# Jamilah Khodijatul

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RESEARCH ARTICLE

# The Relationship Between Stress Management And Academic Boredom and Academic Achievement Of Students Of Boarding School X In Sidoarjo

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## ABSTRACT

This study investigates the relationship between stress management, academic boredom, and academic achievement among students at a pesantren (Islamic boarding school) in Sidoarjo. Utilizing a quantitative correlational design, data were gathered from a sample of 200 students. Stress management was measured through coping strategies, while academic boredom was assessed using cognitive, affective, and motivational factors. Contrary to expectations, regression analysis revealed no significant relationship between stress management or academic boredom and academic achievement. These findings suggest that additional factors may play a role in students' academic success within a pesantren context, underscoring the need for further research.

***Keywords***: *academic achievement, pesantren, stress management, academic boredom*

## ABSTRAK

Penelitian ini mengeksplorasi hubungan antara kemampuan manajemen stres dan tingkat kebosanan akademik dengan prestasi akademik santri di Pondok Pesantren X, Sidoarjo. Metode kuantitatif korelasional digunakan pada sampel sebanyak 200 santri dengan instrumen berupa skala stres dan kebosanan akademik yang telah diadaptasi serta data nilai akademik dari rapor. Hasil analisis menunjukkan bahwa tidak terdapat hubungan signifikan antara manajemen stres dan kebosanan akademik dengan prestasi akademik santri. Hasil ini mengindikasikan bahwa dalam lingkungan pesantren, faktor manajemen stres dan kebosanan akademik kemungkinan tidak memiliki pengaruh yang signifikan terhadap pencapaian akademik.

***Kata kunci*** *: manajemen stres, kebosanan akademik, prestasi akademik, pesantren*

## INTRODUCTION

Pesantren and high schools (SMA) represent two distinct educational approaches, each aiming to enhance students' academic achievements. Pesantren, traditional Islamic educational institutions, emphasize Islamic teachings and moral character development (Mujahid, 2021). Santri, the students who reside in pesantren, demonstrate commitment to religious studies and disciplined living (Saleha, 2024). In contrast, SMA provides a formal educational framework, covering a broader curriculum that includes sciences, humanities, and social studies, challenging students to navigate diverse subjects to excel academically (Kusumawati, 2023).

Santri transitioning to SMA/MA bring a unique educational background shaped by holistic learning experiences in pesantren. Here, they not only acquire academic knowledge but also develop character and religious values through in-depth engagement with Islamic teachings. This foundation equips them with strong religious and

academic skills, fostering a disciplined culture that enhances time management and hard work essential attributes for succeeding in high school.

Academic achievement refers to the level of success students attain through optimal learning efforts, typically measured by scores or grades (Faradilla, 2024). It serves as an indicator of students' mastery of knowledge, skills, and attitudes gained through their educational experiences (Basyir, 2022). In the context of pesantren, academic achievement encompasses both formal academic accomplishments and religious education, presenting unique challenges for santri as they strive for excellence.

The significance of academic achievement extends beyond mere grades; it opens doors to scholarships, further educational opportunities, and improved self-confidence. Strong academic performance fosters analytical and problem-solving skills, critical for personal and professional development (Siregar, 2024). Thus, the pursuit of academic success not only influences students' educational trajectories but also shapes their character, instilling discipline and perseverance.

However, previous research indicates that academic performance, particularly among 10th-grade students in high schools in Surabaya's Gayungan District, can be suboptimal. Factors such as academic procrastination and poor time management have led to significant struggles, with reports indicating that approximately 40% of students face difficulties in scheduling their studies (Didik, 2019). Furthermore, statistical data reveal declining scores in national examinations, particularly in Mathematics and English, reflecting the challenges faced by students in achieving satisfactory academic performance (BPS, 2022).

Internal factors, such as academic stress, play a crucial role in shaping students' academic outcomes. Academic stress arises from the pressure to perform well, meet high expectations, and compete with peers (Hardjo, 2021). This stress can result in anxiety, fatigue, and decreased motivation, ultimately impairing students' learning experiences (Purwanti, 2022). The interaction between academic stress, ineffective time management, and a competitive learning environment creates a perfect storm that can hinder academic success (Lissen, 2022).

Additionally, emotional factors, particularly academic boredom, significantly influence students' engagement and performance (Sharp, 2020). Academic boredom emerges when students feel disinterested or disengaged from the material, leading to decreased motivation and lower academic achievement (Furlong, 2021) (Özerk, 2020) (Borgonovi, 2023). Pekrun's model highlights the importance of addressing students' emotional experiences, underscoring the need for engaging and relevant learning environments to combat boredom and promote motivation (Camacho-Morles, 2021) (Goetz, 2023).

Prior research primarily focused on isolated factors affecting academic performance, such as stress management or academic boredom (Haidar, 2020). Stress management, in this context, refers to an individual's ability to manage their responses to academic pressure or demanding situations. Stress management is also referred to as coping. Coping is the way an individual handles pressure or demands (whether from within themselves or from external sources) that are perceived to exceed their capacity (Alawiyah , 2020). This study differentiates itself by examining the interplay between both variables and their collective impact on academic achievement, particularly within the context of pesantren education. Given the unique challenges and characteristics of pesantren, understanding these relationships is essential for improving educational outcomes in this setting.

This research aims to explore the relationship between stress management, academic boredom, and academic performance among high school students in a pesantren environment. Three hypotheses are proposed: (1) a significant relationship exists between stress management and

academic performance, (2) academic boredom is significantly related to academic performance, and (3) stress management and academic boredom together significantly influence academic performance. By addressing these hypotheses, the study seeks to provide valuable insights into the factors influencing academic achievement in pesantren, contributing to a more comprehensive understanding of education in this context.

## METHOD

This study employs a quantitative correlational research method. Quantitative research is a data collection technique that involves asking questions or presenting statements to be answered by the research subjects (Maqbul, 2021). In quantitative research, as the name suggests, the use of numbers is very dominant, from data collection, data interpretation, to the presentation of results. Quantitative research can be descriptive, correlational, or associative based on the relationships between variables. Descriptive quantitative research usually only measures the level of a variable in a certain population or sample. Correlational quantitative research uses statistical methods to measure the influence between two or more variables (Aksara, 2021).

The population in this study includes all students of MA in grades X, XI, and XII. The total number of students in this population is 200. The characteristics of this population include diverse educational backgrounds, interests, and abilities, but all share a common level of education and age range. To determine the research sample, the researcher used total sampling. A sample is a portion of the entire object studied and is considered to represent the entire population. This study uses the total sampling technique, where the sample size is equal to the population. When the population is less than 200, the entire population is included as the sample in the study. In this study, the sample taken amounted to 200 individuals.

The data collection tools consist of three parts: the stress management scale, the academic boredom scale, and the academic achievement evaluation from the report card itself. The stress management scale is adapted from Lazarus and Folkman, with aspects of problem-focused coping, which focuses on altering the source of the stressor, and emotion-focused coping, which aims to regulate the emotional response to the stressor (Suparmi, 2023). Next is the academic boredom scale, adapted from Pekrun's scale, with affective, cognitive, motivational, physiological, and expressive components (Sugiyo, 2019). The scale consists of four answer options on a Likert scale: strongly agree, agree, disagree, and strongly disagree.

Data analysis in this study uses statistical analysis, specifically the Multiple Correlation test. The Multiple Correlation test is conducted using the software IBM SPSS Statistics 26.

## RESULTS

The results of this study include descriptive analysis and hypothesis testing through correlational analysis. A normality test was conducted to ensure the data distribution for academic performance (Y), stress management (X2), and academic boredom (X1). According to the Kolmogorov-Smirnov and Shapiro-Wilk tests, the significance values for all variables were above 0.05: 0.200 for the Kolmogorov-Smirnov test and 0.050, 0.068, and 0.159 for the Shapiro-Wilk test for Zscore(Y), Zscore(X2), and Zscore(X1), respectively. This indicates that the data are normally distributed, with no significant deviation from normality.

**Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Zscore: A.BOREDOM** | .062 | 200 | .061 | .990 | 200 | .173 |
| **Zscore: M.STRESS** | .037 | 200 | .200* | .992 | 200 | .364 |
| **Zscore: RAPOR** | .070 | 200 | .190 | .978 | 200 | .050 |

Hypothesis testing was conducted to analyze the relationship between the independent variables (stress management and academic boredom) and the dependent variable (academic performance). Regression analysis results showed that the constant (intercept) was 0.011, with a t-value of 0.125 and a significance level of 0.900, indicating it was not significant. The standardized coefficient (Beta) for stress management (X2) was 0.230, with a t-value of 0.643 and a significance level of 0.521, while for academic boredom (X1), it was -0.253, with a t-value of -0.706 and a significance level of 0.482. These results indicate that neither independent variable has a significant impact on academic performance, as both significance values exceed the 0.05 threshold.

**Correlations**

| | | Zscore: A.BOREDOM | Zscore : M.STRESS | Zscore: RAPOR |
|---|---|---|---|---|
| **Zscore: A.BOREDOM** | Pearson Correlation | 1 | .971** | .102 |
| | Sig. (2-tailed) | | .000 | .150 |
| | N | 200 | 200 | 200 |
| | Pearson | .971** | 1 | .069 |
| **Zscore: M.STRESS** | Correlation | | | |
| | Sig. (2-tailed) | .000 | | .332 |
| | N | 200 | 200 | 200 |
| **Zscore: RAPOR** | Pearson Correlation | .102 | .069 | 1 |
| | Sig. (2-tailed) | .150 | .332 | |
| | N | 200 | 200 | 200 |

Overall, both stress management and academic boredom do not show a significant relationship with academic performance in this sample. Line or bar charts could be used to visualize the lack of a strong trend between these variables, providing clarity to the results without excessive interpretative narrative.

## DISCUSSION

The findings of this study include both descriptive analysis and hypothesis testing, using correlational analysis to explore the relationships between academic performance, stress management, and academic boredom among students in a pesantren environment. The normality test confirmed that the distributions of academic performance (Y), stress management (X2), and academic boredom (X1) are normal, as indicated by the Kolmogorov-Smirnov and Shapiro-Wilk tests, with all variables showing significance values above 0.05, meeting the normality assumption for further analysis.

In the correlation analysis, it was found that stress management and academic boredom did not have a significant impact on academic performance. The correlation between stress management and academic performance had a Beta coefficient of 0.230, while academic boredom had a coefficient of -0.253, with both t-values and significance levels above the 0.05 threshold. These results indicate

that, in this sample, neither stress management nor academic boredom significantly influences academic performance.

However, the study found a correlation between stress and boredom, even though it does not significantly affect academic performance. This relationship warrants further investigation, as stress and boredom often interact as mutually influential factors in educational contexts (Fatmawati, 2018). When students experience high levels of stress, they may be more prone to feel bored with academic activities, potentially leading to decreased motivation and engagement. Therefore, while stress and boredom may not directly affect academic performance, their interaction could disrupt learning processes and students' academic resilience. Further research into the interaction between stress and boredom is expected to provide a more comprehensive understanding of how these factors influence students' engagement in learning within the pesantren setting.

Comparisons with existing literature reveal interesting contrasts between pesantren and high school (SMA) educational settings. Pesantren emphasizes religious and moral education, fostering students' character and self-discipline (Mujahid, 2021; Saleha, 2024), while SMA offers a broader, secular curriculum focused on a range of academic subjects (Kusumawati, 2023). Pesantren students, or *santri*, often possess strong time management and work ethics due to the pesantren's structured environment, which may provide an advantage in managing stress and avoiding academic boredom.

Despite these structural advantages, prior research shows that students, particularly in public high schools, often face challenges related to stress and academic boredom, which affect their performance. Academic stress is linked to reduced motivation and academic fatigue (Purwanti, 2022; Hardjo, 2021), while emotional factors such as boredom can hinder engagement and lower achievement (Sharp, 2020; Furlong, 2021). However, the absence of significant findings in this study may suggest that these factors operate differently in pesantren environments, or that students develop adaptive skills that buffer against the negative impacts of stress and boredom on academic performance.

This research contributes to a broader understanding of academic performance factors by examining the combined effect of stress management and academic boredom within the unique context of pesantren education. Unlike previous studies that focused on either factor individually (Haidar, 2020), this study's focus on their interaction enriches our understanding of how these factors may jointly influence academic outcomes in Islamic boarding schools. As pesantren students navigate both formal academic and religious education, the resilience and discipline developed may mitigate the typical impacts of stress and boredom, indicating potential avenues for further study on resilience as a moderating factor.

However, this study has limitations in terms of exploring academic achievement comprehensively. The research did not fully examine the broader factors that influence academic achievement, providing only a limited view of the relationship between stress management, academic boredom, and academic performance. Factors such as resilience, self-discipline, social support, and the unique pesantren environment, which may buffer the negative effects of stress and boredom on academic achievement, were not thoroughly explored. Therefore, further research should investigate these factors in-depth to provide a more comprehensive understanding of what supports achievement in the pesantren setting.

While this study did not find a direct relationship between stress management, academic boredom, and academic performance, the interaction between stress and boredom itself could still indirectly influence academic outcomes. Effective stress management, for instance, might not directly correlate with academic grades but could help maintain student engagement and resilience in the face of academic pressures. Similarly, academic boredom may affect motivation and interest in learning, even if it does not directly impact performance outcomes.

Additionally, students in pesantren environments may have unique adaptive mechanisms, such as

resilience and self-discipline, developed through religious activities and a structured learning environment. These factors are likely to moderate the influence of stress and boredom, fostering greater resilience against academic challenges. This aligns with existing literature indicating that pesantren students generally have strong work ethics and time management skills due to the holistic development supported by the pesantren structure.

Although this study did not establish a direct link between stress, boredom, and academic performance, it is important to recognize that academic achievement is multifaceted and cannot be solely defined by grades. Emotional well-being, student engagement, perseverance, and the ability to cope with challenges all contribute to academic success. Future research should explore the complex ways in which stress and boredom influence a broader range of academic experiences, including how students maintain focus, stay motivated, and deal with academic pressures. This approach would provide a more holistic understanding of academic achievement beyond performance metrics.

## CONCLUSION

His study reveals that stress management and academic boredom do not have a direct impact on academic performance in pesantren settings. However, the interaction between stress and boredom itself may indirectly influence academic outcomes, especially within the unique educational framework of pesantren. The structured environment and emphasis on resilience, self-discipline, and religious values in pesantren may help buffer students against the effects of stress and boredom, promoting resilience and engagement that support their academic journey.

This research underscores the importance of exploring the educational context when analyzing academic outcomes. While direct connections to performance may be absent, factors like resilience, social support, and adaptive mechanisms fostered within pesantren have potential roles in student achievement. Therefore, future studies should investigate how these adaptive mechanisms and other unique aspects of pesantren life, such as spiritual and emotional resilience, influence academic success. Expanding the scope of research to include these factors will provide a more holistic view of academic achievement in pesantren settings, contributing to the development of strategies that support long-term educational resilience and success in religious boarding schools

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## DECLARATION OF POTENTIAL CONFLICT OF INTEREST

Khodijatul Jamilah does not work for, consult, own shares in, or receive funding from any company or organization that would benefit from this manuscript, and has disclosed no affiliations other than those noted above.

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Missing "," Review the rules for using punctuation marks.

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**Article Error** You may need to remove this article.

PAGE 5

**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.

**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**Missing ","** Review the rules for using punctuation marks.

**Missing ","** Review the rules for using punctuation marks.

**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.

PAGE 6

**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.

**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**Possessive** Review the rules for possessive nouns.

**Article Error** You may need to use an article before this word.

**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

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**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.

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