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Work Stress and Motivation in Determining Student Achievement at Widyatama University

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Abstract. The purpose of this study was to determine the effect of work stress and motivation in determining student achievement at Widyatama University. The respondents of this study were 130 students who were active in the organization (Student Affairs Organization). This study uses path analysis techniques to answer the research hypothesis, and the research data is obtained through distributing questionnaires to students who are active in organizations. The results of the hypothesis found that simultaneously ($F_{\text{count}} 39,111 > F_{\text{table}} 3.09$) and partially ($t_{\text{count}} 3,830 > t_{\text{table}} 1,98$; $t_{\text{count}} 5,358 > t_{\text{table}} 1,98$), it means that the two variables, namely work stress and motivation have a significant effect on student achievement. who are active in organizations. Thus, H_1 is accepted and shows that job stress and motivation have a significant effect on the achievement of active student organizations.

Keywords. Job Stress, Motivation, Student Achievement.

1. Introduction

In an organization, work motivation and stress factors are very important (Nurmalasari, 2015; Sinaga, T., & Sinambela, 2013). With good motivation and minimal work stress in the organization, it is expected that in addition to honed soft skills, student academic achievement will also be better. Motivation itself must start from yourself by trying to prevent academic achievement from decreasing. Likewise, minimal work stress in the organization can be a reference for achieving better academic achievement (Mangkunegara, 2015).

Organization comes from the word organ (a word in Greek) which means tool (Ernawati, 2019). Therefore, an organization can be defined as a forum that has multiple roles and is established with the aim of being able to provide and realize the desires of various parties and including the satisfaction of its owners (Hasibuan, 2017; Koesmono, 2005; Siagian, 2011).

This organization at Widyatama University is a forum to develop interests and talents for students so that they have honed and good soft skills. In addition, students will get experience in organizations in their respective fields, and can also strengthen Widyatama University students by getting a relationship between fellow students even though they have different faculties or departments but have common goals.

The definition of a student according to the Big Indonesian Dictionary is someone who studies in college. In the world of education, student status is the highest status of a student in the world of education.

The definition of achievement in Indonesian means the results of the business. Achievement is the result of an activity that has been done, created, either individually or in groups. Achievement will never be produced without an effort either in the form of knowledge or in the form of skills. Achievement is also a result that has been achieved or has been achieved from the efforts that have been made to produce achievements at Widyatama University.

Motivation is a behavioral activity that works in an effort to meet desired needs (Khair, 2019; Siagian, T. S., & Khair, 2018; Wibowo, 2006). According to experts, Chung and Meggison stated that "Motivation is defined as/goal-directed behavior. It concerns the level of effort one exerts in pursuing a goal... its closely performance". In addition, according to Santoso Soroso "Motivation is a set or collection of behaviors that provide a foundation for a person to act in a way that is directed towards a specific goal" (Fahmi, 2013; Laraswati, R., & Oktafien, 2020; Zameer, H., Ali, S., Nisar, W., & Amir, 2014).

Work stress is physical and psychological pressure. how a person feels when faced with an extraordinary obstacle, demand, or opportunity (Karim, 2013). Every employee has the opportunity to experience work stress depending on the workload at hand. Job stress is an adaptive response, limited by individual differences and psychological processes, namely the consequences of any activity (environment), situation or external event that imposes excessive psychological or physical demands on a person where the individual is located (Dewi, C. N. C., Bagia, I. W., & Susila, 2018; Wartono, 2017). Positive stress is called eustress while excess stress and is detrimental is called distress. In an employee's job that is given excessive loads or a job that is not in accordance with their abilities, they will experience stress in carrying out their work, stress here is a way that the employee can contribute to a satisfactory work for the company (Setiyana, 2013).

Job stress is also a form of feeling that is felt by a person because of the feeling of pressure that is felt both mentally and physically that comes from an organizational environment (Nur, 2013; Wibowo, I. G. P., Riana, G., & Putra, 2015).

Based on the writing above, the authors conducted a survey of 30 students who actively participate in the organization.

Table 1.

Does work stress in the organization can motivate to achieve academic achievement

Statement	Frequency	Percentage
Yes	21	72%
No	9	28%
Total	30	100%

Source: Processed pre-survey data, March 2019

From the pre-survey data above shows 72 percent say that Stress work in organizations at Widyatama University is good so that it can motivate to achieve student performance. Because of the low pressure, which later can trigger motivation such as learning together between peers in organizations.

Table 2.

Does joining an organization can motivate to achieve academic achievement

Statement	Frequency	Percentage
Yes	17	56%
No	13	44%
Total	30	100%

Source: Processed pre-survey data, March 2019

From the pre-survey data above shows 56 percent said that joining the organization can motivating to achieve academic achievement because it becomes a reference for competing with each other to get good academic achievement so that it is balanced with the soft skills they have.

Based on the background of the problem above, it encourages the author to conduct research at Widyatama University, especially students who actively participate in organizations.

2. Research Methods

The method of determining the data in this study was carried out by the sampling method (Nilasari, I., Putri, R. K., Gumilar, I., & Taruna, 2020; Putri, R. K., & Tuirah, 2020; Putri, R. K., Sandriawan, A. A., & Puspasari, 2020). In this writing, there are as many as 130 students who are active in the organization (Student Affairs Organization).

The determination of the number of samples used by the author in this study is based on the Slovin method as a measuring tool to calculate the sample size because the number of known populations is more than 100 respondents. In this study, the sampling technique used simple random sampling, the sampling technique was by drawing random numbers or numbers that came out and that was the sample, which was known to be the minimum number of samples as many as 98 people.

Primary data collection was carried out by interview, questionnaire and observation methods. Then, to collect secondary data, it was done by studying the literature (Nugraha, N. M., & Susanti, 2019; Sugiyono, 2017).

3. Result and Discussion

In this study, researchers used path analysis to answer the research hypothesis regarding Job Stress and Motivation in Determining Student Achievement at Widyatama University. The research data was obtained through distributing questionnaires to the Active Student Organization of Widyatama University. The results of data measahurement through questionnaires for the independent variables studied were ordinal data. To equate the ordinal scale independent variable data with the interval scale independent variable, the data collected from a questionnaire that has an ordinal measurement scale, first is transformed into an interval scale using the LISREL program.

Analysis of Job Stress and Motivation in Determining Widyatama University Student Achievement is carried out quantitatively and qualitatively, namely analyzing the data using statistical tools and the results are given an explanation. This section will analyze the results of data processing using the path analysis method. The results obtained can be seen in the following table:

Table 3.
Matrix Correlation

Variable	Work StressWork	MotivationMotivation	Performance
Stress	1,000		0.647
Motivation	0.646	1,000	0.695
Achievement			1,000

Source: Path analysis data processed in April 2019

The table above shows that:

1. The strong relationship between the effect of work stress on achievement is 0.647. This shows that the reciprocal relationship between the two variables reaches the level of 64.70 percent or in other words the level of relationship between the two variables is strong.
2. The strong relationship between the influence of motivation on work stress is -0.646. This shows that the reciprocal relationship between the two variables reaches the level of 64.60 percent or in other words the level of relationship between the two variables is strong.
3. The strong relationship between the influence of motivation on achievement is 0.695. This shows that the reciprocal relationship between the two variables reaches the level of 69.50 percent or in other words the level of relationship between the two variables is very low.

By using the Lisrel program to calculate path analysis, a structural equation is obtained as the result of the following formula:

Structural Equations

$$\text{prestasi} = 0.340 \cdot \text{stres} + 0.475 \cdot \text{motivasi}, \text{ Errorvar.} = 0.450, R^2 = 0.550$$

Standerr	(0.0887)	(0.0887)	(0.0642)
Z-values	3.830	5.358	7.000
P-values	0.000	0.000	0.000

Source: Path Analysis Data that was processed in April 2019

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Source: Path Analysis Data that was processed in April 2019

From the structural equation above, then to test the hypothesis it can be seen in the following table:

Table 4.
Hypothesis

Test Simultaneous Test				
Hypothesis	F _{count}	F _{table}	Results	Conclusion Statistics
Work Stress and Motivation have an effect on achievement	39,111	3,09	F _{count} > F _{table} Significant	H ₀ rejected. Work Stress and Motivation have a significant effect on achievement
Partial Test				
Hypothesis	t _{count}	t _{table}	Result of	Conclusion Statistics
Work stress affects achievement	3,830	1,98	t _{count} > t _{table} significant	H ₀ rejected. Work stress has a significant effect on achievement
Motivation affects achievement	5,358	1,98	t _{count} > t _{table} is significant	H ₀ rejected. Motivation has a significant effect on achievement

The table above shows that simultaneously and partially, the two variables have a significant effect on the achievement of active student organizations. This shows that there are differences and new findings where in the research paradigm it is described that there is no relationship between work stress and motivation on achievement, but the table and the correlation shows that these two variables are closely related to achievement. Hence, it is novelty in this study.

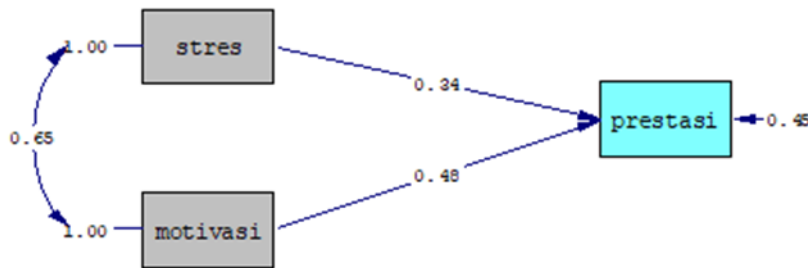
By obtaining the structural above, it can be seen the magnitude of the effect of path analysis between variables as follows:

Table 5.
The amount of the Path Coefficient

Individual influence	PYX ₁ = 0.340
	PYX ₂ = 0.475
Simultaneous effect	R ² Y (X ₁ X ₂) = 0.550
Effect of residual coefficient	PY 0.450

Source: Path analysis data processed in April 2019

Using the equation and the path coefficient table above, the relationship structure between the three variables can be described. The image below is an illustration of the structure of the relationship and the path coefficient of each variable:



Chi-Square=0.00, df=0, P-value=1.00000, RMSEA=0.000

Figure 1.

Structural Relationship Between X₁, X₂ and Y

Source: Path Analysis Data that has been processed in May 2019

4. Conclusion

The conclusions in this study are regarding Work Stress and Motivation on Achievement. Widyatama University students can be stated as follows:

- 1) Work stress experienced by Organizational Active Students feels quite depressed. This can be proven from the level of students' ability to manage emotions so that it can lead to differences of opinion or even lead to wrong decision making.
- 2) Motivation in Organizational Active Students is highly motivated in achieving achievements. This can be proven from the level of importance in adding relationships and also exchanging ideas with friends. Because adding relationships can add friendship and can also be useful later in the world of work, while exchanging ideas can be useful because by exchanging ideas students can find out what ideas / knowledge and even suggestions can be given by others. And also can be a new point of view.
- 3) Organizational active student achievement, satisfying. This can be seen from the level of awareness of an achievement achievement, because being aware of the achievement of student achievement can target the achievement to be achieved so that students can be more motivated in achieving achievement.
- 4) Job stress has a significant effect on the achievement of active student organizations, this happens because student achievement is more influenced by other factors such as awareness is needed in achieving achievement.
- 5) Motivation has a significant effect on the achievement of active student organizations, this happens because achievement is influenced by other factors such as the need to exchange ideas with friends and increase relationships.
- 6) Job stress and motivation have a significant effect on the achievement of active student organizations. This happens because achievement is more influenced by other factors as previously explained.

5. Suggestions

The suggestions in this study regarding Job Stress and Motivation on Student Achievement at Widayatama University can be stated as follows:

- 1) Conducting joint learning activities to increase knowledge and also to add relationships to other students who might be partners who will be invited to work together. Learning together can also be done not only on the Widayatama University campus, this can be done outside of lectures, for example by opening classes outside / in parks so that students feel bored.
- 2) Provide motivation to other students if the student is already at the saturation point of lectures. Because it is very natural that students feel bored with lectures due to factors that can cause boredom to occur. And students can play a role in motivating other students by inviting them to exchange ideas so they can find out what problems are being faced.
- 3) Organizational active students can share or share the knowledge they get from each organization with other students so that the knowledge they gain can be useful for many people.

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