make decision is in medium category with percentage 32,69%, at indicator daydream in lecture is in medium category with percentage 45,19%, easy to forget indicator is in medium category with percentage 45,19% , And on the indicator of productivity and achievement decline is in the low category with the percentage of 35.58%.

Difficulties students in communicating can cause obstacles to the lectures undertaken by the student. Furthermore, based on research findings from aspects of intellectual symptoms tend to be high because students are also difficult to communicate. It can be seen from most students that it is difficult to concentrate when the practice in small groups cannot concentrate on listening to material explanations from lecturers in large classes in Counseling Technique I, cannot concentrate in doing small test when thinking about issues to be discussed in small groups, and It's hard to concentrate when listening to the client raises the problem in small groups.

Students' difficulties in making decisions result in individuals having difficulty in making decisions. The person who has made a decision can mean he has made an election to the alternatives offered (Purwanto, 2009). Means if someone is difficult to determine the decisions that will be taken it will affect the attitude that will be displayed especially for students who take the course of Counseling Technique I.

The next intellectual symptom is often daydreaming. This is evident from most of the daydreaming students thinking about the small yet unknown test scores, daydreaming about answers to small exams, and daydreaming while in small groups. Sarwono (2009) states that daydreaming is imagining freely, freely indefinitely, also about things that are not realistic. Daydreaming done by individuals in the lecture will affect the high lecture process done and adversely affect the individual. In addition to frequent daydreaming, students who have intellectual symptoms are also easy to forget. This is evident from the majority of students experiencing "forgot about the material described in the big class when practicing in small groups, when small exams, I easily forget the material learned in the previous week, forgot to do the report assignment counseling scenario, forgot to work on material resume In the course of Counseling Technique I, forgot to work on the daily journal Counseling Course I, and forgot to fill the course module of Counseling Technique I ".

Sarwono (2009) states that our memory power is not perfect, many things are never known, cannot be remembered, or forgotten. This means that there are things that cannot be remembered by the individual even if ever learned or known. Individuals who have forgotten the course will lose some memories of the lectures they live.

Furthermore, subsequent intellectual symptoms of productivity and achievement decline. This can be seen from "there are still tasks that students do become less maximal because many tasks to be completed,

students do not have time to prepare for a small exam so that the value is not as expected because doing a lot of tasks, and the value of student journals lower From time to time because they feel bored to meet the demands of lectures of Counseling Technique I ".

The above research findings mean that the level of academic stress of the Guidance and Counseling students taking the Counseling Technique I course is in the moderate category, but there is one low indicator, ie productivity and performance indicators decreasing. Where students have difficulty in communicating, concentrating, difficult to make decisions, often daydreaming, and easy to forget.

3. Academic Stress level Guidance and Counseling Students is Taking Courses Counseling Technique I in Aspect of Physical Symptoms

The following is a description of the results of research based on aspects of physical symptoms in six indicators, as follows.

Table 3. Academic Stress Levels of GuidanceandCounseling Students in Terms of Physical Symptoms

No	Indicator	Score									
		Very High (VH)		High (H)		Medium (M)		Low (L)		Very Low (VL)	
		f	%	f	%	f	%	f	%	f	%
1.	Headache	8	7,69	15	14,42	40	38,46	38	36,54	3	2,88
2.	Irregular Sleep	5	4,81	25	24,04	43	41,35	13	12,50	18	17,31
3.	Insomnia	7	6,73	20	19,23	38	36,54	32	30,77	7	6,73
4.	Back pain	9	8,65	18	17,31	48	46,15	29	27,88	0	0
5.	Diarrhea	8	7,69	11	10,58	46	44,23	27	25,96	12	11,54
6.	Tired	7	6,73	17	16,35	43	41,35	28	26,92	9	8,65

Based on the above table 3, it can be seen that the level of academic stress Guidance and Counseling students who are taking the subjects of Counseling Techniques I, on the indicator of headache is in the category with the percentage of 38.46%, the indicator of irregular sleep is in the category with Percentage 41.35%, on the indicator of insomnia is in the category with the percentage of 36.54%, the indicator of back pain is in the category with a percentage of 46.15%, the indicator diarrhea (abdominal pain) is in the category of moderate percentage 44 , 23%, and the tired indicator is in the moderate category with a percentage of 41.35%.

Headache is a form of psychosomatic disorder (Nevid et al., 2005). Psychosomatic can be interpreted as a symptom of physical illness caused by psychological disorders (Yusuf, 2008). The psychological disorder in this case is academic stress. Furthermore Nevid et al. (2005) also states that this psychosomatic occur because of a conflict that occurs and the conflict cannot be resolved or channeled by individuals so as to cause a reaction, one of them headache. Symptoms of headache cause difficulty sleeping. This is evident from "most students experience irregular sleep due to work on resume lecture material of Counseling Technique I, student experience irregular sleep because doing daily journal in Counseling Technique I course, student experience irregular sleep because doing report counseling scenario , And students experience irregular sleep when they have been thinking about the lecture of Counseling Technique I ".

Yusuf (2008) states that everyone needs to sleep, if lack of sleep or sleep is not soundly, will result less good for him. This means that if an individual is having trouble sleeping it will have an impact on his health and will indirectly affect a person when following the lecture he lived.

Furthermore, the other symptoms are back pain. This is evident from "most students experience back pain when asked to sit as a counselor, students experience back pain after doing lecturing tasks of Counseling Technique I, students experience back pain when observing the practice in small groups, and students experience back pain when doing practice in group small". Then, the next symptoms are diarrhea.

Diarrhea (abdominal pain) is a form of psychosomatic disorder in the form of gastrointestinal disorders (Nevid et al., 2005). Psychosomatic can be interpreted as a symptom of physical illness caused by psychological disorders (Yusuf, 2008).

The psychological disorder in this case is academic stress. Furthermore, Nevid et al. (2005) also states that this psychosomatic occur because of a conflict that occurs and the conflict cannot be resolved or channeled by individuals to cause a reaction, one of the reactions in the digestive tract is diarrhea (stomach pain). Then, other physical symptoms that is, easily tired. This is evident from "most students feel tired when attending lectures in small groups on lectures in Counseling Technique I, tired of completing too many tasks in the course of Counseling Technique I, and feel tired when thinking about problems raised by clients in the course of Counseling Techniques I ".

The above research findings mean that the level of academic stress of guidance and counseling students who are taking the course of Counseling Technique I is in the medium category, it is because students experience psychosomatic disorders such as headaches, irregular sleep, insomnia, back pain, diarrhea (pain Stomach), and tired.

4. Academic Stress level Guidance and Counseling Students is Taking Courses Counseling Techniques I in Aspects of Interpersonal Symptoms

Here is a description of research results based on aspects of interpersonal symptoms in two indicators, namely loss of trust in others and easy things to blame others.

Table 4. Academic Stress Level of Guidance and Counseling Students in Terms of Interpersonal Symptoms

No	Indicator	Score									
		Very High (VH)		High (H)		Medium (M)		Low (L)		Very Low (VL)	
		f	%	f	%	f	%	f	%	f	%
1.	Missing Trust in Others	13	12,5	13	12,5	37	35,58	35	33,65	6	5,77
2.	East to Guard Someone else	5	4,81	21	20,19	50	48,08	1	0,96	27	25,96

Based on the above table 4, it can be seen that the level of academic stress Guidance and Counseling students who are taking the subjects of Counseling Techniques I, the indicator lost trust in others are in the category of moderate with a percentage of 33.58%, and the indicators easily questioned others Is in the moderate category with a percentage of 48.08%.This is evident from "the majority of students are afraid to share personal issues when practicing individual counseling, and worry that friends will tell their problems to other friends".

States that beliefs take a long time to be built but can break down easily, and it is very difficult to fix them (Raharso, 2011). This means that if trust is lost it will cause distrust or loss of confidence in others. Loss of trust in others in the lecture is caused by a belief that has been wasted by someone so that the individual feels no more trust.

On the blame indicator of a friend is seen where the student "often blame his friend if the value of the task in the course of Counseling I Techniques he lower, and students directly blame a friend if his opinion is different from me when responding to problems discussed in small groups". Many studies have explained that stress can adversely affect the life of college students such as low academic achievement, deterioration in relationships and other work influences (Eisenberg et al., 2007; Stewart- Brown et al., 2000; Ali et al., 2002). In relation to the findings of the research, where the indicator is easy to blame other people the percentage of students who experienced it in the lecture of Counseling Technique I was in the high category. It thus means that there are still students who easily blame others in following the lecture of Counseling Technique I.

The above research findings mean that the level of academic stress of guidance and counseling students who are taking the course of Counseling Technique I is in the medium category, it is because the students experience loss of trust to others, and easy to question others.

5. Overview Academic Stress level Guidance and Counseling Students is Taking Courses course of Counseling Technique I

The following will illustrate how the academic stress of guidance and counseling students who are taking the subjects of Counseling Techni I as a whole per indicator.

Picture 1. Academic Stress Level Guidance and Counseling Students is Taking Courses for Each Indicator
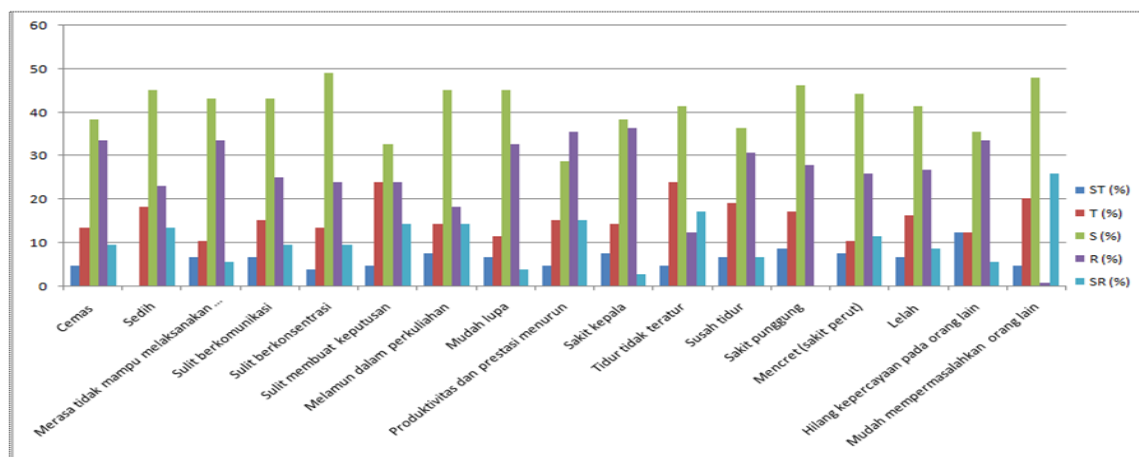
Based on the picture above it can be seen that the overall level of student academic stress Guidance and Counseling who are taking the course of Counseling Techniques I is in the category of medium, it is seen from the 17 indicators that there is only one indicator that is in the low category, namely productivity indicators and declining performance.

Conclusion

Based on the results and discussion of the research described, it can be concluded that this study looks at students' academic stress levels which are viewed from four aspects, namely, emotional, intellectual, physical, and interpersonal symptoms. Based on the results of the study it was found that the academic stress level of the counseling students in terms of emotional symptom aspects was in the medium category. Academic stress levels of counseling students in terms of intellectual symptom aspects are in the medium category. The level of academic stress of counseling students in terms of physical symptoms is in the medium category. The level of academic stress of counseling students in terms of interpersonal symptoms is in the medium category.

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