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**The Effect Of Stress On Student Learning Motivation In The Management Study Program, Faculty Of Economics And Business, Muhammadiyah University Of Makassar**

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**Abstract**

*The purpose of this study was to determine the Effect of Stress on Learning Motivation of Students in the Management Study Program, Faculty of Economics and Business, Muhammadiyah University of Makassar. The population in this study were all students of the management study program class of 2021 totaling 374 people, using the Slovin calculation with an error rate of 5%, a research sample of 79 people was obtained. The type of research used in this study is quantitative. The data collection method uses a questionnaire. The data analysis techniques used are simple regression analysis, determination test (R<sup>2</sup>), and t-test (partial) using statistical calculations through the Statistical Package for the Social Science (SPSS) version 24 application. Based on the research that has been conducted, the results of this study indicate that the stress variable has a positive and significant effect on Learning Motivation.*

**Keywords: Stress, Learning Motivation**

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**INTRODUCTION**

Management is the science and art of achieving goals by utilizing existing resources within an organization efficiently and effectively. Within this management, there are elements commonly referred to as the 6Ms: men, money, method, materials, machines, and market. Human resource management, commonly referred to as HR, is a field of study that develops the human element (Imbron & Pamungkas, 2021). Human resources are the integrated capabilities of an individual's mental and physical abilities. Their behavior and characteristics are determined by their heredity and environment, while their work performance is motivated by the desire to satisfy their needs. Human resources (HR) is the design of formal systems within an organization to ensure the effective and efficient use of human talent to achieve organizational goals. (Suparyanto and Rosad (2015, 2020). Human resource management is a process that begins with planning that aims to develop human skills, which will later be developed, and skilled and qualified human resources are obtained (Febriana Eka Wulandari, 2019).

The goal of human resource management is to increase the productive contribution of individuals within an organization through a number of accountable means. Leaders work through the efforts of others or subordinates, so they need an understanding of several human resource management concepts. Effective human resource management requires managers to find the best way to employ their employees to achieve their company's goals. Appropriate human resource utilization involves understanding individual needs so that human resource potential can be fully explored and utilized. The most important thing in human resource management is the full and continuous management and utilization of existing human resources so that they can work optimally, effectively, and productively in achieving goals. (Putri, 2014).

Learning motivation is the driving force or impetus for someone to engage in learning activities and be enthusiastic about learning. The learning process and academic achievement can be influenced by high motivation and the stability of maintaining that motivation. Students with low learning motivation tend to experience a decline in academic achievement. Motivation can influence the timing and method of learning.

Higher education is a system that requires independent and disciplined learning, so every learning activity is always based on personal desires. This desire can be a form of motivation to learn. Motivation drives students to achieve learning outcomes. Student motivation will determine the achievement of their efforts.

Lectures are an obligation for students to carry out daily activities and also a forum for conducting as much research as possible. The academic requirements to be met can be a contributing factor to problems faced by students, triggering issues such as stress and learning motivation, especially for seventh-semester students who are busy working on final assignments and still have courses to achieve credits.

In the world of higher education, students will study theories and take semester credits related to their chosen major. Many students experience stress because the burden they face is too much, especially for 7th semester students of the 2021 intake of the Management study program, Faculty of Economics and Business, Muhammadiyah University of Makassar, where, many responsibilities such as college assignments that must be completed plus having to start working on a student's final assignment and problems that often arise in final semester students are the increasing pressure to show academic achievement and excellence and the increasingly rapid competition. This can burden students who make it difficult for students to concentrate and have difficulty in managing time in working on course assignments and completing final assignments or theses, causing stress and delaying assigned tasks. The stress faced by students will have an impact on the desire or motivation to learn because learning motivation plays an important role in improving student learning achievement. Because the stress experienced by students causes learning motivation to decrease, often students are only enthusiastic about following the lesson at the beginning, then procrastinate, and after a while following the learning, student concentration will decrease and no longer concentrate and tend to do activities outside of learning activities. Students' motivation to learn includes their aspirations, learning abilities, student circumstances, environmental conditions, learning methods, and the efforts of lecturers in teaching them. If these factors are not met and become a burden, this can reduce students' enthusiasm and motivation to learn.

## RESEARCH METHODS

In conducting a research, it is very necessary to carry out a research approach so that the research can run well and systematically. The approach method in this research uses descriptive and quantitative methods. Quantitative research is research that uses statistical methods to test hypotheses. Descriptive research is a method in studying a group of people, an object, a set of conditions, a system of thought or a class of events in the future. The goal is to create a systematic and accurate description or picture of the facts that occur. By using a quantitative research approach, the relationship between the variables studied will be known, resulting in conclusions

that will clarify the picture of the object being studied. This research collected data from the Muhammadiyah University of Makassar campus, Jl. Sultan Alauddin No. 259 Makassar.

The research period was approximately two months, from July to September 2024.

1. This research is quantitative research using an explanatory survey method. The data were obtained from the research location, both in the form of oral and written information.
2. Data Sources
  - a) Primary data, namely data obtained directly from respondents in the field.
  - b) Secondary data, namely supporting data for the primary data obtained from literature, such as documents and reports related to or relevant to this research

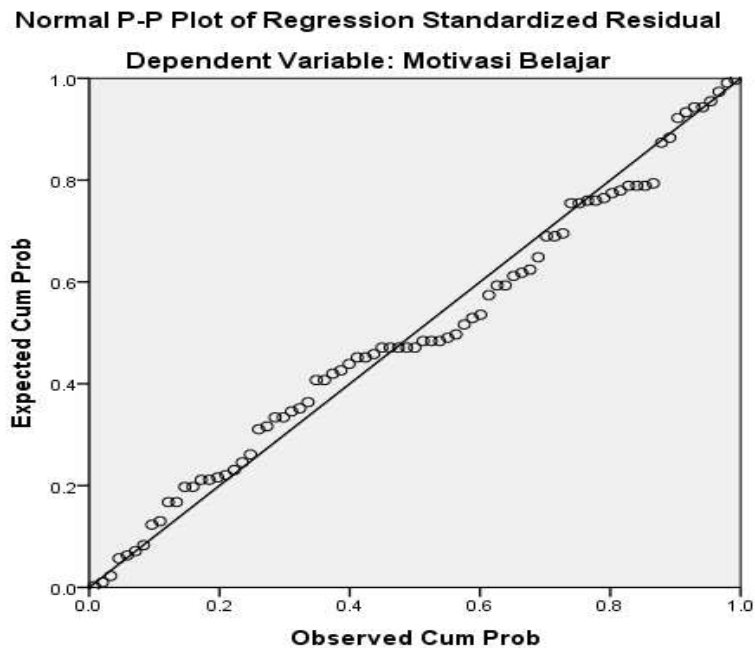
## RESULTS AND DISCUSSION

Unismuh Makassar, as a private university (PTM), carries a significant role and responsibility for religion, nation, and state, both now and in the future. In addition to its position as one of the largest PTM/PTS in Eastern Indonesia, it also fosters an ingrained educational culture inherited from Muhammadiyah's charitable endeavors. The integration of the Muhammadiyah name with the Makassar name embodies the hope of a unified culture, scholarship, and religious spirit.

Unismuh Makassar was founded on June 19, 1963, as a branch of Muhammadiyah University Jakarta. The establishment of this university is the realization of the results of the 21st Muhammadiyah Regional Conference of South and Southeast Sulawesi in Bantaeng Regency. The establishment was supported by the Muhammadiyah Association as an organization engaged in the field of education and teaching of da'wah amar ma'ruf nahi munkar, through letter number: E-6/098/1963 dated 22 Jumadil Akhir 1394 H / 12 July 1963 M. Then the deed of establishment was made by notary R. Sinojo Wongsowidjojo based on notary deed Number: 71 dated 19 June 1963. Muhammadiyah University of Makassar was declared a registered Private University since 1 October 1965.

1. Classical Assumption Test
  - a. Normality Test

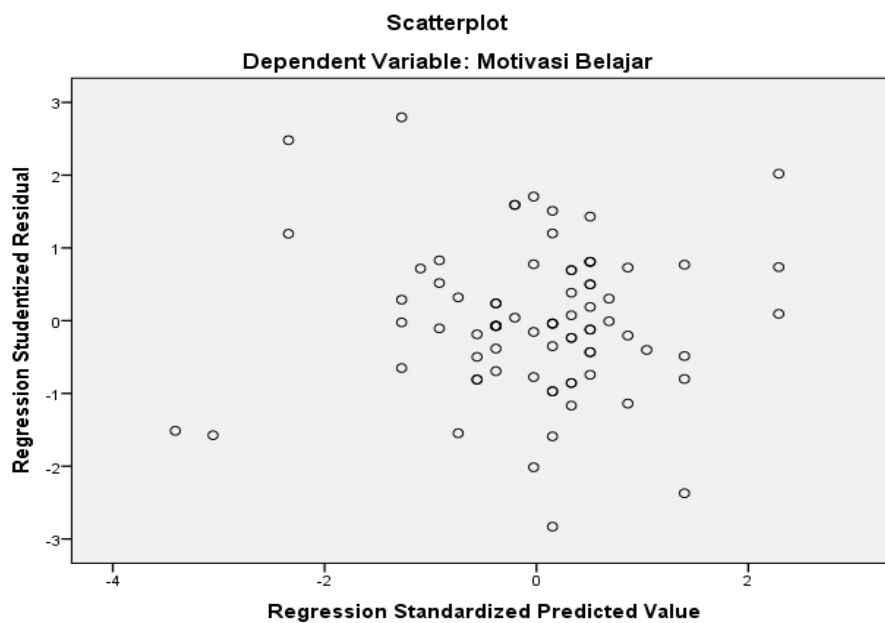
The purpose of the normality test is to determine whether the population represented by the collected data, or whether the data itself, has a normal distribution. If the Kolmogorov-Smirnov sig. value is  $> 0.05$ , the residuals are normally distributed; if the sig. value is  $< 0.05$ , the residuals are not normally distributed.



Based on the image above, it can be seen that the pattern follows the normality line, which means that the dependent and independent variables have a normal relationship or distribution or meet the normality assumption test.

**b. Heteroscedasticity Test**

When comparing the variance of residuals between two observations in a regression model, the heteroscedasticity test is used to determine whether there is a significant difference.



Based on Figure, it can be seen that the points are spread randomly and are spread above and below the number 0 on the Y axis. This can be concluded that there is no heteroscedasticity in the regression model, so the regression model is suitable for use.

**2. Hypothesis Testing**

a. Determination Test (R2)

The determination test (R2) measures the extent to which the independent variable (X) can explain the variation in the dependent variable (Y). This is expressed as a percentage (%) to indicate the extent of the relationship.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740 <sup>a</sup>	.547	.541	3.24660
a. Predictors: (Constant), Stress				

Based on the table, the R Square (R2) value of 0.547, or 54.7%, reflects the facts at the research site, while the remaining 45.3% represents the limitations of the measuring instrument and researcher error in presenting the facts. In other words, the regression model used is quite robust in explaining changes or variability in the observed data. An R2 value approaching 1 indicates that the model has a good fit with the data.

b. Partial Test (t-Test)

The partial regression test aims to assess whether each independent variable has a significant influence on the dependent variable. This testing process involves comparing the calculated t-value with the t-table value at a 5% significance level ( $\alpha$ ).

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.130	2.459		4.933	.000
	Stress	.632	.065	.740	9.649	.000
a. Dependent Variable: Motivation to learn						

Based on the t-test results above, the magnitude of the partial (individual) influence of each independent variable on the dependent variable is as follows:

- 1) The significance value is  $0.000 < 0.05$ . Therefore, it can be concluded that the Stress variable (X) has a positive and significant partial effect on the learning motivation variable (Y) of students in the Management study program, Faculty of Economics and Business, Muhammadiyah University of Makassar.
- 2) The t-test value is  $9.649 > t\text{-table } 1.991$ . Therefore, it can be concluded that the Stress variable (X) has a positive and significant partial effect on the learning motivation variable (Y) of students in the Management study program, Faculty of Economics and Business, Muhammadiyah University of Makassar. Therefore, it can be interpreted that the hypothesis in this study is accepted because stress has a positive and significant partial effect on learning motivation.

**Discussion**

The findings of this study indicate that stress has a positive and partially significant effect on the learning motivation of students in the Management study program, Faculty of Economics and Business, Muhammadiyah University of Makassar.

This is evident from the research above, which examines the effect of the stress variable (X) on the learning motivation of students in the Management study program, Faculty of

Economics and Business, Muhammadiyah University of Makassar. The calculated t-value is 9.649, while the table t-value is 1.991, with a significance value of  $0.000 < 0.05$ . This is evidenced by the calculated t-value of  $9.649 < 1.991$  and a significance value of 0.000. Therefore, it can be concluded that stress has a positive and significant effect on learning motivation.

Ways to manage stress include understanding and being aware of stress, analyzing the causes of stress, either personally or with the help of those closest to you, such as parents or friends, thinking positively, getting enough rest, managing student activities, such as good time management, and engaging in recreational activities when boredom occurs. Once stress is resolved, students can continue developing learning strategies. Strategies used to increase student motivation to learn on campus include increasing student interest in learning, fostering curiosity, encouraging active participation in lectures, and fostering long-term learning goals.

Well-managed learning stress can have a positive impact, helping to develop learning strategies that enhance student motivation. Increased learning motivation will lead to positive behavioral incentives, providing students with direction and a clearer picture of their future. This study aimed to determine the purpose of the actions taken so that the actions are directed and the learning outcomes align with the long-term goals to be achieved by the students.

The hypothesis in this study was accepted, namely that stress has a positive and significant effect on the learning motivation of students in the Management study program, Faculty of Economics and Business, Muhammadiyah University of Makassar. The results of this study align with those conducted by Windi Clarisa (2023), which showed that stress influences the learning motivation of students in the Faculty of Economics and Business, Samratulangi University, Manado.

## CONCLUSION

Based on the research results and data discussion above, the conclusions of this study are as follows: The results indicate that stress has a positive and significant effect on the learning motivation of students in the Management study program, Faculty of Economics and Business, Muhammadiyah University of Makassar. This is indicated by a calculated t-value of 9.649, a t-table value of 1.991, and a significance value of  $0.000 < 0.05$ . This is evidenced by the calculated t-value of  $9.649 < t\text{-table value of } 1.991$  and a significance value of 0.000. Therefore, it can be concluded that stress has a positive and significant effect on learning motivation. This means that the hypothesis in this study is accepted because stress has a positive and significant partial effect on learning motivation.

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