

## The Influence of Perfectionism and Self-Esteem on Academic Stress in Students during Online Learning

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### Abstract

*This study aims to determine the effect of perfectionism and self-esteem on academic stress in college students during online learning. The Research method used is a quantitative method with multiple regression analysis techniques. The sampling technique in this study is convenience sampling. The sample in this study amounted to 299 students, consisting of 81 males and 281 females. The measuring tools used in this research are Educational Stress Scale for Adolescents (ESSA), Frost Multidimensional Perfectionism Scale (FMPS), dan Rosenberg Self-Esteem Scale (RSES). The result showed that self-esteem didn't significantly affect academic stress, but when together with perfectionism (maladaptive perfectionism) these two variables interact and contribute significantly to academic stress. The results of the coefficient of determination show that the contribution of perfectionism and self-esteem is 4.4% to academic stress. This shows that 4.4% of academic stress is influenced by perfectionism (maladaptive perfectionism) and self-esteem, 95.6% is influenced by other variables not examined in this study.*

**Keywords** Academic Stress, Perfectionism, Self-esteem

### INTRODUCTION

The Covid-19 pandemic is a global phenomenon that has affected nearly every country, including Indonesia. As the number of positive Covid-19 cases increased in Indonesia, the government implemented large-scale social restrictions (PSBB) as a measure to break the chain of virus transmission. In-person activities that involved gatherings were suspended, including educational activities (Harapani, 2020). The Ministry of Education and Culture issued Circular No. 4 of 2020 on the Implementation of Education Policies during the Emergency Period of the Spread of Corona Virus Disease (Covid-19), mandating that learning be conducted from home through online or distance learning (kemdikbud.go.id).

Online learning is a method conducted via the internet without direct face-to-face interactions between lecturers and students (Andiarna & Kusumawati, 2020). It requires both students and teachers to adjust in terms of time management and teaching techniques. Online learning activities are carried out through various applications, such as email, Zoom, and Google Classroom, which serve as platforms for conducting lectures (Dewantara & Nurgiansah, 2020). Kusnayat et al. (2020) found that approximately 60.5% of students at Telkom University and UIN SGD Bandung were ready to adapt to the use of technology for online learning, although 32.5% experienced difficulties using the applications.

The shift from face-to-face learning to online learning received mixed reactions from students (Kusnayat et al., 2020). Andiarna and Kusumawati (2020) found that face-to-face learning was considered superior to online methods. This was due to the limited interaction between students and lecturers, making it difficult for students to grasp course material during online learning. In the online method, students are required to be more active in self-learning, which adds to the challenges of understanding the coursework. Furthermore, the



increase in assignments during online learning also contributed to students' stress.

Various challenges were encountered by students during online learning. Hutauruk and Sidabutar (2020) found that students faced issues related to internet connectivity, the limitations of online learning application features, and problems with learning services. Widiyono (2020) also noted that online lectures painted a general picture of inadequate material comprehension and the overload of assignments, leading to less effective learning processes. Such situations can induce fear and anxiety about academic performance, potentially leading to stress (Andiarna & Kusumawati, 2020).

In addition to the challenges faced by students, lecturers also experienced difficulties in adjusting to online teaching methods. Lecturers were required to adapt to the use of various learning platforms. Some lecturers, such as one at a School of Economics in Kemang, South Jakarta, reported struggling with uploading teaching materials. "I kept tinkering with various features on the e-campus app, while constantly contacting the IT staff on campus, and after three hours, the materials were finally uploaded and ready for students to study" (Sikumbang, 2020). The lecturer admitted to fearing technical errors, such as clicking the wrong button or sudden changes in the display, which triggered stress.

Davidson et al. (2014) define stress as an emotional state experienced by individuals when faced with demands to act quickly and accurately. Lazarus and Folkman (as cited in Gaol, 2016) explain that stress is a state where individuals feel incapable of dealing with a threatening or harmful situation. Busari (2014) argues that stress occurs when someone cannot cope with the situation at hand.

Stress in the academic context is referred to as academic stress (Puspitasari, 2009). Prabu (2015) describes academic stress as stress originating from the educational environment. Govaerts and Grégoire (2004) note that academic stress occurs when individuals experience pressure due to academic stressors related to knowledge and education in higher education. Bedewy and Gabriel (2015) state that academic pressure becomes a stressor when students feel incapable of coping with environmental and academic challenges.

Research by Harahap et al. (2020) found that 13% of students experienced high levels of academic stress, and 75% experienced moderate levels of stress during distance learning amid the Covid-19 pandemic. Another study by Lubis et al. (2021) showed that 39.2% of students had moderate academic stress, 27% had high levels, and 6.9% had very high levels. This indicates that students faced significant pressures during online learning in the pandemic.

Various factors can cause stress, including internal factors like mindset, personality, and beliefs, and external factors such as intense coursework, pressure to achieve high performance, social status, and competition among parents (Oon, 2007). Protective factors such as personal characteristics and environmental factors also contribute to stress-related events (Chung, 2008).

One personality trait often associated with stress is perfectionism, which is considered to have a negative impact on stress levels (Dunkley et al., 2014). Frost et al. (1990) define perfectionism as setting high performance standards and unrealistic goals,

along with a tendency toward self-critical evaluations and concern about making mistakes. Hewitt and Flett (1991) describe perfectionism as a personality trait characterized by the desire to achieve perfection by setting high standards for oneself and others, and believing that others also expect high standards from them.

The literature on perfectionism has evolved, with current theories viewing perfectionism as a multidimensional construct consisting of two factors: perfectionistic strivings and perfectionistic concerns. Perfectionistic strivings involve setting high performance standards, while perfectionistic concerns refer to excessive worry about performance (Stoeber et al., 2006). Individuals with high levels of both are considered maladaptive perfectionists, while those with high strivings but low concerns are adaptive perfectionists (Fye et al., 2018).

According to Bieling et al. (cited in Chen et al., 2016), adaptive perfectionism is a positive trait where individuals strive for high standards without experiencing debilitating self-criticism when those standards are not met. In contrast, maladaptive perfectionism is associated with extreme self-criticism and a persistent sense of failure when striving to meet high standards.

Dr. Mariyam Ahmed (cited in Ferreira, 2020) noted that during the Covid-19 pandemic, perfectionistic individuals faced increased pressure to make the most of what they perceived as "extra time" to complete tasks, due to changes in routines and the belief that more time was available for learning activities at home. According to Molnar (cited in Bishop, 2020), studying from home can lead to burnout for perfectionists, as they may repeatedly review learning modules to eliminate all mistakes caused by the unstructured nature of online learning.

Research by Shafique et al. (2017) found that adaptive perfectionism was not associated with negative evaluation fear and perceived stress, while maladaptive perfectionism was significantly related to perceived stress and fear of negative evaluation. Fye et al. (2018), in a study of 298 school counselors, found a significant relationship between perfectionistic striving, perfectionistic concerns, and stress, with maladaptive perfectionists experiencing significantly higher levels of stress compared to adaptive perfectionists.

Additionally, self-esteem is one of the personal characteristics that can help individuals cope with stressful situations (Chung, 2008). Self-esteem refers to the overall sense of self-worth used to evaluate our traits and abilities (Myers, 2012). Rosenberg (1965) defines self-esteem as an individual's positive or negative evaluation of themselves.

The changes in learning methods during the pandemic made it difficult for students to adapt. While face-to-face learning involves direct interaction with lecturers, online learning uses various platforms, limiting student-lecturer interaction (Assidiqi & Sumarni, 2020). This limitation affected students' ability to understand course materials, which may relate to their level of self-esteem. Students with higher self-esteem are more likely to positively evaluate themselves and their ability to face challenges, while those with lower self-esteem may view changes as difficult and negatively assess themselves (Sylvia, 2016).



Several studies suggest a relationship between self-esteem and academic stress. For example, Chung et al. (2020) found a significant relationship between medical students' self-esteem and academic stress, with higher self-esteem associated with lower academic stress. Similarly, research by Xhakollari and Hoti (2015) showed a negative correlation between self-esteem and academic stress among university students in Shkodra.

Setting high personal standards, as seen in perfectionists, can lead to feelings of failure when those standards are not met. This can impact self-esteem, causing individuals to feel unworthy or inadequate. Research by Santoso et al. (2020) indicated a negative relationship between perfectionism and self-esteem among early adult students.

Based on the above discussion, it can be concluded that perfectionism, self-esteem, and stress are interconnected. This study aims to explore the influence of perfectionism and self-esteem on academic stress among university students during online learning in the Covid-19 pandemic.

## METHOD

This study is quantitative in nature and aims to examine the influence of perfectionism and self-esteem on academic stress among students during online learning amid the Covid-19 pandemic.

The population in this study includes all university students in Jakarta who were engaged in online learning during the Covid-19 pandemic. The sample consists of 299 active students enrolled at a university in Jakarta, ranging in age from 18 to 25 years, who were participating in online learning during the pandemic.

The sampling technique employed in this study is non-probability sampling, specifically convenience sampling. This method was chosen because it allows for the selection of participants who are readily available and willing to participate in the study.

Data were collected through a questionnaire distributed online via Google Forms. The questionnaire contained items measuring three variables: academic stress, perfectionism, and self-esteem. Each variable was assessed using established psychological scales adapted to the Indonesian context.

1. Academic Stress: Academic stress was measured using the Educational Stress Scale for Adolescents (ESSA), developed by Sun et al. (2011) and adapted into Indonesian by Nugroho (2020). The ESSA consists of 16 items and assesses five aspects of academic stress: pressure from study, workload, worry about grades, self-expectation, and despondency.
2. Perfectionism: Perfectionism was assessed using the Frost Multidimensional Perfectionism Scale (FMPS), developed by Frost et al. (1990) and adapted into Indonesian by Arshuha (2019). The FMPS contains 35 items that measure six dimensions: personal standards, concern over mistakes, parental expectations, parental criticism, doubts about actions, and organization. The personal standards and organization dimensions identify adaptive perfectionism, while the remaining dimensions identify maladaptive perfectionism.
3. Self-Esteem: Self-esteem was measured using the Rosenberg Self-Esteem Scale (RSES),

developed by Rosenberg (1965) and adapted into Indonesian by Qonitah (2021). The RSES consists of 10 items and measures global self-esteem.

The validity and reliability of the three scales were tested. Validity was assessed using corrected item-total correlation and expert judgment, while reliability was tested using Cronbach's alpha to ensure the instruments were suitable for use in the study.

The data were analyzed using multiple linear regression to evaluate the effect of two or more independent variables on the dependent variable and to determine the cause-and-effect relationships between the variables. The key tests employed in this study included:

1. Corrected item-total correlation and expert judgment to assess the instruments' validity.
2. Cronbach's alpha to determine the reliability of the scales.
3. Multiple linear regression analysis to explore the combined effect of perfectionism (both adaptive and maladaptive) and self-esteem on academic stress.

This approach allowed the researchers to gain insights into the degree to which perfectionism and self-esteem impacted academic stress during online learning in the Covid-19 pandemic context.

## RESULT AND DISCUSSION

### Normality Test

In this study, the normality test was conducted based on the Central Limit Theorem (CLT), which states that the larger the sample size ( $n \geq 30$ ), the more the distribution of data will approximate normality (Spiegel & Stephens, 2018). Since the sample size in this study is 299, it can be concluded that the data for each variable are normally distributed.

### Linearity Test

The linearity test results indicated that there is a linear relationship between maladaptive perfectionism and academic stress, while adaptive perfectionism and self-esteem do not have a linear relationship with academic stress.

### Correlation Test

A correlation test was conducted to examine the relationships among the variables. The results indicated significant correlations between maladaptive perfectionism and academic stress and between maladaptive perfectionism and self-esteem. These findings led the researchers to test the combined effect of maladaptive perfectionism and self-esteem on academic stress, assuming that both variables interact to influence academic stress.

### Regression Analysis

Multiple regression analysis was performed to assess the joint effect of maladaptive perfectionism and self-esteem on academic stress. The results of the analysis are presented in the following tables.



**Table 1. Overall Significance Test (ANOVA)**

Model	Sum of Squares	DF	Mean Square	F	Sig. (P-Value)
Regression	1118.548	2	559.274	6.873	0.001
Residual	24086.014	296	81.372		
Total	25204.562	298			

The results of the regression analysis indicate that the F-value is 6.873, with a significance level (p-value) of 0.001. Given that the sample size is 299, the F-table value is 2.635. Since the p-value is less than 0.05 and the calculated F-value is greater than the F-table value, we can conclude that the alternative hypothesis (Ha) is accepted, meaning there is a significant influence of maladaptive perfectionism and self-esteem on academic stress during online learning.

**Table 2. Coefficient of Determination (R<sup>2</sup>)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.211	0.044	0.038	9.021

From the table above, it can be concluded that the R-square value indicates that 4.4% of the variance in academic stress is explained by maladaptive perfectionism and self-esteem, while the remaining 95.6% is influenced by other variables not studied in this research. This shows that the contribution of these variables to predicting academic stress is relatively small.

**Table 3. Regression Equation (Coefficients)**

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	B	Std. Error	Beta	
(Constant)	46.652	4.637		10.061
Maladaptive Perfectionism	0.138	0.039	0.205	3.562
Self-Esteem	-0.060	0.128	-0.027	-0.469

Based on Table 3, the regression equation can be expressed as follows:

$$\text{Academic Stress} = 46.652 + 0.138 (\text{Maladaptive Perfectionism}) - 0.060 (\text{Self-Esteem})$$

1. The coefficient for maladaptive perfectionism is 0.138, indicating that for every one-unit increase in maladaptive perfectionism, academic stress increases by 0.138 units. This suggests a positive and significant contribution of maladaptive perfectionism to academic stress.

2. The coefficient for self-esteem is -0.060, which indicates that a one-unit increase in self-esteem decreases academic stress by 0.060 units. However, this relationship is not significant ( $p = 0.640$ ), indicating that self-esteem does not significantly influence academic stress in this context.

The findings from this study show that maladaptive perfectionism significantly influences academic stress during online learning. Students who exhibit higher levels of maladaptive perfectionism experience more academic stress. This aligns with previous studies, such as Shafique et al. (2017), which found that maladaptive perfectionism is positively associated with higher levels of stress.

On the other hand, self-esteem does not have a significant effect on academic stress, suggesting that changes in self-esteem do not substantially impact students' academic stress levels in the context of online learning. This is consistent with the findings of Raj and Sabita (2021), who also reported a non-significant relationship between self-esteem and academic stress.

Overall, while maladaptive perfectionism appears to be a critical factor in increasing academic stress, self-esteem does not seem to play a significant mitigating role in this context. Further research could explore additional factors that may contribute to academic stress, especially in the unique setting of online learning during a pandemic.

## CONCLUSION

This study aimed to examine the influence of maladaptive perfectionism and self-esteem on academic stress among university students during online learning in the Covid-19 pandemic. Based on the results, it can be concluded that maladaptive perfectionism has a significant and positive impact on academic stress. Students who demonstrate higher levels of maladaptive perfectionism, which involves setting excessively high standards, being overly critical of mistakes, and feeling pressured by parental expectations, are more likely to experience heightened levels of academic stress. This confirms previous research indicating that maladaptive perfectionism is a major contributor to stress, particularly in academic contexts, where individuals strive for unrealistic levels of performance.

In contrast, self-esteem does not have a significant impact on academic stress in this study. Although self-esteem is often regarded as an important protective factor against stress, the findings suggest that its role in reducing academic stress during online learning is limited. While students with higher self-esteem tend to have a more positive evaluation of themselves and their abilities, this does not appear to significantly buffer them from the pressures of academic demands in the context of online learning. This may be because the unique challenges of online education, such as the lack of direct interaction with lecturers and the increased reliance on self-directed learning, overshadow the potential benefits of self-esteem.

Moreover, the combination of maladaptive perfectionism and self-esteem explains only a small portion (4.4%) of the variance in academic stress. This indicates that other factors, beyond perfectionism and self-esteem, play a significant role in shaping students' experiences of stress during online learning. Factors such as internet connectivity, access to



learning resources, social support, and individual coping strategies may be important contributors to the overall stress experienced by students during the pandemic.

In conclusion, maladaptive perfectionism is a critical factor that exacerbates academic stress, while self-esteem does not play a significant role in alleviating this stress in the context of online learning. These findings suggest the need for interventions that address perfectionistic tendencies among students, particularly those related to self-critical evaluations and unrealistic performance standards. Additionally, future research should explore other variables that may influence academic stress, as well as strategies for enhancing student well-being during prolonged periods of online education.

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