The Relationship between Students' Stress on Work Internship with Students' Achievement Index in Department of Family Welfare Engineering Faculty Unnes

Saptariana[1], Sri Endah Wahyuningsih[2], Noor Hudallah[3], Maria Krisnawati[4], Taofan Ali[5]

{saptariana@mail.unnes.ac.id[1], s.endah32@mail.unnes.ac.id [2], noorhudallah@mail.unnes.ac.id[3], mariakrisnawati@mail.unnes.ac.id[4], taofanali@mail.unnes.ac.id[5]}

Unnes, Faculty of Engineering[1], Unnes, Faculty of Engineering[2], Unnes, Faculty of Engineering[3],

Abstract, College success is not only influenced by cognitive and psychomotor abilities, but also by its affective capacity. Affective ability is not only seen from the attitude of students during the face-to-face lecture process but also how their attitude or behavior is in responding to the burden and work internshipassignments on campus. Work stress is a condition of tension that creates physical and psychological imbalances, which affect one's emotions, thought processes, and conditions (Rivai, 2004). Too much work stress can threaten a person's ability to deal with and adapt to his environment. In this study, it will be revealed the relationship between work stress and student practice with the achievement of the cumulative achievement index in study programs majoring in Family Welfare Education (PKK). The purpose of this study is to find out 1). the students' level of stress in work internship in PKK majors, 2). the cumulative achievement index of students majoring in PKK, and 3). whether there is a relationship between the stress on work internship of students in the PKK majors with the cumulative achievement index achieved.

Keywords: work internship stress, achievement index, PKK majoring students, correlation, significance.

1. Introduction

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (Law Number 20 of 2003 concerning the National Education System, Article 1 Paragraph 1). Higher education is an educational institution that implements the teaching and learning process professionally in a number of disciplines, technology, sports, arts, and culture and one of the goals to be achieved from the educational process in higher education is the achievement of academic achievement.

Learning outcomes obtained by students can be seen through numbers or symbols on the report card as the final formulation of learning outcomes (Sumadi Suryabrata, 2001: 320). Furthermore, Nana Sudjana (2004: 5) explains that learning outcomes are abilities students have after they receive their learning experience. Whereas Purwanto (1992: 18) said that student learning outcomes can be viewed from the cognitive aspects, namely students' abilities in knowledge (memory), understanding and application (application), analysis, synthesis and evaluation.

Learning outcomes are influenced by several factors, both originating from within the individual and from outside the individual. Slameto (2000: 54) says there are several factors that affect learning outcomes obtained by students, including: 1). internal factors, namely factors that originate within the student, and are divided into three parts namely physical factors (health

and disability), psychological factors (intelligence, attention, interest, talent, motives, learning skills, maturity, and readiness) , and fatigue factors (physical and spiritual). 2). external factors, namely factors originating from outside the student. Some examples of these external factors are, a). family (how parents educate, parental treatment of children, relationships between family members, home atmosphere, family economic situation, understanding of parents and cultural background), b). school factors (teaching methods, teacher and student relationship curriculum, school discipline, learning tools, school time, teaching standards, building conditions, learning methods, and homework assignments), and c) community factors (such as student activities in the community, mass media, associates, and community life forms). From these opinions it can be said that fatigue (physical and spiritual) will affect learning outcomes.

Work stress is a pressure that will affect emotions, thought processes, work methods and physical conditions of a person, where the pressure comes from one's work environment (Yoder and Staudohar (1982) in Goetsch (2008)). Meanwhile, according to Sarafino (1994: 74) Stress experienced by students is a condition that is caused when differences in a person or environment associated with individuals, namely between the desired situation with biological conditions, psychological or social system of the individual. According to Beehr and Newman quoted in Fred (2007), stress is a condition that arises from interactions between humans and work and is characterized by human changes that force them to deviate from their normal functions. In general, people who experience stress, psychological conditions tend to experience feelings of worry, pressure, fatigue, fear, depression, anxiety, and anger. While the attitude will be impatient, like to argue, withdraw, etc. (IKAPI: 2008).

Learning achievements in the Department of PKK FT UNNES consist of four study programs namely the culinary education study program, the fashion education education program, the district education administration program and the PKK study program are different due to differences in scientific disciplines studied, where learning outcomes in the PKK FT UNNES department consist of learning achievements attitude, knowledge, general skills and special skills.

To support the achievement of learning skills required supporting courses, namely practical subjects. The results of observations on students majoring in PKK, it is known there are some students feel burdened with practical subjects because they feel the skills / skills lack. If students feel this way, it is feared that students will experience stress in learning practical subjects.

The success of the study is an achievement that is dreamed of by all students. College success is not only influenced by cognitive and psychomotor abilities, but also by its affective capacity. Affective ability is not only seen from the attitude of students during the lecture process theory or practice, but also must be seen how the attitude or behavior in responding to the burden and tasks of daily lectures. In this case is the attitude or reaction of students when they have practical workloads so that it affects the stress of work internshipon campus.

Research conducted by Rajni Kumari (2012) illustrates: "correlated using Pearson product moment correlation method. Results showed a positive correlation between stress and academic achievement. Significant differences exist in the academic achievement of students having high, moderate and less stress. Students with high and moderate stress performed better than students having less stress. Further it was also found that stress and academic achievement are not mediated by gender ". The results of the study show there is a positive correlation between stress and academic achievement.

Research conducted by Hijrana Bahar (2017) who examined the Relationship of Stress with Nursing Student Achievement Index at Alauddin Makassar State Islamic University in 2010, concluded that there was a significant relationship between stress and nursing student

achievement index. The results of other studies were shown by Fajar Slamet Ramdani (2016) who examined the Relationship between Student Stress Levels and Academic Achievement Index Results at UPI, and the results of his study concluded that stress levels were not significantly related to Achievement Index.

Every student can have a different attitude when they manage the stress of work internshipbeing undertaken. Students who are able to manage well the work internship stress will not have a negative effect on the achievement of their achievement index (IP) and vice versa if the student is not able to manage well the work internship stress will have a negative effect on the achievement of his IP. In this study, it will be revealed the relationship between work stress and student practice with the achievement of the cumulative achievement index in study programs majoring in Family Welfare Education (PKK). The purpose of this study is to find out: 1). What is the level of stress of student practice work in PKK majors? 2). How is the cumulative achievement index of students majoring in PKK? 3). Is there a relationship between the stress of work internshipof study program students in the PKK majors with the cumulative achievement index achieved.

2. Methodology

This type of research is a correlational study because researchers want to know about the presence or absence and strength of a weak relationship between work practice stress variables and student achievement index in PKK FT UNNES. The existence of a relationship and the level of this variable is important because, by knowing the level of the relationship that exists, researchers will be able to develop it in accordance with the objectives of the study.

The population in this study were students majoring in PKK FT UNNES consisting of 896 students in the Fashion Study education program, Catering Education, Beauty Education and Family Welfare Education. Formula or formula to calculate the minimum number of samples using the Slovin formula that was introduced in 1960. Slovin formula is commonly used in survey research where usually the number of samples is very large, so a formula is needed to get a small sample but can represent the entire population. The percentage of error rate that can be tolerated is 10% (Sugiyono, 2015), the formula is as follows:

$$n = \frac{N}{1 + N\,e^2}$$

Information:
- n: Sample size
- N: population size
- e: The degree of error in choosing a sample member who is tolerated (error rate here is 10%)

The population in this study amounted to 896 students the tolerable error rate is 10%

$$n = \frac{896}{1 + 898 \times 10\%^2}$$

$$= 90$$

The number of samples taken in this study were 225 students from the Fashion Management Education Study Program, Catering Education Study Program, Beauty Education Study Program and PKK.

The sampling technique uses cluster random sampling. Cluster sampling is done by dividing the population into several groups. Distribution can be based on location, age, gender,

and other equal categories, in this case dividing the population based on existing study programs in the department of PKK FT UNNES

Variables are phenomena that are the focus of research attention to be observed or measured, so this research variable consists of independent variables namely "work internship stress" and the dependent variable "student cumulative achievement index". The independent variable in this case the work internship stress assumed its value affects the dependent variable. While the cumulative achievement index variable is a variable whose value depends on the dependent variable value.

The tool used in the data collection method in this study was a questionnaire through Google Doc to get data on work internship stress, the questionnaire in this study used a closed questionnaire, while to obtain cumulative achievement index data using a documentation instrument through "Sikadu". For the validity of the instrument using content validity / content. This content validity is estimated through testing the content's appropriateness or relevance through rational analysis by a competent panel or through expert judgment so that content validity is expected to ensure that the measurements carried out include a set of adequate and representative items, which reveal the concepts being studied.

Data analysis was performed after data and evidence supporting the research had been collected. This means that the data analysis process can be carried out after the data collection, data tabulation, data analysis, data presentation to answer the problem formulation and answer the hypotheses that have been submitted. Data analysis in this research is descriptive statistics and Product moment correlation. Descriptive statistics in this study are used to help describe (describe) the actual situation (facts) of work internship stress and cumulative achievement index. Correlational statistics Product moment is used to determine how strong the relationship between work internship stress and cumulative achievement index.

3. Research Results and Discussion

The results of the study of the relationship between work internship stress and the cumulative achievement index (IP) of students in the PKK majors are illustrated in each study program.

As a basis for analysis and discussion, the categories of work internship stress are as follows:

Table 1. Stress Categories

Questionnaire Range Value Range	Category
35 - 6 3	Very low stress
6 4 - 9 2	Low stress
9 3 - 121	Stressful enough
1 22 - 1 50	High stress
1 51 - 1 79	Stress is very high

For analysis and discussion of student achievement index achievement categories, it is based on the graduation predicate category for undergraduate and diploma students, as in the 2018 Semarang State University Academic Guide.

Graduation predicate for Bachelor and Diploma students is:
a. With Praise if the student reaches a Cumulative IP from 3.51 to 4.00;
b. Very satisfying if students achieve a cumulative IP from 3.01 to 3.50;
c. Satisfactory if students reach a Cumulative IP from 2.76 to 3.00.

4

Analysis of research data in both the stress category and Achievement Index (IP) achievements was carried out using IBM Statistics 24 and more is:

1). Culinary Education Study Program

Data on work internship stress and achievement index in the culinary education study program are as follows:

Table 2. Stress and Catering IP Analysis

Descriptive Statistics

	The mean	Std. Deviation	N
Stress_Boga	**80,8500**	8.80259	60
IP_Boga	**3,4755**	, 19006	60

Based on the data, the stress of students in the Catering Study Program (80,850) is in the low stress category, while the Achievement Index achievement (3,476) has a very satisfying category.

Data on the relationship between work internship stress and IP achievements of the culinary education study program students can be seen in the table below:

Table 3. Correlation between Work Stress and IP
in Food Science Study Program Students

Correlations

		Stress_Boga	IP_Boga
Stress_Boga	Pearson Correlation	1	, 189
	Sig. (2-tailed)		, 149
	N	60	60
IP_Boga	Pearson Correlation	**, 189**	1
	Sig. (2-tailed)	**, 149**	
	N	60	60

Based on the analysis table data above, it is known that the significance of the Pearson correlation is 0.149 (> 0.05) which means that Ho is accepted and Ha is rejected. Thus the stress of student work in practice with the IP achievements of the students of the Department of Catering Education has no relationship (uncorrelated).

2). Fashion Management Education Study Program

Data on work internship stress and achievement index in the Clothing Study Education program are as follows:

Table 4. Stress and IP Clothing Analysis

Descriptive Statistics

	The mean	Std. Deviation	N
Stress_Clothing	**70,9333**	10,57799	60
IP_Busana	**3.4288**	, 20664	60

Based on the data, the stress of the students of the Fashion Management Education program (70,933) was in the low stress category, while the Achievement Index achievement (3,429) had a very satisfying category.

Data on the relationship between work internship stress and IP achievements of the Fashion Design Education Study Program students can be seen in the table below

Table 5. Correlation between Work Stress and IP
in Clothing Study Program Students

Correlations

		Stress_Work_Clothing	IP_Busana
Stress_Work_Clothing	Pearson Correlation	1	, 154
	Sig. (2-tailed)		, 239
	N	60	60
IP_Busana	Pearson Correlation	**, 154**	1
	Sig. (2-tailed)	**, 239**	
	N	60	60

Based on the data above, it is known that the significance value of the Pearson Correlation is 0.239 (> 0.05) which means that Ho is accepted and Ha is rejected. Thus the stress of student work in practice with the IP attainment of students in Fashion Design Education has no relationship (uncorrelated).

3). Beauty Care Education Study Program

Data on work internship stress and achievement index in the Beauty Education Study Program are as follows:

Table 6 . Stress Analysis and Beauty IP

Descriptive Statistics

	The mean	Std. Deviation	N
Stress_Beauty	**75,3667**	8,67485	60
IP_Beauty	**3.4390**	, 14931	58

Based on these data the Stress of Beauty Study Education program students (75,367) was in the low stress category, while the Achievement Index achievement (3,439) had a very satisfying category.

Data on the relationship between work internship stress and the IP achievements of the Beauty Study Program Study Program can be seen in the table below.

Table 7. Correlation between Work Stress and IP
in Study Program Students
Beauty Education

Correlations

		Stress_Beauty	IP_Beauty
Stress_Beauty	Pearson Correlation	1	, 128
	Sig. (2-tailed)		, 337
	N	60	58
IP_Beauty	Pearson Correlation	**, 128**	1
	Sig. (2-tailed)	**, 337**	
	N	58	58

Based on the data above, it is known that the significance value of the Pearson Correlation is 0.337 (> 0.05) which means that Ho is accepted and Ha is rejected. Thus the stress of student work in practice with the IP achievements of the Beauty Program Education Study Program has no relationship (uncorrelated).

4). Family Welfare Education Study Program

Data on work internship stress and achievement index in the Family Welfare Education study program are as follows:

Table 8. Stress and PKK IP Analysis
Descriptive Statistics

	The mean	Std. Deviation	N
Stress_PKK	**81,1224**	14.66804	49
IP_PKK	**3.4720**	, 14011	44

Based on these data, the stress of students of the Family Welfare Education study program (81,123) was in the low stress category, while the Achievement Index achievement (3,472) had a very satisfying category.

Data on the relationship between stress of students in internship program and IP achievements of Family Welfare Education Program Study Program (PKK) can be seen in the table below

Table 9. Correlation between Work Stress and IP
in Study Program Students Family Welfare Education
Correlations

		Stress_PKK	IP_PKK
Stress_PKK	Pearson Correlation	1	, 068
	Sig. (2-tailed)		, 661
	N	49	44
IP_PKK	Pearson Correlation	**, 068**	1
	Sig. (2-tailed)	**, 661**	
	N	44	44

Based on the data above, it is known that the significance value of Pearson Correlation is 0.661 (> 0.05) which means that Ho is accepted and Ha is rejected. Thus the stress of student work in practice with the IP achievements of the students of the Family Welfare Education Program (PKK) has no relationship (uncorrelated).

Based on the analysis of the correlation or the relationship between work internship stress with the achievement of student achievement index (IP) is known to have no significant relationship, in other words there is no relationship between work internship stress, and achievement index achieved. This is in line with the research of Diana Hasmarina (2012) where the research results obtained p = 0.344 (p> 0.1) which shows there is no relationship between stress and changes in learning achievement. Statistically there is no relationship between work stress and student achievement index in the study program of Food, Fashion, Beauty and PKK, but if you look at work stress data in four study programs in Jursan PKK shows low stress, while the learning achievement index data students in all study programs in the PKK majors showed a very satisfying performance index.

4. Conclusion

The conclusions obtained in this study are: 1). Student work internship stress for study programs: Catering in the category of low work internship stress, Fashion Education low work internship stress, Beauty Education low work internship stress and PKK also have low work internship stress; 2) Achievement of average achievement index (IP) of students in study programs: Catering Education (3,476), Clothing Education (3,429), Beauty Education (3,439) and in PKK study programs (3,472); 3). Stress of students' work internship for study programs: Catering Education, Clothing Education, Beauty Education and Family Welfare Education have no significant relationship with the cumulative achievement indeks.

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