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The Effect of Self-Regulated Learning on Academic Stress Among Psychology Students Working Part-Time

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ABSTRACT

This study aims to examine the influence of self-regulated learning (SRL) on academic stress among Psychology students who work part-time. Part-time students face dual responsibilities—academic demands and work obligations—which can increase stress if not supported by adequate self-regulation skills. This quantitative correlational research involved 97 students selected through saturated sampling. SRL was measured using a scale adapted from Herdiati (2013), while academic stress was measured using a scale adapted from Ramadhani (2022). Findings show that most students have low SRL levels, while academic stress levels fall within moderate to high categories. Simple linear regression analysis revealed that SRL significantly influences academic stress ($p < 0.05$). Lower SRL is associated with higher academic stress. These results indicate that SRL functions as a protective factor for part-time working students in balancing academic and work demands. This study provides essential insights for developing SRL-based interventions in higher education settings.

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Introduction

University students face various complex academic demands, such as time management, task completion, understanding material, and adapting to social dynamics. When these demands exceed an individual's capacity, the condition can develop into academic stress (Berseli et al., 2018). Academic stress can also reduce motivation, interfere with concentration, and affect students' mental health.

Students who work part-time face additional challenges in terms of dividing their time and energy between college assignments and work. This dual role can increase pressure and potential stress (Sun et al., 2011). Self-regulated learning (SRL) skills are believed to be one of the factors that can reduce the risk of academic stress. SRL includes the ability to plan, organize, monitor, and evaluate the learning process independently (Zimmerman, 2002).

Students with high SRL are better able to utilize learning strategies, manage time, and control motivation and learning behavior. Conversely, students with low SRL are more vulnerable to academic pressure, especially when they have to work part-time. However, research on the relationship between SRL and academic stress in students who work part-time is still limited, especially at the University of Manado.

This study was conducted to identify the effect of SRL on academic stress among part-time working students in the Psychology Study Program, as well as to provide a basis for the development of SRL enhancement interventions in higher education.

Method

This study used a quantitative method with a correlational approach to measure the effect of self-regulated learning on academic stress among part-time working students. The study population consisted of 97 students from the Psychology Study Program at Manado State University who worked part-time, and the entire population was sampled using a saturated sampling technique.

The research instruments consisted of two scales, namely the Self-regulated Learning scale (Herdiati, 2013) and the Academic Stress scale (Ramadhani, 2022). The SRL scale consisted of 37 valid items ($\alpha = 0.914$), while the academic stress scale consisted of 24 valid items ($\alpha = 0.844$). Data analysis included descriptive statistics, classical assumption tests (normality and linearity), and simple linear regression analysis

Results and Discussions

1. Research Results
   Descriptive analysis shows that 63.89% of students have low SRL, and 37.11% have moderate SRL. No students achieved high SRL. This indicates that most students are still unable to plan, organize, and evaluate their learning process effectively.
   Meanwhile, academic stress levels tended to be in the moderate to high category, indicating that part-time working students feel significant academic pressure. Simple linear regression tests show that self-regulated learning has a significant effect on academic stress ($p < 0.05$). The higher the students' SRL abilities, the lower their academic stress levels.
2. Discussion
   Self-Regulated Learning (SRL) Self-Regulated Learning (SRL) is an individual's ability to actively manage their own learning process through regulating their behavior, cognition, motivation, and environment (Zimmerman, 2002). SRL consists of three main phases, namely In the planning phase, students set learning goals, plan strategies, and predict challenges they may encounter.
   In the implementation phase, students begin to apply learning strategies, monitor understanding, manage time, and control distractions.
   In the self-reflection phase, students evaluate the learning process and the results achieved to determine what needs to be improved.
   According to Pintrich (2004), students with high SRL tend to have strong metacognitive awareness, are able to recognize their weaknesses and strengths, and can therefore adjust their learning strategies to academic demands. This ability is very important for students who work part-time because they have to divide their time between academic demands and work. Students with low SRL usually have difficulty managing time, are easily distracted, and tend to procrastinate, making them more prone to academic stress. In addition, SRL is related to intrinsic motivation. Wolters (2011) states that students with strong self-regulation have intrinsic motivation to understand the material, not just to pursue grades. This intrinsic motivation is a protective factor that helps them remain consistent in their studies despite having a heavy workload.the planning phase, the implementation phase, and the self-reflection phase.
   Academic Stress
   Academic stress can be defined as a physiological, psychological, and behavioral response that arises when individuals feel that academic demands exceed their abilities (Agolla & Ongori, 2009). Academic stress is very common among students, especially during periods of heavy workload, exams, or demands to complete studies.
   According to Misra and McKean (2000), academic stress can arise from several sources:
   a) Time pressure, such as assignment deadlines and busy class schedules.
   b) Academic expectations from oneself and family.

c) Competition among students, which can trigger performance anxiety.
d) Limited resources, such as limited study time for students who work.

The impact of academic stress is not only mental fatigue, but it can also affect academic performance, motivation to study, and physical health. Students who are unable to manage stress well are more prone to fatigue, depression, or withdrawal from their social environment. For students who work part-time, academic pressure tends to be higher due to the double burden. This means that without good self-regulation skills, academic pressure can increase significantly.

The Impact of SRL on Academic Pressure

The results of this study indicate that self-regulated learning (SRL) has a significant impact on the academic pressure of students who work part-time. This is in line with the theory that SRL functions as a protector or antidote to academic pressure. With self-regulation skills, students can adjust their learning strategies to limited time.

Students with high SRL are able to:

a) Manage their time between college and work more effectively.
b) Use efficient learning strategies (e.g., active recall, note-taking, and scheduled studying).
c) Set realistic goals.
d) Conduct self-evaluations to improve their learning methods.

Conversely, students with low SRL are more prone to stress due to their inability to manage tasks, frequent procrastination, and lack of clear learning strategies. This study reinforces the findings of Mulyadi et al. (2016), which state that SRL has a negative relationship with stress; the higher the SRL, the lower the stress. These findings are also in line with research conducted by Hidayat and Handayani (2018), who found that students who use self-regulation strategies tend to be calmer in facing academic pressure because they are able to control their learning environment and manage their time effectively.

Conclusions

This study shows that self-regulated learning has a significant effect on academic stress among part-time students in the Psychology Study Program at Manado State University. The results of the analysis show that most students have low levels of SRL and experience moderate to high levels of academic stress. These findings confirm that self-regulation ability is an important factor that helps students cope with academic and work demands. Students with high SRL levels are better able to manage their time, monitor their learning process, and evaluate their achievements realistically. Therefore, SRL serves as a protective factor that can reduce academic stress.

In practical terms, this study has important implications for educational institutions to develop SRL training programs, especially for students who work part-time. Universities can organize workshops on time management, effective learning strategies, and stress management. Students are also expected to be more proactive in improving their self-regulation skills in an effort to complete their studies more effectively.

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