

RISK FACTORS FOR STRESS IN SCHOOL ENVIRONMENTS IN TEENAGER STUNTING

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ABSTRACT

A teenager identical to the word rebellion, in psychology itself is often referred to as the time of storm and stress. Stunted teenagers are more susceptible to stress than those that are not stunted, one of the causes of stress is school factors. The research aims to find out the stress and stress risk factors in the school in young stunting. This type of research used quantitative studies with cross-sectional approaches. The population of the research is a high school teenager in Padang. Sampling techniques use multistage random sampling. Total samples of 250 students with 125 teenage stunting and 125 teenagers were not stunted. The results showed teenagers who were stunting more severely stressed stress (73.6%) not stunting (64.8%). There is a peer-to-peer relationship with stress, value $p < 0.05$ ($p = 0.031$) and or 2.30. There is a task load relationship with stress, value $P < 0.05$ ($P = 0.044$) and OR 2.13. But there is no connection between the state of the class with stress, the value of $P > 0.05$ ($p = 0.075$). Stress Risk factors in school in young stunting are peers and task loads.

Introduction

Teenagers today are known as the term Generation Z. The generation Z is the last generation born after 1995 and until 2010¹. When adolescence occurs the development of emotions that culminate in a very volatile sense, began to explode at the beginning of adolescence and lasted more frequently as a result of change and physical growth. The reactions and emotional expressions that are still unstable and uncontrollable in adolescence can have an impact on their personal and social life because emotions play an important role in life².

Adolescence is identical to the word rebellion, in psychology itself is often referred to as the time of storm and stress due to the many shocks and changes quite radically from the previous time. Stress or depression is one of the serious health disorders that teenagers can experience. Depression in teenagers is shown repeatedly and permanently. They often feel unfamiliar in the

neighbourhood, have a negative perception, rejection of the social environment, low self-esteem and often feel depressed. The prevalence of stress and depression continues to increase among the Z-generation. Stress is one of the main stimuli of increased secretion of cortisol in the body. Various stress reactions include cognition, emotion and Behavior disorders³.

Referring data of basic health research (Riskesdas) year 2018, the prevalence of *schizophrenia* or psychosis by 7_1000 with the treatment coverage 84.9%. Meanwhile, the prevalence of emotional mental disorders in teenagers over 15 years old amounted to 9.8%. This figure increased from 2013 to 6%⁴. In West Sumatera province There are 4.5% of teenagers experiencing emotional mental disorders. Emotional disorders occur in the form of stress, anxiety, and depression. As many as 25% of teenagers experience mild depression and 7% of teenagers with growing depression have attempted suicide⁵. Poor mental development such as easy stress in teenagers is exacerbated by stunting. Stunted teenagers are more susceptible to stress than those that are not stunted. Stunting sufferers are significantly less happy, depressed and frustrated⁵. Stunting has an association with increased cortisol concentrations. According to the study ⁶ and ⁷ in Jamaica in 8–10 years of age, it showed that the concentration of saliva cortisol was higher than normal children.

Many factors are causing stress on generation Z youth, one of the factors of school⁸. Academic stress is one of the sources of stress of students in school. The implementation of the Education quality improvement program through the enhancement of high intensity-enriched curriculum, longer formal learning period, more school assignments and the necessity of becoming the flagship centre has caused stress among the students. Students suggest that they experience academic stress in every semester⁹. Research is conducted to determine the stress and stress risk factors in the school in young stunting.

Methods

This type of research used quantitative studies with *cross-sectional* approaches. Independent research variables are peers, load assignments and class states while the dependent variables are stress. The population of the research is a high school teenager in Padang. Sampling techniques use multistage random sampling. Research conducted on 5 SMA is 3 SMA/SMK in the district Puskesmas Andalas and 2 SMA/SMK in Pauh health care area. Total samples of 250 students with 125 teenage stunting and 125 teenagers were not stunted. Data collection using questionnaires. The stress magnitudes are measured using *Depression Anxiety Stress Scales* (DASS 42). Data analysis conducted using the *chi-square test*.

Results

Respondents who participated in the research were mostly female genders (80.00%). Mostly teenagers have very heavy stress (69.2%). More women (70.0%) experienced very severe stress than men (66.0%). More stunted teenagers experiencing very severe stress (73.6%) Not stunting (64.8%).

Preserves teens who have peers not good at 49.6% in teenage stunting. Teenagers who have a heavy-duty load of 53.2% in stunting and teenager teenagers who feel the state of an uncomfortable class of 52.0% in young stunting.

The test results of peer-to-peer relationship statistics with stress gained a value of $p < 0.05$ ($P = 0.031$) which means that there is a meaningful relationship between peers and stress. The results of the analysis obtained the

value of or 2.30 which means having a peer who is not good 2.3 times riskier to get stressed. Based on research has done by¹⁰, there was a result that 10.9% of teenagers were stressed due to relationship problems with friends. Survey results in the United States show that 1 in 13 teenage high school victims of bullying by friends do a suicide attempt which means there are 10% of the victim's student bullying by a friend experiencing stress and have attempted suicide¹¹. ¹¹study showed a significant positive relationship between the cyberbullying behaviour of peer-to-peer school with stress levels.

Statistical results of the load relationship statistics the task with stress gained a value of $p < 0.05$ ($P = 0.044$) which means that there is a meaningful relationship between the burden of the task with stress. Analysis results obtained or 2.13 value which means teenagers who have heavy-duty load 2.1 times more risky to get stressed.

In line with 24 research on the factors of the cause of academic stress on students showing from the outcome of the item score, 1 item are in the high category with a percentage of 76% of the lesson factor is denser. Academic stress is sourced from the process of teaching-learning or matters relating to learning activities that include pressures for class boarding, number of tasks, obtaining replay value and anxiety in the management of many task loads¹². Analysis of the relationship between the class state with stress indicates a value of $p > 0.05$ ($p = 0.075$) which means that there is no meaningful relationship between the state of the class with stress.

The school demands that arise consist of 4 things, i.e, 1) physical demands are the condition of the classroom, high temperature, lighting and lighting, supporting facilities and infrastructure for learning hygiene and health and school security; 2) task demand, demonstrated by the various coursework assignments that pose a depressing feeling to the students, such as classwork and homework, the demands of the curriculum, facing the exam/replay; 3) role demands, a set of obligations expected and must be fulfilled by the student about the fulfilment of the functions of the school, such as expectations of satisfactory value, maintaining school performance, and choosing more Skills; and 4) interpersonal demands of students must be able to conduct social interactions or undergo good relations with other people around it⁹.

Conclusions

Youth stunting more stress is very heavy than not stunting. Peers and task loads are the risk factors of stress in the school in young stunting.

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