

Article

## Knowledge of Class XII Adolescents in Coping Academic Stress at SMAN 1 Cawas

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**Abstract:** Knowledge of coping mechanisms is an important aspect of a teenager's life in solving problems. Adolescents who lack knowledge of coping mechanisms will tend to stay away from stressors because they cannot control themselves and do not know how to solve a problem. This can exacerbate the stressful conditions that are being experienced. To find out the description of the knowledge of class XII adolescents in coping with academic stress at SMAN 1 Cawas. This type of quantitative research with a descriptive research design, using a cross-sectional study approach. The sample of this research was 197 students of class XII at SMAN 1 Cawas with a sampling technique, namely proportional stratified random sampling. The data collection instrument used was a coping mechanism knowledge questionnaire. Research data were analyzed using frequency. The results showed that most respondents were 17 years old (58.9%) with 98 respondents (49.7%) who were male and 99 respondents (50.3%) who were female. The results of the univariate analysis showed that as many as 99 respondents (50.3%) had a sufficient level of knowledge in coping with academic stress. It is known that most adolescents have sufficient category of knowledge by knowing some of the constructive coping mechanisms and some of the destructive coping mechanisms.

**Keywords:** Academic Stress, Coping Mechanisms, Knowledge

### 1. Introduction

Stress is a feeling that a person experiences when receiving pressure. The pressure that comes from family expectations in achieving an academic is called academic stress. According to Yunalia (2021), academic stress is caused by pressure from the family to someone to show high academic achievement and this becomes a burden and demands for a student.

Academic stress is often experienced by teenagers. Early adolescence, middle adolescence, and late adolescence are the three stages of adolescent development. Adolescents fall into three different phases: early age (11-13), middle age (14-16), and late age (17-20) (Irwansyah, Andayani, & Khotimah, 2021).

Adolescents have various ways to cope with the problems they face and these methods depend on the source of mechanisms available to adolescents. The coping mechanism is a person's way of solving perceived problems and difficult situations, both in terms of knowledge and behavior. (Rohmi et al., 2022). According to Imamah (2021), the coping mechanism used by adolescents tends to be destructive (the mechanism of mal-adaptive). This makes teenagers need to have knowledge about the mechanism of coping.

According to Rachmah & Rahmawati (2019), knowledge about coping mechanisms is an important aspect of a teenager's life in solving problems. By having knowledge of the right coping mechanism, the stress level conditions that occur in adolescents will also decrease.

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The results of Ertanti & Teti's (2019) research on "The Relationship of Stress Knowledge with Adolescent Coping Mechanisms" were obtained from 150 respondents, 84 adolescents (56%) using adaptive coping mechanisms (constructive) and 66 adolescents (44%) using mal-adaptive (destructive) coping mechanisms.

The prevalence of stress in the world is still high where stress is included in the 4th disease category and more than 350 million people in the world experience stress according to WHO data (2016). Stress can lead to mental disorders. According to Riskesdas data (2018), the prevalence of mental disorders in Indonesia reached 282,654 people or 6.2% of the population. The prevalence of disturbances in Central Java reached 37,516 people or

7.5% of the population. Meanwhile, the prevalence of mental disorders in Klaten reached 939 people or 6.4% of the population.

From the preliminary study conducted by the author through interviews with 1 BK teacher and 3 students at SMA N 1 Cawas, it was obtained from the results of interviews from BK teachers that since the abolition of the National Exam, students have experienced mild stress related to high school graduation requirements. However, they seem to be less prepared because they are still confused about choosing a major or study program to take part in the national selection to enter the PTN through the UTBK route.

The results of interviews with 3 students said that they were experiencing academic stress and each of them felt stressed due to many assignments with deadlines on the same day. They cope with academic stress by watching movies, reading novels, listening to music, sleeping, and even relaxing in their rooms. They say that this method can slightly reduce the academic stress that is being experienced. Although, they do not yet know whether this method is correct or not.

Based on the phenomenon described above, the researcher wants to conduct further research on "Knowledge of Class XII Adolescents in Overcoming Academic Stress at SMAN 1 Cawas".

## 2. Method

The type of research applied in this study is quantitative with a descriptive research design, using a cross-sectional study approach. The population in this study is adolescents in grade XII of SMA Negeri 1 Cawas for the 2022/2023 Academic Year with the total population in this study being 388 people. The sample is based on the proportional stratified random sampling technique, where samples are taken from inclusion and exclusion criteria with a total of 197 people.

This research instrument uses a demographic data questionnaire, knowledge in overcoming academic stress has a validity score from 0.367 to 0.689 and a reliability coefficient value of alpha ( $\alpha$ ) of 0.779. Thus, this scale is said to be valid and reliable.

The collected data is then analyzed using statistical analysis. The data analysis used is univariate analysis which is presented in the form of frequency distribution and percentage of each variable.

## 3. Result

### Distribution of Respondent Characteristics by Age

**Table 1.** Frequency Distribution of Characteristics by Respondent's Age

Age	F	P(%)	Mean	Min	Max
<b>16</b>	2	1	17,42	16	19
<b>17</b>	116	58,9			
<b>18</b>	73	37,1			
<b>19</b>	6	3,0			
<b>Total</b>	<b>197</b>	<b>100</b>			

Based on table 4.1, of 197 respondents, 2 16-year-olds with a percentage (1%), 116 people aged 17 with a percentage (58.9%), 73 people aged 18 with a percentage (37.1%). and 6 people aged 19 with a percentage (3%). With the average age of respondents being 17.42 years.

#### Distribution of Respondent Characteristics by Gender

**Table 2.** Frequency Distribution of Characteristics by Respondent Gender

Kind Sex	Total	Percentage (%)
<b>Man</b>	98	49,7
<b>Woman</b>	99	50,3
<b>Total</b>	<b>197</b>	<b>100</b>

Based on table 4.2, it is explained that out of 197 respondents, 98 male respondents with a percentage (49.7%) and female respondents as many as 99 people with a percentage (50.3%).

#### Knowledge in Overcoming Academic Stress

**Table 3.** Distribution of Frequency and Percentage of Knowledge Level in Coping with Academic Stress

Result	Gender				F	P(%)
	Man	Percentage (%)	Woman	Percentage (%)		
<b>Good</b>	9	4,5	10	5,1	19	9,6
<b>Enough</b>	50	25,4	49	24,9	99	50,3
<b>Less</b>	39	19,8	40	20,3	79	40,1
<b>Total</b>					<b>197</b>	<b>100</b>

Based on table 4.3, out of 197 respondents, 19 showed a good level of knowledge with a percentage (9.6%), 99 showed a sufficient level of knowledge with a percentage (50.3%), and 79 showed a lack of knowledge level with a percentage (40.1%).

## 4. Discussion

### Overview of Respondents' Age

Based on the research that has been conducted, it is known that out of 197 respondents, the most respondents were 17 years old, namely 116 respondents (58.9%). According to Malsafari (in Ardyani, 2021), age is the initial factor that affects mental and emotional problems in dealing with problems, adolescents of a vulnerable age experience emotional problems because they have unstable emotions so they cannot control themselves.

In accordance with the opinion of Diananda (2018), that the age of 17 years is included in middle adolescents. In middle adolescence, there are very rapid changes that reach their peak such as unbalanced emotions, searching for identity, wanting to make their own decisions, and patterns of social relationships that begin to change. In addition, teenagers with

the age of 17 have high curiosity. This encourages teenagers to search for various things they want to know in various ways.

According to Sapna's (2021) study, the horizon of understanding and individual perspectives is getting wider over time. The more years you live, the more perspectives you will get. Advice, knowledge, and counseling are examples of things that people may benefit by listening and using them when they reach a certain age.

This was reinforced by Erna, Lilik, & Aniska (2020) in their research, when their 17-year-old high school students were able to learn anything they wanted by browsing the internet. Therefore, a person's knowledge can develop with age.

In this study, grade XII adolescents with the age of 17 years are the most vulnerable age to academic stress. Researchers argue that age is a phase in which they experience emotional changes and are looking for an identity that can lead to stress levels. So that at that age, they must have insight and knowledge in overcoming academic stress well that can be searched in various sources of information. This is shown by the results of the study, 99 respondents have sufficient knowledge.

### **Respondent Gender Overview**

Based on the research that has been conducted, 98 (49,7%) from 197 respondents were male, while 99 (50%) are female. The number of the two is only 1 respondent different, so it is impossible to explain the best way of thinking or knowledge between men and women.

This can only be explained by the difference in how to apply knowledge about a thing that is possessed between men and women. In accordance with the opinion of Mulyana (in Ertanti 2019) said that there are differences in the way of applying knowledge between men and women. Men are more likely to engage in competition and dangerous behaviors. Women are more emotional and emotional than men. This is reinforced by Friedman (in Ertanti 2019) that men and women, although they both have knowledge of coping mechanisms, still use different coping mechanisms.

According to Sutjiato (in Ardyani, 2021), adolescent boys are more likely to use reason, so they think more about coping with stress by all means without thinking about the impact that can occur. Adolescent girls tend to use feelings, so they are more easily anxious and describe the emotions they are feeling.

Researchers argue that gender is not necessarily a factor in the cause of knowledge levels because the number of males and females is almost the same. The knowledge possessed by men and women tends to be balanced, but the way they apply knowledge in daily life tends to be different. This is because men tend to behave like smoking, speaking rudely, or venting their emotions to others while women tend to use feelings such as anxiety, crying or brooding because the stress they are experiencing cannot be overcome immediately but must adapt first to get a solution to overcome stress.

## Overview of Knowledge of Class XII Teenagers in Overcoming Academic Stress at SMAN 1 Cawas

According to the study, out of 197 respondents, 19 respondents (9.6%) had good knowledge, 99 respondents (50.3%) had sufficient knowledge, and 79 respondents (40.1%) had poor knowledge.

There are many problems experienced by grade XII teenagers such as the number of assignments given by teachers from various subjects with the same day deadlines, thinking about various exams for graduation at school, changes in higher education policies that are different from previous years, being required to study continuously in preparation for the university entrance exam, and being confused about choosing the major and university to be registered. This is the cause of grade XII teenagers experiencing academic stress.

Academic stress causes a decrease in individual performance, which can occur in both men and women. A decline in performance was followed by a decline in academic achievement. So that academic stress can have an impact on the individual learning process (Oktavia, 2019).

According to Estevez & Lopez (in Ardyani, 2021), adolescents who have constructive coping mechanisms can cope problems with discussing problems with friends or member family that can help they with provide solutions. Adolescent also plan actions to solve the problem at hand and seek information such as troubleshooting solutions look for to get attention and support from others. While adolescent that have mechanism Purchase Destructive will tend to avoid Stressor and spend time with friends or watching.

Therefore, individuals or adolescents need to have knowledge on how to deal with academic stress, The higher a person's level of knowledge, the lower the level of stress. Notoadmodjo (2011) argues that knowledge is a very important domain before individuals act. So that with knowledge, teenagers will have many options to solve their problems. Darsini (2019) stated that a person's knowledge is influenced by several factors, such as environment, education, age, sources of information, experience, and socio-culture.

The results of the research on the knowledge of grade XII adolescents in overcoming academic stress showed that the knowledge of respondents in the category of sufficient was 99 respondents (50.3%). The researcher argues that this shows adolescents' knowledge in coping with academic stress, adolescents simply show the ability to know how to cope with academic stress which includes destructive coping mechanisms and constructive coping mechanisms. The knowledge of respondents who fall into the category of sufficient can be obtained from various sources and information, it's just that the school has never held a socialization about the coping mechanism to overcome academic stress experienced by adolescents. So that teenagers get this information through the mass media or other people around them.

Researchers also argue that good knowledge in dealing with academic stress is knowing and applying how to deal with stress in a positive way or mechanism Coping is constructive and does not apply negative means or destructive coping mechanisms. While sufficient knowledge only Implement a partial mechanism Purchase constructive and destructive. In addition, less knowledge will apply more mechanisms Purchase destructive and some constructive coping mechanisms.

From the results of the study, 9.6% of the students had good knowledge with 4.5% of males and 5.1% females. Knowledge is sufficient as much as 50.3% with 25.4% of males and 24.9% females. Meanwhile, knowledge is lacking by 40.1% with 19.8% males and 20.3% females. From these results, researchers argue that men and women have the same level of stress and knowledge level because the number of the two is only 1 respondent different and at each level of knowledge only 1% is different.

In the discussion above, grade XII teenagers at SMAN 1 Cawas still have minimal knowledge about overcoming academic stress due to the lack of facilities provided by the school to support knowledge such as books on coping mechanisms in the library, no counseling or socialization from BK teachers, and in wall magazines never raise the topic of discussion about coping mechanisms which causes teenagers to lack information on how to overcome academic stress. So they can only look for information about the coping mechanism through the internet, but it must also be based on curiosity they to gain knowledge or insight into the coping mechanism. If teenagers do not have a sense of curiosity, then they are also reluctant to seek information to increase their knowledge or insight outside of school subject matter.

## 5 . Conclusions

The conclusions drawn from this study are as follows: A total of 98 respondents were male and 99 were female, with an average age of 17.42 years. Overall, the knowledge of grade XII adolescents in managing academic stress falls into the moderate category. This indicates that most students are familiar with some constructive coping mechanisms, such as problem-solving and seeking social support, while they also exhibit awareness of certain destructive coping strategies, although not comprehensively.

## Suggestion

Based on the results of the research that has been conducted, several suggestions can be made. First, adolescents are encouraged to increase their literacy regarding coping mechanisms by accessing various sources such as books, wall magazines, and the internet. This will help them understand and apply appropriate strategies to manage academic stress effectively. Second, parents should support their children in coping with academic stress in a positive and constructive manner, ensuring that the methods used do not harm themselves or others. Third, the findings of this study can serve as valuable input for nursing practice, particularly in improving the quality of educational services related to mental health issues and strategies for managing academic stress. Fourth, educational institutions should actively provide socialization programs on coping mechanisms and facilitate students' access to reference materials or information sources in the library to enhance their knowledge in managing academic stress. Lastly, future researchers are encouraged to explore in greater depth the knowledge adolescents possess about coping with academic stress, including identifying the inhibiting and supporting factors, as well as analyzing the underlying causes and contributing stressors experienced by adolescents.

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