

Relationship of Learning Pressure to Achievement of Business Subject Grade in High School Students

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Abstract

The achievement scores of Business students in the SPM exam are still low. There is a gap between determining the level of existing students' ability to master business subjects, with the subject and their real potential of their ability to work in business. Thus, a study was conducted to measure the level of learning stress with the achievement of Business subjects grades of high school students. The study uses a quantitative study at inland high schools. Students who take Business subjects are selected as study participants have completed the questionnaire form. The study's results showed that the stress level of students studying Business subjects was at a moderate level while Spearman Rho's correlation scale analysis showed there was no significant relationship between the learning stress towards achievement of Business subject grades. However, recent studies have found that there is a significantly weak link between levels of learning stress and academic achievement. Furthermore, it is hoped that this study will help the parties concerned to find causes and solutions in improving the achievement of brilliant grades of students of Business subjects in high school. Advanced study is also needed to help improve the student's performance as they will be future leaders in entrepreneurship.

Keywords: Learning Pressure, Excellent Grades, Spm Exam, Business Subject, Academic Achievement

Introduction

The United Nations labeled stress as a "disease" in the 20th century. The National Health and Mobility Survey 2017 found that in approximately 5.5 million teenagers, one in five teenagers suffer from depression and 27% of Malaysians aged 16 and over have mental health problems. (Awani, 2018). A continuation of the above report, stress is said to have been a part of human life since ancient times regardless of the status including school children. Awang (2016) stated that stress is a state of nervousness, anxiety, tension and so on due to negative mental

changes experienced by an individual. Next, stress has a negative impact on mental health (Newman, 2005). There are many factors that cause stress. The main causes of stress on maturity are academic tasks, semester examinations, curriculum achievements and mental problems (Ollfors & Aderson, 2007).

Based on the Malaysian Education Curriculum, high school students have a choice of elective subjects such as economics, business, sports science, and agricultural science. Students can choose their elective subjects based on their academic results (KPM, 2019). Currently, the Malaysia Education Development Plan (PPPM) 2013-2025 is in the third wave phase. This phase focuses on education in management skills and entrepreneurship. PPPM 2013-2025 is designed specifically to produce students who are skilled, talented and also knowledgeable so that they are resilient in dealing with the 21st century. The focus of PPPM is extended to a wide range of fields including entrepreneurship (KPM, 2012). In this modern world, the element of entrepreneurship is also applied in entrepreneurial culture. This culture of entrepreneurship has been carried out from the middle school level through the business school. The Application of Entrepreneurship is in Title 2 Business subject, Chapter 5 Preparation for Becoming an Entrepreneur and also in Chapter 7 Business Plan in the Business subjects section of the Level 5 textbook (KPM, 2017). Aware of the importance of produce to entrepreneurs from the root, the government has taken the initiative of developing the National Entrepreneurship Policy (NEP) 2030 with the goal of "Malaysian State of Excellence 2030" (SME Corp. Malaysia, 2022).

The past history demonstrates the policies of government that have been implemented by focusing on entrepreneurship through the New Economic Policy (1971-1990), National Development Policy (1990-2000), National Perspective Policy (2001-2010) and the New Model of Economics (2011-2020) (SME Corp. Malaysia, 2018). In the Eleventh Malaysia Plan (RMK-11), entrepreneurship is one of the national priorities. According to the report, 153 entrepreneurship development programmes have been implemented by various agencies and ministries with an allocation value of RM13.7 billion and a total of 637,808 people have benefited from the program (SME Corp. Malaysia, 2018). The government is seeking to facilitate entrepreneurship through the offer of various programmes implemented to stimulate creativity and workshops aimed at enterprise (Barba & Atienza, 2016).

Formal education in the classroom on the basic knowledge of entrepreneurship from the early stages of the student's life can help them to be better prepared in the face of future entrepreneurial fields (Naldo & colleagues, 2023). This is said to increase the number of students who tend to choose entrepreneurs as their careers. Md. Syahrir (2017) also explained that the government has implemented the application of entrepreneurship education in subjects taken at various levels of education and studies. Thus, the stress caused by the academic stress can be reduced by early exposure in the relevant fields in particular alongside encouraging the interest of the students in pursuing the targeted field.

Sri Nurhayati and colleagues (2020) present the research they conducted demonstrating that academic performance, social skills, and day-to-day adjustments have a significant impact on students' psychological well-being. This study is being conducted by interviewing 424 respondents. This suggests that arithmetic knowledge can negatively impact learning comprehension. The mental learning process is related to the experiences that learners have. Accordingly, based on the research above-mentioned, it is possible to extract academic knowledge that might lead to learning comprehension.

Low pressure also has the potential to cause individuals to struggle without support, as high pressure can exacerbate issues and lead to mental and physical health problems.

Pressure is frequently associated with those who are learning because they are unable to overcome competitive academic challenges and negative social perceptions. Yet, these examples are one type of positive reinforcement that helps learners stay motivated to meet their academic goals.

Students cannot separate the demands they face in their academic lives. As an exercise and assessment of their grasp of the material, students are expected to finish the task assigned by the teacher. Because it depends on a variety of circumstances, including time management and surroundings, each person's acceptance of burden varies. The outcomes of Nooriza & Effandi's (2015) investigation on the elements that lead to students feeling stressed out because of their excessive workload, making it difficult for them to manage the strain they are under.

According to Mastura and colleagues' (2007) study, "Factors Causing Stress Among Students," career-related issues were the primary source of stress, followed by academic and environmental factors. Academic elements are what lead to stress in kids. Thus, one of the reasons why students have to cope with the problem of stress is because of the various components of their workload. Because they don't have enough time to do other tasks, students experience pressure when they can't finish an assignment on time and fear that the assignment won't be of the standard they expect.

The academic performance of the SPM accomplishment grade in 2020 is concerning because the passing grade, which is the greatest percentage record (47.2%), is received by a far smaller percentage of students (15.7%) than an excellent grade. Furthermore, the quantity of students that attempted the SPM Business paper fell by 4,035 in comparison to 2019.

It is anticipated that the study will be beneficial to the domains of education, entrepreneurship, and social psychology. In the sphere of education, it's expected to be able to raise business students' academic performance in elite high schools. By 2020, fewer students are anticipated to take the Business paper SPM exam in the field of entrepreneurship. It is anticipated that the study's findings and recommendations will assist KPM in identifying the reasons behind this reduction and potential solutions. Enhancing the business curriculum will support the government's initiatives to foster student entrepreneurship. The government has made entrepreneurship one of its main priorities in an effort to help the populace's economic grow since the school bench. It is anticipated that the study will benefit persons who are enduring stress related to their studies, particularly high school students, in order to manage their brand issues and enjoy the world of learning stress-free.

Therefore, this study was conducted to study the relationship of learning pressure to achievement of business subject grade in high school students.

Problem Statement

The learning pressure experienced by students in an unstable emotional state by feeling unhappy because there are demands that they have to meet (Arif & Saodah, 2019). Therefore, this affects the learning that is being followed. Students will also be under stress due to exams, assignments and other requirements (Thawabieh & Qaisy, 2012). Stress is synonymous with negative things, but stress is able to provide motivation as a stimulant in giving a positive effect to self-fulfilment (Erny & colleagues, 2017). Without pressure then an individual will be less motivated to make positive changes. This is because there is no rejection factor that can cause an individual to do something well (Sarina, 2006). Low blood pressure can cause an individual to behave at the same time, while high blood pressure may lead to harmful physical and mental health issues (Maarof & Haslinda, 2008). Learning stresses, responses and

adjustments to environmental conditions have a positive relationship to the mental health of students. It can be said that the stress of learning can affect the mental (Sri & colleagues, 2020). Learning stresses, responses and adjustments to environmental conditions have a positive relationship to the mental health of students. It can be said that the stress of learning can affect the mental (Sri & colleagues, 2020).

Various initiatives of government and KPM to introduce the field of entrepreneurship. The Young Entrepreneurs Program is a response to KPM's commitment to the development of national education in the field of entrepreneurship. The Tunas Niaga program is also a good first step in exposing high school students to guidance and entrepreneurship (Norashidah et al, 2009). The government has also sought to incorporate entrepreneurship into the secondary school curriculum through the Business subject contained in the DSKP. DSKP is the knowledge and skills of this entrepreneurship and takes into account the needs of the student's mastery of each learning subject, which will be evaluated formative and sumative, and the student is assigned the Mastery Level (ML) 1-6. The higher the ML score the student obtains, the more obvious it is that the student has a high mastery in the subject they study.

The results of an analysis of the results of the Malaysia Certificate of Education (SPM) exam from the Malaysian Ministry of Education Examination Board in 2020 show a significant decline in student performance (KPM, 2020). The difference in the number of candidates in SPM Business subjects is also decreasing. For example, in 2019 there were 89,432 candidates taking the SPM Business paper examination while in 2020 there were only 85,397 candidates, which is a decrease of 4,035 candidates (KPM, 2020). This declining trend is worrying in government efforts to increase the number of entrepreneurs. KSSM Business courses are one of the government's efforts to implement the entrepreneurial element among students (KPM, 2016).

Reported in previous study data, most students realize the existence of an element of entrepreneurship only after being introduced in teaching and learning sessions. Studies from an interest perspective have shown that the majority of students are less likely to explore the field of entrepreneurship and choose it as a career after graduation (Siti & Nurfaradilla, 2021). Another thing that is also worrying is that achievement of the SPM's brilliant grade in the graduation year in 2020 is low. This is proven when brilliant grades (A+, A and A-) were only 13,407 (15.7%) of the candidates alone out of 85,397 candidates. For grades of honour (B+, B and B-) there were 25,789 (30.2%) while the highest grade achievement was at grades (D & E) 40,307 (47.2%) (KPM, 2020).

The study is expected to be helpful in the fields of education, entrepreneurship and social (psychology) In the field of education it is anticipated to be able to help improve the academic achievement of business students in brilliant high schools. It is expected that the results and proposals of the study will help KPM determine the causes and solution of the decline in the number of students taking the Business paper SPM exam in the field of entrepreneurship by 2020. Improving the business curriculum will help in the government's efforts to instill entrepreneurship in students. One of the government's focus is entrepreneurship to help boost the economy of the people since the school bench again. The study is also expected to help those who are experiencing academic stress, especially high school students, to cope with brand problems so that they can enjoy the learning world without stress.

A string of issues and problems is presented, then a study is carried out for the purpose of measuring: 1. Stress level of students studying business subjects; 2. Level of achievement of business grade subjects and 3. The relationship between the stress of learning and the

achievement of the Business subject grade in applying the entrepreneurial element of high school students.

Literature Review

The transactional pressure model theory was used as the basis of this study. A person's relationship with their environment is judged by someone who has a negative impact on their health (Lazarus dan Folkman, 1984). Atkinson's Theory of Achievement Requirements is also the basis of this study. According to this theory, the desire to a goal requires two kinds of competence: inner self-interest and "pleasure" (Soon & Balan, 2020). Later, Kolb's theory of experiential learning was used. This theory explains how the focus of learning in person will help students to acquire new information. Experiential learning will combine experiential, cognitive and behavioral aspects (Kolb 1984). Therefore, the variable not based in this study is the learning pressure. At the same time, the academic achievement of the Business subject credits is used as a focused variable for evaluating the ability of high school students in Keningau in applying the entrepreneurial element through the Business subject.

Learning Pressure

Stress is the result of an unstable emotional response to self-reliance (Umami, 2014). When desire limits their abilities, they tend to be under pressure (Umami, 2014). The pressure is being experienced by all groups including the students. Students are easily stressed because in their teens they are vulnerable to conflict (Tajul & colleagues 2009). The stress experienced by students is caused by academic factors (Mastura & colleagues, 2007). It can be said that students are experiencing learning stress. Therefore, it is important to know the relationship between student learning stress and their academic achievement.

Pressure has a good and a bad effect. Moderate pressure has a positive effect as it drives the body and mind to strive to be better while high stress has a negative impact on student academic achievement (Nor & Ily, 2020). One of the factors students experience stress is the learning factor and the distribution of time (Nor & Ily, 2020). In addition, the lack of time to complete tasks, tests and exams, the distribution of time and the classroom environment are the factors that stress students. (Nor & Ily, 2020). Furthermore, stress is caused by academic achievement, assignments, target achievements and the need for self-control (Fadillah, 2013). This scenario clearly shows that the stress experienced by students is related to their learning.

Students' learning stress was also to correlate with the quality and quantity of their sleep (Pascoe & colleagues, 2020). Students tend to experience emotional instability if they don't get enough sleep. Besides, learning stress has also been to affect the psychological well-being of students (Sri & colleagues, 2020). It's said that academic stress is capable of affecting students' minds. Besides, students can also be stressed by competition in class, exams, and time management (Ramachandiran & Dhanapal, 2018). The stress that students experience is due to the desire to pursue their good academic status (Yikealo & colleagues, 2018). Therefore, stress causes students to lose focus in learning and consequently leads to learning stress.

Business Subject Achievement Grade

The goal that someone wants to is that they should be at a brilliant level of competence (Soon & Balan, 2020). It's said that individuals who want to reach a level of excellence potentially choose challenging tasks. The assignment is one of the academic factors for measuring the achievement of the student's grades. The desire to excellent academic grades can cause

students to undergo various stresses that adversely affect their mental health, social and curricular performance (Thawabieh & Qaisy 2012).

In terms of academic achievement, students assume that achieving outstanding academic results will make it easier for them to compete for future jobs (Md. Daud & colleagues, 2016). Competition to good academic grades has a negative impact on students because they will feel stressed to excellent results (Nor & Ily, 2020). Academic outcomes and a burden of work are a stressor (Saad & colleagues, 2018). In addition, students desire to outstanding results in academic (Nurul & Isha. 2017). It can be said that even though students are under pressure they feel good academic achievement is a necessity to themselves for the benefit of the future.

Looking at the academic achievements of the SPM achievement grades in 2020 is worrying as the achieving of SPM's excellent degrees in those grades by 2020 is low. This is proven when brilliant grades (A+, A and A-) were only 13,407 (15.7%) of the candidates alone out of 85,397 candidates. For grades of honour (B+, B and B-) there were 25,789 (30.2%) while the highest grade achievement was at grades (D & E) 40,307 (47.2%) (KPM, 2020). It can be concluded that SPM achievement grades in 2020 need to be taken into consideration to enhance the brilliant grade in the future.

Entrepreneurship Element

According to Kolb's Theory of Experiential Learning, the learning experience involved directly by the student will produce new knowledge and knowledge (Kolb, 1984). Besides, the element of entrepreneurship in the Business subjects is also a new science because the subject is not taught when students are in the lower middle. (KPM, 2017). It is said that the element applied in the upper secondary DSKP is a new science to students.

One of the government's efforts in facilitating entrepreneurship is to organize various programmes such as workshops by encouraging creativity in the context of enterprise (Barba & Atienza, 2016). In addition, in the field of curriculum, the government has implemented the application of entrepreneurship education across curriculum in subjects taken at various levels of education (Syahrir, 2017). The Tunas Niaga program developed by the government is also one of the positive initial actions to provide education on guidance and entrepreneurship (Norashidah & colleagues, 2009).

Thus, KPM has taken the initiative of exposing to students starting from pre-school students when aware of the importance of the field of entrepreneurship through the curriculum developed in the DSKP since 2017 by linking the entrepreneurial elements of each learning topic related to the EMK section (Siti & Nurfaradila, 2021). The science of entrepreneurial education has been exposed to high school students for over 30 years (Rosna & Norasmah, 2018). The culture of entrepreneurship is implemented so that the country's goal of becoming a progressive country in the development and economic growth of the country is continuously achieved. Furthermore, the measure of exposing students to the field of entrepreneurship can help in increasing the number of students who choose entrepreneur as their career (Kelvin & Norasmah, 2022). Fourth grade students in Terengganu have a high tendency in the field of entrepreneurship (Wan & colleagues, 2016). Therefore, it can be concluded that the element of entrepreneurship is important to apply to students in order to enhance their entrepreneurial knowledge.

Study Method

Study Design

This study uses a quantitative method. The quantitative method is used because it can measure the variables of the study through statistical and numerical data (Ghazali & Sufean, 2016). The selected study location is in the interior of Keningau by choosing a secondary school in an interior area as the location of the study. Based on the 2020 SPM analysis of the study location, achievement of the excellent grade of SPM Business subjects is low. This is proven when brilliant grades (A+, A and A-) are only 2 (4.26%) candidates out of 60 candidates. For grades of honour (B+, B and B-) there were 16 (34.04%) while the highest grade achievement was at grades (D & E) 29 (61.7%). Out of the 60 registered candidates, only 47 candidates are in the business paper. Average Graduate Points (AGPS) for Business subjects is also low at 5.94. It can be concluded that SPM achievement grades in 2020 should be taken into account in order to improve achievements of brilliant grades. Therefore, in order to conduct this study the business subject grade of the respondent will be described to four levels namely excellence (A+, A and A-), Honour (B+, B and B-), Pass (D & E) and Failure (F & G).

Study Sample

There are 84 students taking Business courses at the study site. 25 students are in the fifth grade and are not allowed to participate in the study because they are SPM candidates. Therefore, only 59 students are the target group for this study. Based on the Krejcie & Morgan (1970) table, the corresponding size was 48 students, with the addition of six students making the total survey respondents 54 people. Adding survey respondents will reduce the risk of misjudgment and results will be more reliable (Creswell, 2014). Respondents had similar educational backgrounds and lived in an area close to the study location. Thus, respondents could provide accurate information to investigate the level of learning stress and the relationship between learning stresses and achievement of Business subjects grades in applying the element of entrepreneurship among high school students.

Study Tool

The study uses the questioning method to answer the objectives of the study. The questionnaire is one of the methods of obtaining data in order to obtain information about the study participants (Creswell, 2014). The survey question tool can produce reliable and consistent items (Chua Yan Piaw, 2014). All survey questions using a five-point Likert scale (Rensis Likert, 1960). Five levels and pressure scales are as in table 1.

Table 1

Levels and Pressure Scale

Level	Scale
No Pressure (0%)	1
Low Pressure (50 to 62%)	2
Moderate Pressure (63 to 75%)	3
High Pressure (62 to 88%)	4
Very High Pressure (89 to 100%)	5

The questionnaire form contains two parts: Part A (Study Participant Information) and Part B (Learning Pressure). Part A contains six questions to get information about age, gender, race,

place of residence, grades of achievement and levels of learning stress. Part B deals with learning stress of 10 question items to measure the learning stress experienced by business students. This instrument has been adapted and modified from the Nor and Ily study (Survey, 2020; Siti Khalilah study, 2009).

A total of two faculty members consisting of pre-university professors and business teachers were referred to obtain expert validation of the survey item before the survey question was given to the respondents. Specialists have 18 years of experience teaching Business subjects and teachers of SPM Business Subjects who have 7 years of teaching experience. Experts agreed to use these study instruments for the purpose of investigating the relationship between learning stress and achievement of Business subjects grades in applying element of entrepreneurship to high school students.

To ensure that the questionnaire items are trusted and accepted or require modification, a pioneering study is carried out (Najib, 2003). Then, about 30 students were selected to respond to the pioneering study. The proposed selection of the pioneer survey respondents is as many as 10 to 30 people is enough (Isaac & Michael, 1995). The Alpha Cronbach value obtained from the 0.830 pioneer study indicates an excellent level of reliability with a high level of consistency. It is said that questionnaire items are suitable for use in real studies. The value of validity is 1. Validity above 0.80 says the survey item is good and is able to give accurate feedback to the study title (Sekaran, 1982).

Table 2
Alpha Cronbach Score and Confidence Level

Alpha Cronbach Score	Confidence Level
0.8 to 1.0	Very good and effective with a high level of consistency
0.7 to 0.8	Good and acceptable
0.6 to 0.7	Acceptable
<0.6	Item needs to be repaired
<0.5	Item to be dropped

(Bond & Fox, 2015)

Inference analysis is used to describe the relationship between variables studied in this study using Spearman Rho's method. The results of the analysis of the variables studied in the study will be measured on the basis of the rule of thumb guidelines as shown in table 3 below:

Table 3
Guilford's Rule of Thumb Measurement Scale

Strength of Relationship	Interpretation
Less Than .20	Hardly any connection
.21 to .40	Small or low ratio
.41 to .70	Moderate connection
.71 to .90	Strong or high connection
More than .91	Very strong or high relationship

(Guilford, 1956)

The data will be quoted using an online form that uses the google form link after the school session. Data quotation is expected in November. The data will be analyzed using the SPSS

27.0 application. The results of the study will use Spearman Rho's descriptive analysis and inference analysis.

Access and Discussion

Learning Pressure Level

Respondent learning stress levels were described through four levels: very high (89 to 100%), high (62 to 88%), moderate (63 to 75%) and low (50 to 62%). The descriptive results as shown in Table 3a showed that the majority of students were at the middle level with 46 people equal to 85.2%, followed by 4 people equivalent to 7.4% at the low stress level, the next number was 3 people corresponding to 5.6% at the high stress level and only one (1.9%) at the learning stress level in the Business subjects of high school students.

Table 3a

Descriptive Analysis of Learning Pressure Levels

Learning Pressure Level	Frequency	Percent(%)
Very High (89 to 100%)	1	1.9
High (62 to 88%)	3	5.6
Moderate (63 to 75%)	46	85.2
Low (50 to 62%)	4	7.4

Table 3b shows the interpretation of min scores used as a reference for the reading level of min values for a descriptive analysis of the learning stress level of high school Business subjects students. This analysis is described in the form of frequency values, percentages, min values and default fractions. Each of them is described in detail. Overall, the number of valid respondents was 54. The overall analysis results were measured based on the interpretation of the min score value adapted from Sumarni & Zamri (2018) based on a 5-point likert scale.

Table 3b

Interpretation of Min Scores

Score Min	Level
1.00 to 2.33	Low
2.34 to 3.67	Moderate
3.68 to 5.00	High

(Sumarni & Zamri, 2018)

Table 3c displays a descriptive analysis of min and the default fraction of the learning stress level. Results show that min is at a moderate level for learning stress with a score (Min=2.907, SP=0.484) for high school students in Business subjects. The information in detail is as in the table below :

Table 3c

Min and Standard Deviation Levels of Learning Pressure

Variables	Min	Standard Deviation	Level
Learning Pressure	2.907	0.484	Moderate

The 3d table, shows a descriptive analysis of each item of the learning stress level. The learning stress level is at a moderate level with a recorded min score of 2.907 and a standard deviation of 0.484. Item B5 (I'm worried about the final semester results) recorded the highest percentage of 77.8% (42 students). The item that recorded the second highest percentage was item B7 (I need to receive complex new learning in a short time) with a percentages of 72.3% (39 student). Next, for item B4 (my relationship with classmates is not good) is no stress with a percentage of 31.5% (17 student). This shows that the level of student learning stress is moderate in relation to academic and related relationships in the classroom is good because students do not experience pressure toward relationships with classmates.

The findings of this study are supported by a study by Noraida & colleagues (2016) showing that the level of learning stress is at a moderate level. Besides, the analysis of item B5 (I'm worried about the final semester results) recorded the highest percentage of 77.8% (42 studenta). This revenue is consistent with the study of Md Daud & colleagues (2016) showed that the need for outstanding academic achievement led to increased levels of learning stress. The results of this study also match the study by Sri Nurhayati and colleagues (2020) that the level of learning stress has an impact on the mentality of students.

Table 3d

Descriptive Analysis of Learning Pressure Level Items

Item	Statement	NP no.	%	LP no.	%	MP no.	%	HP no.	%	VHP no.	%
B1	I'm not comfortable with the atmosphere in the classroom	1	18.5	36	66.7	7	13	0	0	1	1.9
B2	The given rest period is too short / insufficient	1	14.8	34	63	7	13	4	7.4	1	1.9
B3	I'm under pressure for not reaching the desired level of success	1	7.4	9	16.7	14	25.9	24	44.4	3	5.6
B4	My relationship with classmates is not good	17	31.5	24	44.4	12	22.2	1	1.9	0	0
B5	I'm worried about the end of the semester.	0	0	1	1.9	11	20.4	33	61.1	9	16.7
B6	I repeat the study at the end of the day.	1	1.9	4	7.4	10	18.5	37	68.5	2	3.7

B7	I need to receive a new complex learning in a short time	1	1.9	5	9.3	8	14.8	37	68.5	3	5.6
B8	I'm not enthusiastic about learning in class.	5	9.3	16	29.6	25	46.3	6	11.1	2	3.7
B9	I'm not enthusiastic about learning in class.	4	7.4	18	33.3	20	37	9	16.7	3	5.6
B10	I have a Financial problem	4	7.4	8	14.8	32	59.3	6	11.1	4	7.4
Min Score		2.907									
Standard Deviation		0.484									

Level of Achievement Business Subject Grade Responden

The respondent's business subject grade income is described in four levels namely grades of excellence (A+, A and A-), Honour (B+, B and B-), Pass (D & E) and Failure (F & G). The results showed that a total of 28 people equal to 51.9% received grades of honour (B+, B and B-) in Business subjects, followed by 20 people equivalent to 37% Graduated (D & E), a further number of 3 people corresponding to 5.6% obtained excellent grades (A+, A and A-) and three people failed (F & G) in Business Subjects as in Table 3e below.

Tablel 3e
Descriptive Analysis Grade Business Subjects Responden

Business Subject Grades	Frequency	Percent(%)
Excellent (A+, A dan A-)	3	5.6
Honour (B+, B dan B-)	28	51.9
Pass (D & E)	20	37.0
Fail (F & G)	3	5.6

Table 3f displays a descriptive analysis of the min and default fractions of the level of achievement of the Business subject grade. Results show that min is at a moderate level for the level of achievement of the Business subject grade with a value (Min=2.430, SP=0.690). The detailed information is as in the table below:

Table 3f

Min and Standard Variation of Achievement Levels of Business Subjects

Variable	Min	Standard Deviation	Level
Achievement Levels of Business Subjects	2.430	0.690	Moderate

Ho1: There's no connection between learning pressures to academic achievement of business high school students.

Spearman Rho's collateral analysis results for testing the significant relationship between learning stress and business high school students' achievements are as shown in Table 3g below. The results showed that the learning stress had no direct connection significantly to the academic achievement of Business Graduation points of high school students with a score ($r = -.006$, $k > .05$). In conclusion, there is no significant correlation between the stress of learning and the academic achievement of business high school students. It shows that these two factors are not related. The null hypothesis of Ho1 is acceptable.

Table 3g

Spearman Rho's Analysis of Collaboration Between Learning Pressure and Academic Achievement

Factor	Learning Pressure		
	N (Number)	Significant Value	Correlation Value
Academic Achievement Business Subject	54	.965	-.006

* $k < .05$

Conclusion

The stress level of high school business students is at a moderate level. Students who earn excellent grades are low. The element of entrepreneurship has been implemented since 2016 through the Business curriculum. Although Spearman Rho's results found that learning stress had no significant relationship with high school students' achievements in business subjects grades, previous studies showed that there was a significant relationship between levels of learning stress and academic achievement.

Following this study suggests a number of proactive steps can be taken to improve achievement of excellent grades by organizing various entrepreneurship programmes at the school level to expose students to the elements of enterprise. This can help in improving academic achievement and can indirectly help in applying the element of entrepreneurship. Next, it can reduce the level of learning stress students because they need to receive new

complex learning in a short time. The percentage record for this question item is the second highest.

In the future, an advanced study that can be undertaken is to study the level of learning stress of business students in high school students in urban areas. Advanced study is needed to help improve the student's performance as they are the future leaders in entrepreneurship.

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