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## Evaluation Of Implementation Of MBKM: Does Academic Stress Affect On Student Learning Outcomes?

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### **Abstract.**

Stress is a psychological symptom that we often encounter in everyday life, where every individual must have experienced it. Students as a milestone of the success of a nation are required to be able to adapt to the environment quickly. This study aims to determine whether there is academic stress on student learning outcomes at the University of Muhammadiyah Lamongan, Faculty of Economics and Business, Management Study Program. This type of research is observational with a cross-sectional design. The population in this study were all students of the 2019/2020 and 2020/2021 Management Study Programs with a total population of 173 people. The sampling technique used was total sampling from the population. The method of data collection was done by distributing questionnaires to respondents. Furthermore, statistical tests were carried out using the chi square test with 0.05. Based on the research results show that; 1) stressors from academic stress Management study program students in semester 5 and 3 have high gains. This means that students feel that MBKM's academic activities make them feel stressed. More specifically, the greatest stressor is caused by pressure from learning and self-expectations that are not met, 2) Student learning outcomes in the implementation of the independent learning curriculum are included in the sufficient category. That is, cognitive competence or knowledge, affective or feeling, and psychomotor or skills obtained from MBKM are not too high or not too low. 3) The relationship between academic stress and student learning outcomes is positive and significant. It means. the higher the degree of student academic stress, the lower the learning outcomes, and vice versa, and 4) the implementation of MBKM from the student's point of view has a good impact on their self-development. However, in order for the implementation to take place optimally, students, lecturers, and stakeholders can work together in preparing to participate in the next MBKM, such as formulating the implementation of the MBKM more clearly and carefully, as well as equipping students with the skills to learn independently.

**Keywords:** academic stress, learning outcomes, implementation evaluation, MBKM

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### **I. INTRODUCTION**

Education is one of the pillars that supports the establishment of a civilization in a nation. The existence of educational institutions is the key to the progress of a country; the more advanced the educational institutions, the more advanced civilization in the country will be. Through education individuals can improve skills, change habits and attitudes that are expected to make them better. In relation to this, education is an inseparable part of today's life, especially in this era of globalization which places education as a competitive advantage; both for individuals and for the existence of the nation in the international sphere. The elements of education are certainly very diverse

and all of them have an important role, including the learning component. Law No. 20 of 2003 concerning the National Education System describes that education is a deliberate and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals, noble values and skills needed by himself, society, nation and state. Referring to this description, education at all levels, including higher education, is required to develop science and technology that can produce intellectuals, scientists (professionals) who are cultured and creative, tolerant, democratic, have strong character and dare to defend the truth for the benefit of the nation. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes through optimal and relevant aspects of attitudes, knowledge and skills.

The Indonesian government through the Minister of Education and Culture has designed curriculum changes from year to year in one period with formulations and objectives that are certainly good for progress and implementation of learning. The curriculum can be interpreted as a learning guide designed to achieve national education goals that must be achieved by each educational unit for a period. Among a number of curricula, Merdeka Campus is a policy launched by the Ministry of Education and Culture which aims to encourage students to master various sciences that are useful for facing the world of work. Merdeka Campus is the development of the Independent Learning concept. Permendikbud Number 3 of 2020 concerning National Standards for Higher Education interprets that there are four main policies related to Merdeka Learning – Merdeka Campus which include: ease of opening new study programs, changes to the higher education accreditation system, changes to universities becoming legal entities, and the right to study for three semesters at a university. outside the study program. on January 24, 2020, the Minister of Education and Culture, Nadiem Makarim, endorsed a program called “Merdeka Belajar” aimed at Universities/Universities with the term “Independent Campuses”. This curriculum realizes autonomous and flexible learning in higher education so as to create a learning culture that is innovative, unfettered and in accordance with student needs. Freedom of learning includes conditions of independence in achieving goals, methods, materials, and evaluation of learning, both for lecturers and students. Learning evaluation is the main activity to find out how far the level of achievement of students' abilities. This step is needed because it can be used as a reference in determining a further learning policy.

Evaluation has a different meaning from assessment and measurement. Evaluation is preceded by an assessment (assessment), while the assessment is preceded by measurement. Measurement can be interpreted as an activity to compare the results of observations or information on the characteristics of an object. Therefore, assessment is the most important process in determining the results of learning evaluations. Regarding the evaluation of the implementation of independent campus

learning, academic stress is one of the conditions that arise in students at the university as a result of the experience of experiencing the new curriculum. Stress that arises or is caused by academic conditions can be categorized as academic stress. Various academic demands that must be completed by students cause them to experience academic stress. The inability of students to adapt to these conditions makes them experience various conditions that are not physically and mentally healthy. Essel and Owusu (2017) mentioned that the word stress is associated with an increase in several diseases such as cardiovascular, depression, anxiety, and other issues that harm a person's mind and body. In addition, Susanto (2015) explains that the academic stress experienced by students that takes place continuously causes a decrease in body resistance. Relevance to this situation, Alvin (2007) and Gusniarti (2002) describe that academic stress is a condition that arises due to the pressures and challenges faced by students while studying, this condition causes them to have a perception of not being able to cope with environmental demands and recognize their resources.

In other words, academic stress is the pressure that occurs on students caused by competition or academic demands. Academic stress is caused by an academic stressor (Barseli & Ifdil, 2017). Academic stressor is the cause of stress that starts from the learning process such as pressure to get good grades, length of study, many assignments, low grades or achievements, and anxiety in facing exams (Rahmawati, 2017). Fairbrother and Warn (2003) mention that academic stressors are related to assignments; students feel pressured by competition between students, lack of pocket money to access learning resources, and do not have a record of increasing academic achievement. In addition, Joseph and Henry (2009) also see another point of view of the triggers of academic stress, namely the bad relationship between students, students and lecturers, and personal problems students face with their families. Meanwhile, Aina and Wijayanti (2019) stated that a competitive learning atmosphere where students work independently compared to group discussions, differences in needs, goals, and expectations in learning, as well as disappointment with the applied education system are factors that need to be considered. to find out the stress conditions experienced by students. The results of Siregar and Putri's research (2019) explain that academic stress is influenced by self-efficacy with a negative correlation, meaning that even though they have high self-efficacy in learning, they still feel stressed in their academics. In the context of learning online as it is today, students also experience situations that make them stressed, they tend to be anxious and depressed with many tasks and short working time (Barseli, Ifdil., & Fitria, 2020).

Based on research by Rajni and Radhakanta (2018), the relationship between stress and academic achievement is positive. In line with some of the findings above, based on observations it is known that this independent learning makes a number of students experience stress. They are from various fields of study feel confused in determining the cross-departmental courses that they must take during the implementation period of independent learning. In addition, they also feel that learning

becomes more competitive because they are faced with the competencies of cross-university students. Other stresses faced related to its implementation, such as unstable networks and internet packages that were exhausted because learning was carried out via teleconference. They are also faced with lecture assignments that pile up with shortfor deadlinessubmitting assignments, making them more depressed. This heavy burden and the psychological burden is feared to make the stress level even higher. The various problems that have been raised if they continue, it is not known with certainty whether they result in student achievement decreasing or increasing and ultimately having an impact on decreasing or increasing the performance of the faculty and the university as a whole. It is undeniable that the achievement of the goals of an institution or university does not only depend on the implementation of a renewable curriculum, modern equipment, complete facilities and infrastructure, but also depends more on the individual who carries out and receives the treatment.

Quality students can be interpreted as students who carry out their work and are able to provide good work results or have high learning achievements. The high student learning achievement also determines the extent to which the university's goals have been realized and predicts what will be done in the future. Student achievement is influenced by various personal conditions of each individual. Likewise, students at the University of Muhammadiyah Lamongan are expected to be able to facilitate students to become more accomplished to achieve excellence in the fields they are engaged in so that they can compete in this unlimited global world. Efforts to improve learning achievement must be accompanied by the control of academic stress and student learning motivation. Therefore, based on the description of the background, the researchers are interested in conducting further research to find new aspects related to the MBKM Implementation Evaluation: Does Academic Stress Affect Student Learning Outcomes? Stress that occurs in the school or education environment is usually referred to as academic stress. Academic stress is stress caused by academic stress". Academic stress is stress experienced by students that comes from the learning process or things related to learning activities such as: pressure to go to class, study time, cheating, lots of assignments, getting test scores, decisions to determine majors or careers as well as exam anxiety and management stress (Mufidah, 2017). According to Olejnik and Holschuh (2016) academic stress is a response or reaction that arises because there are too many demands and tasks that students have to do.

Rahmawati (2012) states that academic stress is a condition or situation where there is a mismatch between environmental demands and the actual resources owned by students so that they are increasingly burdened by various pressures and demands. Academic stress experienced by students is related to: a) academic pressure (sourced from teachers, subjects, teaching methods, learning strategies, facing tests or class discussions); and b) social pressure (sourced from students' peers). The stress experienced by students will then affect the physical and psychological aspects which will result in disruption of the learning process (Welsh, 2009). Papalia, Old & Feldman

(2008) stated that stress in the academic field in children arises when expectations for academic achievement increase, both from parents, teachers and peers, while these expectations are not in accordance with their abilities. From the results of his research, Wilks (2008) concluded that the causes of stress among students are: a) fear of not getting a place in college, b) school exams, c) too much content to be studied, and d) school schedule that is too busy. All this stress is related to academic problems.

Academic stress is defined as the pressures faced by students related to school that are perceived negatively and have an impact on physical, psychological health and learning performance Papalia et al (2008) dan Wilks (2008). Learning outcomes are changes obtained by students after experiencing learning activities. The changes obtained depend on what students learn. A person's success in the teaching and learning process is mostly measured by a learning test measuring instrument, which is given at the end of the lesson or at the end of the semester. The learning outcomes that can be produced by students depend on the learning process. Learning outcomes are student abilities or achievements that students achieve after going through the teaching and learning process. Sudjana (2011, p. 22) states that learning outcomes are the abilities that students have after they receive their learning experiences. According to Susanto (2015, p. 5) said that student learning outcomes are the abilities that children get after going through learning activities. Because learning itself is a process of someone trying to obtain a form of behavior change that is relatively permanent. In learning activities or instructional activities, the teacher usually sets learning objectives. Children who are successful in learning are those who succeed in achieving learning goals or instructional goals. Good or bad learning outcomes depend on individual students who learn and teachers who teach, because learning outcomes are obtained from students who experience the learning process and teachers who teach them.

How well students receive lessons in the teaching and learning process and how well teachers make learning interesting for students to receive is one of the determining factors for learning outcomes. So, it can be concluded that learning outcomes are the results obtained by students after carrying out the learning process which is indicated by changes in the mindset and behavior of students which includes 3 aspects, namely cognitive (understanding), affective (attitude). Similar empirical research has been carried out, in particular, which makes organizational commitment as an intervening variable. All these findings have various interpretations, both positive and negative. Indriyani & Handayani (2018) with the title "Academic Stress and Achievement Motivation in Students Who Work While Studying". The results of this study note that the hypothesis is accepted with a correlation value which means that there is a very significant negative relationship between academic stress and achievement motivation in students who work while studying. These results indicate that the lower the academic stress, the higher the achievement motivation in students who work while studying. Barseli, Ifdil & Fitria (2020) with the title "Academic stress

due to Covid-19". The results show that during the online learning process that was implemented during the Covid-19 pandemic, it caused a lot of academic stress, especially for students.

This shows the need for the efforts of Guidance and Counseling teachers or counselors to develop the practice of Guidance and counseling services to improve the quality or potential of students in anticipating the emergence of student academic stress during COVID-19 and the factors that influence the emergence of academic stress. This manuscript will introduce an overview of students' academic stress during COVID-19 including; the concept of stress, the concept of academic stress, and managing stress during the Covid-19 pandemic. Hopefully this can be used as a reference. The sample in this study were students of the Dharma Husada Kediri Academy of Nursing who met the inclusion criteria that had been set. The results showed that neither stress nor motivation significantly affected student learning outcomes. Dharma Husada Nursing Academy Kediri has a mechanism in a systematic learning process. This will reduce stress on students and will increase student learning motivation, which will have an impact on increasing students' Grade Point Average scores. In contrast to the research and Barseli, Ahmad and Ifdil (2018), they show that the results of research on student academic stress are generally in the moderate category, and in general student learning outcomes are in the sufficient category, there is a significant relationship between academic stress and student learning outcomes. The implication of this research is that BK teachers can provide guidance and counseling services that are preventive in nature against academic stress and improve student learning outcomes.

## II. METHODS

Questionnaires were selected to collect data. It is designed in a closed method and on a scale in response format especially in Likert scale format. Before being given directly to respondents (offline) to provide a brief explanation of the research and what is expected of them. Thus, respondents' responses can be obtained quickly, and they can fill out questionnaires accurately regarding the research objectives. The population in this study were all students of the 2019/2020 and 2020/2021 Management Study Program with a total population of 173 people.

Furthermore, the sample category in this study is the number of students involved are 173 people with a total sampling technique, namely the selection of samples from the total population. This idea is the basis for choosing this technique. The researcher then involved respondents from a total of students as the research sample, namely 173 students of Muhammadiyah University, Faculty of Economics and Business, Management Study Program. This study uses two analytical methods. First, respondents' responses will be determined using descriptive analysis. The score from the questionnaire was then used as a source of data processing using simple regression analysis.

### III. RESULT AND DISCUSSION

#### Result

Descriptive statistics describe respondents' responses to questions that represent three variables, namely academic stress and learning outcomes. Where the test results are summarized in the table below:

**Table 1. Academic Stress (X)**

Variable	Indicator	Respondent's Answer					Score	Assessment Criteria
		5	4	3	2	1		
Academic Stress (X)	X <sub>1</sub>	54	78	31	10	0	695	High
	X <sub>2</sub>	33	81	43	16	0	567	High
	X <sub>3</sub>	33	96	31	13	0	668	High
	X <sub>4</sub>	45	99	25	4	0	704	High
	X <sub>5</sub>	27	96	34	16	0	665	High
<b>Mean</b>							<b>660</b>	<b>High</b>

*Source: data processed*

As a result of the sum of the scores obtained, it is known that the total score on the academic stress variability reaches an average of 660. This achievement falls into the top category. This means that the increase in academic stress on students in management is high. This means that a high value indicates that the student's academic stress has experienced an uncomfortable increase in the learning process that they have experienced while study.

**Table 2. Learning Outcomes (Y)**

Variable	Indicator	Respondent's Answer					Score	Assessment Criteria
		5	4	3	2	1		
Learning Outcomes (Y)	Y <sub>1</sub>	51	103	15	4	0	720	High
	Y <sub>2</sub>	36	111	22	4	0	698	High
	Y <sub>3</sub>	51	99	19	4	0	716	High
	Y <sub>4</sub>	27	96	34	16	0	653	High
	Y <sub>5</sub>	0	10	18	91	54	330	Moderate
	Y <sub>6</sub>	0	10	18	91	54	330	Moderate
<b>Mean</b>							<b>574</b>	<b>Moderate</b>

*Source: data processed*

Overall, the average of the subjects in the learning outcomes is 574 points. These results reflect the achievement of adequate educational outcomes. This adequate learning outcome indicates that the student's learning process is still lacking. Adequate learning outcomes must be achieved Learning activities can improve students' learning outcomes through lectures. Therefore, it is hoped that student learning outcomes will increase despite the existence or implementation of independent campus studies at the university. In addition, the effect of causation was examined in this case by a simple regression analysis. The test results are displayed as follows.



**Table 3.** Simple Regression Analysis

Variables	Coefficient	t <sub>count</sub>	Sig
Academic Stress (X)	.848	9,844	.000
Constant			= 7,857
Adjusted R Square (R <sup>2</sup> )			= .655
Determination R <sup>2</sup>			= .809

Source: data processed

The resulting regression equation is:

$$Y = 7,857 + 0,848X_1 + e$$

Interpret the equation as follows:

Y: the dependent variable, the value of which will be predicted by the independent variable. In this study, the dependent variable is learning outcomes whose values are predicted by academic stress.

$\alpha$ : 7,857 which is a constant value that is an estimate of academic stress. This means that if we assume that academic stress is zero (0), then the learning outcome is 7.857.

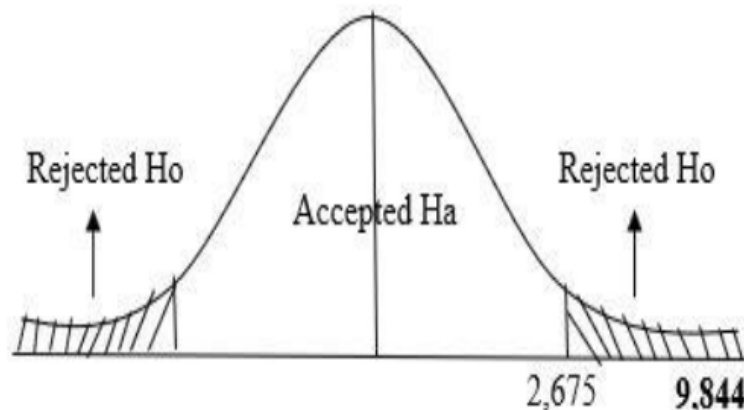
$b_1$ : 0,848 is the regression coefficient or trend of the academic stress variable. This means that for each unit with a decrease in academic stress, it will increase the learning outcome.

e: The residual value of the regression equation model or potential errors, which are the result of the possibility that there are other variables that can affect the students' learning outcomes, but which are not included in the equation model.

The coefficient of determination (R<sup>2</sup>) is the percentage of independent influence on the dependent variable, the extent to which the dependent variable can explain the independent variable. The greater the coefficient of determination, the more consistent the dependent variable in explaining the independent variable. In this case, it means how much learning performance explains the academic stress variable. From the results of simple linear regression analysis that has been done so far, when the learning achievement variable is 0.823, it shows an influence on learning achievement. These results mean that 82,3% of learning outcomes can be explained by the academic stress variable. The remaining 17,7% can be explained by equations or other variables that are not included in the research model. The known simple correlation coefficient value in the Adjusted R-squared is 0.677. This value explains a fairly strong relationship between academic stress on learning outcomes variables. This means that there is a relationship <sup>18</sup> between academic stress and learning achievement, so the correlation is quite strong. Hypothesis testing is carried out to determine whether the hypothesis proposed in this study is accepted or rejected.

The research alternative hypothesis is that academic stress <sup>18</sup> has a significant effect on student learning outcomes of the Faculty of Economics and Business Management, University of Muhammadiyah Lamongan. Hypothesis testing is done by analyzing the t value of the simple linear regression test results. The t value is used to

test whether the independent variable affects the dependent variable. Take a decision by looking at the t-count value along with the t-table value in ( $\alpha$ ). The results of the partial calculation show the t-table value of 2.675 at the 95% confidence level and 5% significance level ( $\alpha = 0.05$ ). The results of statistical testing through a simple linear regression test obtained a t-count value of 18,937. Because  $t_{\text{arithmetical}} >$  the value in table t ( $18,937 > 2.675$ ), it means that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be said that the academic stress variable affects student learning outcomes in the Business Management Study Program, Faculty of Business, University of Muhammadiyah Lamongan. To clarify the position of acceptance of  $H_a$  and the position of rejection of  $H_0$ , a curve is shown which can mark the following areas.



**Fig 1.**  $H_0$  Acceptance & Rejection Region Curve

This curve explains that the value obtained  $t$  is in the range  $H_0$ . That is,  $H_0$  is accepted. In other words, academic stress affects student learning outcomes in the management program of the Faculty of Economics and Business at Muhammad Lamongan University.

### **Discussion**

Based on the results of the sum of the scores obtained, it is known that the total score of the academic stress variable averages 660. This achievement falls into the high category. This means that the increase in students' academic stress in the management degree program is high. This means that a high value indicates that the student's academic stress has experienced an unfavorable growth in the learning process that he or she has experienced during college. Most students in upper-class academic stress show that they appreciate the academic demands placed on them. These academic requirements relate to the high academic expectations placed on him, the excessive demands of the lectures and the difficulty of passing the examinations, and the perception of his inability to meet the existing academic requirements. Academic stress is defined as a state in which individuals experience pressure in relation to science and higher education (Govaerts and Grégoire, 2004). Research by Venna & Ina (2019) explains that academic stress is a source of stress in the school environment. According to Dwina, Gusya & Afrain (2018), academic stress is said to be the result of demands

on researchers that go beyond individual abilities. At the same time, according to Barseli and Ifdil (2017), academic stress is a pressure that results from a subjective perception of academic status.

This pressure is due to school or academic requirements for students to experience negative physical reactions, behaviors, thoughts, and emotions. The stress of today is natural in modern life as stress has become an unforgettable part of life at school, work, family and anywhere. Stress can also occur in anyone, including children, adolescents, adults, or the elderly (Kupriyanov & Zhdanov, 2014). In the academic environment, stress is an experience experienced by many students, both at the school and college level. This can be due to many academic requirements that need to be met, such as assignments, exams, and so on. This is consistent with Putri, Permatasari & Rivai (2020) that on average students out of 300 students, there are 39 students (13%) with high levels of academic stress, up to 225 students (75%) with moderate academic stress, and 36 students (12%) with low levels of academic stress. Stress can be caused by the stress of online lectures during a COVID-19 pandemic, such as poor internet connection, completing many tasks in a short time, responding quickly to instructions, and the need to adapt quickly to learning from home. for students. Ideally, the distance learning process can facilitate the learning process. This change is certainly not an easy thing for students, including college students.

The study by Hanum (2013) explained that parental expectations and self-confidence were significantly correlated with academic stress in upper grade students, with parental expectations and self-confidence at 50.6%, i.e., academic stress in upper grade students. Class students are affected by expectations, parents and self-confidence. According to Singh & Khan (2012), the family is one of the factors that can cause stress in students. These families are parents, and parents have a principle that their children, as students, should follow the principles of their parents, follow the rules and orders of their parents, and this can sometimes emphasize them. This can lead to conflict in students because their parents' expectations of success or achievement in their education are too high or unrealistic. Academic workload plays a role in academic stress. With an increasing academic load, students must immediately complete the tasks assigned to them. As a result, students often do not have time to relax and have fun and can affect their performance (Oktawirawan, 2020). A study by Gintulangi & Prihastuti (2014) found that there was a significant correlation between students' stress levels when writing a thesis and students' perceptions of their parents' expectations when completing a bachelor's degree program. The two variables in the study resulted in a positive relationship, as the higher a student's self-esteem in terms of parental expectations after completing his or her bachelor's degree, the higher the level of stress that students experience while working on a dissertation. In addition, Muhammadiyah was included in the transition category based on students' learning outcomes in the Management Research Program of the Faculty of Economics and Business at Lamongan University.

In total, the items of the learning outcomes average 660 points. These results reflect the achievement of sufficient training outcomes. This sufficient learning outcome shows that the learning process of students is still weak. Lectures should provide sufficient learning outcomes for learning activities that can improve student learning outcomes. Thus, it is hoped that student learning outcomes will increase, whether it is a process or implementation of an independent campus program for higher education. Respondents' responses to students the teacher always pays attention and remembers the lesson when explaining the lesson. During lecture activities, lecturers usually give students the opportunity to ask questions or express their opinions on a topic that is still poorly understood, but many students remain passive. Some active students are usually in the front row, while students in the back are often crowded and relatively inattentive. In any case, students who actively asked questions, answered questions and expressed their opinion showed that they were not ready to receive the study material offline, students did not prepare the material before the lesson.

This will of course affect the results of the study itself. Research by Sujadi (2021) suggests that students who read online lectures can cause academic stress for their own students. According to Anderson and Cratwall, in a review of Bloom's taxonomy, student outcomes indicate mastery of three competencies that include the cognitive, affective, and psychomotor domains. These cognitive areas include students' ability to (1) memorize, (2) understand, (3) use, (4) analyze, (5) evaluate, and (6) create. In addition to the cognitive domain, there are also psychomotor and affective domains. Affective domains include (1) acceptance, (2) response, (3) evaluation, (4) management, (5) characterization. While the psychomotor domain includes (1) imitation, (2) manipulation, (3) accuracy, (4) articulation, (5) naturalization. The result of the research is a measurement activity (data collection and information) to assess the cognitive, affective and psychomotor process in the learning process that students have achieved after completing the learning activities to achieve the defined learning objectives.

Students will think as long as they think, without action, students will not think. In order for students to think actively, students must be given the opportunity to perform or carry out activities (Nasution., 2013). In addition, the academic emphasis is on student learning outcomes in the management education program at Muhammad Lamongan University, Faculty of Economics and Business. It is known from statistical analysis that academic stress has a significant and positive impact on student learning outcomes in the management curriculum of the Faculty of Economics and Business at Lamongan Muhammad University. The results show that learning achievements are the level of humanity that students have in receiving, rejecting, and passing on information received in the learning process. Human learning achievements correspond to the successful level of the subject in the study of the subject, which is described in the form of points or reports of each field after passing the learning process. The resulting

direction of influence is quite important, in addition to the adequate level of importance, also because academic stress affects learning outcomes by 80.9%. In addition to being important, it also has a positive effect. The interpretation is that the higher the academic stress process, the lower the learning outcomes displayed.

According to Susanto (2015, p. 5) student learning outcomes are the opportunities that children acquire after completing learning activities. Because self-study is a process in which people try to achieve a relatively permanent form of behavior change. In a learning activity or learning activity, the teacher usually determines the purpose of the learning. Successful students are those who successfully achieve their learning goals or learning objectives. Good or bad learning outcomes depend on the individual students who teach and the teachers who teach, because learning outcomes are taken from the students who go through the learning process and the teachers who teach. How students receive instruction during the learning process and how teachers are forced to engage students in learning is one of the determinants of learning outcomes. In this study, the relationship between stress and student achievement was significantly correlated. Therefore, from the calculation results obtained by the students, who received a linear regression test score with  $p = 0.00 < \alpha = 0.05$ , it is concluded that the relationship between stress and learning achievement has a significant relationship.

This means that there is a link between stress levels and student learning outcomes in the Management and Economics curriculum of the Faculty of Economics and Business, Lamongan University, Muhammadiyah. The results of this study are supported by Mauliyda, Budiharjo, Erfan & Radha (2020) and Ph, Mubin & Basthomi (2020), who stated that online lectures are very different from offline lectures. This reduces students' academic scores. These results are also reinforced by studies by Salmon & Santi (2021) and Anna & Afiatin (2020). Academic stress can lead to a decline in student achievement. One of the factors in reducing achievement is the online learning process. The results of this study also support the research of Barseli, Ifdil and Linda Fitria (2020), with the same result, namely that academic stress is related to the results of the study. The results of this study also suggest that teachers should make efforts to improve teaching and learning service practices to improve student quality or potential, to predetermine the onset of academic stress, and the factors that contribute to student academic stress. Studies by Hudafah (2020) also suggest that higher levels of stress will lead to reduced learning achievement.

#### IV. CONCLUSION

Based on the introduction as well as scientific approaches and procedures, this research has a number of conclusions, namely: first, stressors from academic stress in Management study program students in semester 5 and 3 have high gains. This means that students feel that MBKM's academic activities make them feel stressed. More specifically, the greatest stressor is caused by pressure from studying and unmet self-

expectations. Both student learning outcomes in the implementation of the independent learning curriculum are included in the sufficient category. That is, cognitive competence or knowledge, affective or feeling, and psychomotor or skills obtained from MBKM are not too high or not too low. The three relationships between academic stress and student learning outcomes are positive and significant. It means, the higher the degree of student academic stress, the lower the learning outcomes, and vice versa. The five implementations of MBKM from the student's point of view have a good impact on their self-development. However, in order for the implementation to take place optimally, students, lecturers, and stakeholders can work together in preparing to participate in the next MBKM, such as formulating the implementation of the MBKM more clearly and carefully, as well as equipping students with the skills to learn independently.

Based on the conclusions formulated in the description above, the researcher proposes several suggestions that are applicable to several related parties. The suggestions are:

1) For students, they are expected to be more serious in learning. They are expected to be able to organize their learning independently before attending lectures. After that, they can also establish good communication and discussion with study partners in order to show optimal gain and control the stress that is in it. Academic stress cannot be completely eliminated, because when an individual feels less stressed, interest in participating in the program also tends to be less enthusiastic or motivated.

2) Lecturers are expected to be able to recognize the condition of their students. Lecturers can also formulate activities that support the skills and potential of students to be more alert in dealing with different learning environments. Learning design must also be more varied, not only focusing on one learning strategy.

3) Stakeholders can formulate in more detail related to the implementation of MBKM so that the roles of lecturers and students and their work steps become clearer. Not only that, the socialization of this program must also be more active to be given so that students recognize the program better.

4) For further researchers, it can be used as a reference for developing this research by considering variables other than the variables in this study, for example emotional, learning motivation, coping, learning activities and others. And can increase the number of research samples and use different data analysis tools. Not only that, researchers can also develop the same research, but describe indicators that have low results, so as to achieve complete research results

## V. ACKNOWLEDGMENT<sup>17</sup>

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University of Lamongan who have supported and facilitated the implementation of this research. Thus, this article can be compiled to support the application of research or theories that already exist.

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