

THE RELATIONSHIP BETWEEN ACADEMIC STRESS AND AGGRESSIVE BEHAVIOR IN ADOLESCENTS

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Abstract

Aggressiveness In adolescents causes varlous negative adverse effects both on the adolescents themselves and the surrounding environment such as decreased mental health, Increased stress, decreased academic achievement, mental Isolation to create poor social Interactions In the community. Therefore, this study tries to correlate academic stress with aggressiveness behavior In adolescents with the research population being students of SMON 59 Surabaya. The sampling technlque used In this study was purposive sampling technlque. The research Instrument used was a questlonnalre using an academic stress scale and an adolescent aggressiveness scale. Data analysls was carried out using the Spearman s'Rho non-parametric correlaton test technlque using the Statlstcal Pakage For Social Science For Windows (SPSS) program. The results of this study obtained a correlaton coeffclent of 0.858 with a p value = 0.000 ($p < 0.05$). There Is a posltive relatlonshp, so the higher the academic stress, the higher the aggressiveness In adolescents. The concluslon of this study Is that adolescents with high levels of academic stress have a tendency to behave aggressively

Abstrak

Agresivitas pada remaja menimbulkan pelbagai dampak negatif yang merugikan baik kepada remaja itu sendiri maupun lingkungan sekitarnya seperti penurunan kesehatan mental, peningkatan stres, penurunan prestasi akademik, isolasi mental hingga menciptakan interaksi sosial yang buruk di tengah masyarakat. Oleh karena itu, pada penelitian ini mencoba untuk mengkorelasikan antara stress akademik dengan Perilaku agresivitas pada remaja dengan populasi penelitian merupakan siswa/ SMON 59 Surabaya. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah teknik purposive sampling. Instrumen penelitian yang digunakan adalah angket dengan menggunakan skala stres akademik dan skala agresivitas pada remaja. Analisis data dilakukan dengan teknik uji korelasi non parametrik Spearman s'Rho dengan menggunakan program Statistic Package For Sosial Science For Windows (SPSS). Hasil dari penelitian ini diperoleh koefisien korelasi sebesar 0,858 dengan nilai $p = 0,000$ ($p < 0,05$). Terdapat hubungan yang bersifat positif, sehingga semakin tinggi stres akademik maka semakin tinggi agresivitas pada remaja. Kesimpulan penelitian ini ialah remaja dengan tingkat stres akademik yang tinggi memiliki kecenderungan berperilaku agresif yang tinggi

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INTRODUCTION

Adolescence is the age group between childhood and early adulthood, where individuals undergo physical, psychological, and social maturation. According to Potter, adolescence is a developmental period where one experiences changes from childhood to adulthood, usually between the ages of 13 and 20 (Potter, 2005). During this phase, individuals undergo significant physical and cognitive transitions (Santrock, 2011), with a unique developmental stage between the ages of 11 and 18 (Stuart, 2016), where they face challenges, privileges, and begin to develop aspirations (Martin, 2018). At this stage, an individual not only has personal aspirations but is also confronted with problems (Zhang, 2018). Adolescents are expected to begin building their physical and cognitive personalities, often displaying unique behaviors and struggling with emotional and behavioral regulation (Blakemore, 2014). In fact, various psychosocial issues arise during adolescence, such as aggressive behavior, poor academic performance, disruptive behavior, antisocial behavior, depression, anxiety, and hostility (Stuart, 2016). Additionally, hormonal changes during adolescence result in significant emotional fluctuations, often described as a risky phase for aggressive behavior (Kusumaryani, 2017). Aggressive behavior can be understood as a form of juvenile delinquency, where anger manifests in actions aimed at harming or injuring others and includes emotional outbursts in response to personal failure. It involves intentional verbal (verbal aggression) or non-verbal actions aimed at causing harm or loss to others (Ambarani, 2016). According to Townsend, aggressive behavior is an act that threatens and is directed toward an object or person (Townsend, 2015), causing harm, difficulty, damage, pain, or property destruction. A study in the United States reported that over 10% of adolescents in high school exhibit aggressive behavior (Anggraeni, 2011). Meanwhile, a study conducted in parts of the United States found that 22.6% of adolescents were involved in physical altercations (Laura, 2016). Another study conducted in Nigeria revealed that 20.8% of adolescents engaged in physical aggression, with an additional 48.3% displaying verbal aggression (Onukwufur, 2013).

Supporting findings from various international studies, research on aggressive behavior in Indonesia has yielded similar results. A study of 147 adolescents found that 43.3% of adolescents displayed aggressive behavior in verbal forms such as threats, arguments, or hostility (Yunalla, 2020). Another study involving 164 students in Padang found that 86.74% of adolescents exhibited aggressive behavior, with 26.98% engaging in physical aggression, 14.58% in verbal aggression, 24.75% in hostility, and 20.44% in expressing anger (Yulvi, 2019). Research conducted by Adelina & Setia, titled "Phenomenon of Aggressive Behavior in Adolescents: Psychological Treatment," outlined forms of aggressive behavior among adolescents, such as fighting, provoking, threatening, hitting, kicking, and even rude behavior. As a result, some members of the surrounding community felt disturbed or frightened by these actions (Rahmawati & Asyanti, 2016). Based on a preliminary survey by the researcher involving 59 students at SMPN 59 Surabaya, divided into three classes (7th grade, 8th grade, and 9th grade), it was found that aggressive behavior still frequently occurred among students, including physical aggression (fighting, property damage) and verbal aggression (insults, harsh words). This was attributed to several factors, such as 13 students feeling pressured by parental expectations for academic achievement, 19 students feeling envious of peers with better academic performance, and 27 students feeling overwhelmed by the workload given by the school.

A more comprehensive study found that the impact of aggressive behavior results in various negative consequences, such as poor academic performance and social interactions with peers (Salmiati, 2015). Additionally, aggressive behavior can lead to other consequences, including anxiety, depression, legal issues, psychological and emotional trauma, panic, phobias, and depression (Hall, 2012), inadequate social interaction (Utami & Nurhayati, 2019), and feelings of helplessness (Utami, Fadilah, & Livana, 2019). A more serious impact is that adolescents may develop schizotypal symptoms (Fagel & Sonnevill, 2013), and are at risk of engaging in suicidal behavior (Zhang, 2018), thus increasing morbidity and mortality rates among adolescents worldwide, with 5.5% of youth deaths caused by aggressive behavior (Mokdad, 2016). Therefore, aggressive behavior in

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adolescents causes various negative impacts that are detrimental both to themselves and their surrounding environment if not properly controlled. Additionally, it is feared that it could lead to more serious problems, such as mental health decline, social isolation, increased stress, and decreased academic performance (Utami & Nurhayati, 2019). Thus, adolescents are required to manage their behavior to prevent future problems.

Factors contributing to aggressive behavior in adolescents are the pressures created by their environment. A study reported factors influencing aggression, including depression, academic stress, self-esteem, decision-making, and happiness (Park, 2014). Based on this research, academic stress was found to be a 52% factor influencing aggressive behavior in students. Another study also showed that adolescents with aggressive behavior were caused by moderate levels of academic stress, accounting for 31.5% (Suseno, 2014). Academic stress is a form of stress caused by academic stressors in the teaching and learning process or by things related to academic activities, such as the pressure to advance to the next grade, study duration, fear of exams, the number of tasks to complete, poor exam results, complicated bureaucracy, decisions about the future, and time management (Helman, 2005). Essentially, adolescence is a developmental phase where individuals transition from childhood to adulthood (Potter, 2005). Furthermore, adolescence is a decisive period, where individuals prepare for their careers and future. Often during this process, adolescents face various psychosocial issues such as aggression, disruptive behavior, antisocial behavior, depression, anxiety, hostility, etc. (Stuart, 2016). Adolescents who experience frustration, excessive stress, and pressure, such as an inability to meet desires or expectations, and environmental stress, may exhibit aggressive behavior. Thus, adolescent aggressive behavior is somewhat influenced by stress and the pressures they experience. Adolescence is also a phase where education is a significant part of their lives (Zhang, 2018). Education is important for adolescents to achieve future career success. However, during the educational process, students often experience pressure caused by high academic demands, such as exams, assignments, projects, peer competition, and social expectations (Salmiati, 2015). Based on this, the author believes that academic stress can cause aggression in adolescents, as the pressure felt by adolescents to achieve academic goals can create excessive emotional tension. Moreover, academic stress can influence mental health and emotional instability, such as aggression, as a way of coping with the pressure adolescents feel. In an effort to release and express their dissatisfaction with the situation, aggression may emerge as an emotional outlet (Stuart, 2016). Based on the explanation above, academic stress should be given attention because it has an impact on aggressive behavior tendencies. Therefore, the author is interested in conducting research on the relationship between academic stress and aggression among adolescents at SMPN 59 Surabaya.

RESEARCH METHOD

The researcher used a quantitative correlation research design. The choice of this approach aligns with the research objective, which is to examine the relationship between academic stress and aggression in adolescents. The variable labels used in this study are the predictor variable of academic stress (X) and the dependent variable of aggression (Y). The sampling technique employed in this study is purposive sampling. In this study, the researcher selected 118 students who are currently in the eighth grade as participants, resulting in 24 participants for the study. This selection was made due to access limitations faced by the researcher. In this study, there are two variables: academic stress and aggression. The analysis technique used in this study is the non-parametric correlation test, Spearman's Rho, which was conducted using SPSS for Windows 20.



RESULT AND DISCUSSION

Characteristic Respondent

Table 1. Identity of Responder

Class Of VIII	Male	Female	Total
A	17	22	39
B	20	19	39
C	19	21	40
Summary	56	62	118

Source : Data Processed, 2024

Based on the table above, it can be concluded that each respondent in this study is a teenager currently pursuing academic studies in grade VIII or class 8. Specifically, class 8A consists of 17 male students and 22 female students, class 8B has 20 male students and 19 female students, and class 8C has 19 male students and 21 female students, making a total of 56 male students and 62 female students, with a grand total of 118 respondents. This study involves 118 students from SMPN 59 Surabaya as participants, all of whom are pursuing academic studies in grade VIII or class 8. Data was collected by distributing the Teen Aggressiveness Behavior Scale and Academic Stress Scale using a Google Form sent to students at SMPN 59 Surabaya. The data collection was carried out over two days (from December 13 to December 14, 2023). The correlation technique used in this study aims to determine the relationship between academic stress (variable X) and teenage aggressiveness (variable Y), utilizing Spearman's rho technique with the help of SPSS 20 software for Windows. Based on the results of the data analysis calculations using Spearman's rho, the results are shown in Table 10, which are as follows:

Table 2. Result of Spearman's Rho

Variable	F	Slg.
Agressiveness	0,858	0,00
Academic Stress		0

Based on the results of the Spearman's rho calculation in this study, a correlation coefficient value of 0.858 was obtained with a p-value of 0.000 ($p < 0.01$). This indicates that there is a significant relationship between academic stress and aggressiveness in teenagers. Thus, the research hypothesis, which states that "There is a positive relationship between academic stress and aggressive behavior in teenagers," can be accepted and proven. This means that the higher the academic stress experienced by a teenager, the higher their aggressive behavior. Conversely, the lower the academic stress in teenagers, the lower their aggressive behavior. The normality test results in this study, using the Kolmogorov-Smirnov test, obtained a significance value of $p = 0.000$ ($p < 0.005$), indicating that the data distribution is not normal. The results of the linearity test on the relationship between academic stress and aggressive behavior in teenagers showed a significance value of 0.000 ($p < 0.005$), which means that there is no linear relationship between academic stress and aggressive behavior in teenagers. The analysis technique used in this study is the non-parametric Spearman's Rho correlation test. The use of the non-parametric Spearman's Rho correlation technique was due to the normality test results showing a significance of 0.000 ($p < 0.005$) and the linearity test results showing a significance of 0.000 ($p < 0.005$), which means there is no linear distribution relationship between academic stress and aggressive behavior in teenagers.

DISCUSSION

Based on the results of the data analysis that has been conducted and explained above, it can be concluded that there is a positive relationship between academic stress and aggressive behavior in

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teenagers. This shows that the higher the academic stress in a teenager, the higher their aggressive behavior. Conversely, the lower the academic stress in teenagers, the lower their aggressive behavior.

Furthermore, the results of this research are in line with the study conducted by Zhang titled "Associations Between Academic Stress and Depressive Symptoms Mediated by Anxiety Symptoms and Hopelessness Among Chinese College Students," conducted in Hunan Province, China. That study involved 1309 respondents, who were students, and found that there is a positive relationship between academic stress and depressive symptoms, indicating that academic stress is a factor that can influence depressive symptoms and aggressiveness in students (Zhang, 2018).

Another study by Park, involving high school students in Korea, concluded that the factors influencing aggressive behavior in students include depression, academic stress, self-esteem, decision-making, and happiness. The results showed that 52% of the factors influencing aggressive behavior in students were academic stress. A similar study was conducted by Atya in 2016 on students of SMKN 5 Padang with the title "The Relationship Between Academic Stress and Aggressive Behavior in Teenagers at SMKN 5 Padang." In this study, a positive relationship was found between academic stress and aggressive behavior in teenagers with a p-value of 0.000 ($p\text{-value} < 0.05$). This means that the higher the academic stress, the higher the aggressive behavior in teenagers. The relationship between academic stress and aggressive behavior is weak ($r = 0.367$) (Atya, 2016).

Research by Suseno, titled "Tendency for Aggressive Behavior Viewed from Academic Stress Among Students at SMA Negeri 1 Pematang" with a sample of 57 students, found a significant positive relationship between academic stress and the tendency for aggressive behavior in students at SMA Negeri 1 Pematang. The relationship between the two variables shows that the higher the academic stress level in students, the higher their tendency for aggressive behavior, and vice versa. Academic stress contributes 13.9% to the tendency for aggressive behavior, while 86.1% is influenced by other factors that were not identified in this study (Suseno, 2014).

According to Neal and Stewart (Hanurawan, 2010), aggression is an action aimed at dominating the target of aggressive behavior or engaging in destructive behavior, either verbally or physically. Meanwhile, according to Ambarani, aggressive behavior is part of juvenile delinquency and needs to be addressed and controlled collectively by parents, teachers, the teenagers themselves, the government, and society (Ambarani, 2016). Therefore, it can be said that aggressive behavior refers to deliberate actions intended to hurt, harm, or dominate others, either physically, verbally, or emotionally.

The results of this study indicate that academic stress influences aggressive behavior in teenagers. Thus, if a teenager experiences heavy academic burdens that lead to high academic stress, their tendency to exhibit aggressive behavior also increases. This is further supported by Suseno's (2014) view that academic stress contributes to the tendency for aggressive behavior in teenagers. In this case, the level of academic stress experienced by a teenager will greatly affect their aggressive behavior. Empirically, this research has comprehensively demonstrated that there is a positive relationship between academic stress and aggressive behavior in teenagers. This shows that one of the factors that can influence the tendency for aggressiveness in teenagers is academic stress. The lower the academic stress, the lower the aggressive behavior, and vice versa, the higher the academic stress, the higher the tendency for aggressive behavior.

CONCLUSION

Based on the results of the research conducted on 118 students from SMPN 59 Surabaya, who are currently in grade VIII, it can be concluded that there is a significant relationship between academic stress and aggressive behavior in teenagers. This indicates that the hypothesis of this study, which states that "There is a positive relationship between academic stress and aggressiveness in teenagers," can be accepted and proven.



This means that the higher the academic stress experienced by a teenager, the higher their aggressive behavior. Conversely, the lower the academic stress in teenagers, the lower their aggressive behavior.

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