



The Relationship Between Self Management and Academic Stress of Bachelor Students Faculty of Psychology

Shella Monica Santoso^{1*}, Susana Prapunoto²
^{1,2} Satya Wacana Christian University, Salatiga, Indonesia



DOI: <https://doi.org/10.46245/ijorer.v5i2.570>

Sections Info

Article history:

Submitted: January 29, 2024
Final Revised: February 21, 2024
Accepted: February 21, 2024
Published: March 7, 2024

Keywords:

Academic stress;
Graduate;
Self-management.



ABSTRACT

Objective: This research aims to determine the correlation between self-management and academic stress among undergraduate students of the Faculty of Psychology at Satya Wacana Christian University. **Method:** The method used in this research is a quantitative method with a correlational design. The population in this study consists of 1238 active undergraduate students of the Faculty of Psychology at Satya Wacana Christian University. Meanwhile, 147 active undergraduate students of the Faculty of Psychology at Satya Wacana Christian University were used as research participants. The sampling technique employed is simple random sampling. **Result:** The research findings indicate a relationship between self-management and academic stress among undergraduate students of the Faculty of Psychology at SWCU. This suggests that high self-management among students is associated with low academic stress experienced by students of the Faculty of Psychology at SWCU. Conversely, low self-management among students is also associated with high academic stress experienced by students of the Faculty of Psychology at SWCU. **Novelty:** This research was selected because of its high relevance for psychology scholars. Understanding and maintaining mental health is crucial for them so that in the future, they can effectively assist others and optimize the psychological knowledge acquired during their studies.

INTRODUCTION

Law Number 12 of 2012 on Higher Education, Article 13, paragraph 1, states that students, as part of the Academic Community, are positioned as mature individuals expected to have self-awareness in developing their potential at the University to become intellectuals, scientists, practitioners, or professionals. One of Satya Wacana Christian University's (SWCU) visions is to shape a magisterium et scholarium university to create a creative minority for the development and renewal of Indonesian society and the nation. This is realized through various strategic activities for students to develop their talents and interests. The high motivation of SWCU students in organizing is reflected in the involvement of students in 14 faculties in student organizations. Moreover, there is a demand for fulfilling points in student activities, extracurricular activities, seminars, and training, which must be met by students as graduation requirements. The activity programs provided at SWCU become targets for students to enhance productivity during their academic years.

Apart from lectures, other activities pose challenges for students, such as additional burdens and demands besides academic tasks. Students must manage their time between lectures and extracurricular activities or organizations. Lack of self-management skills can negatively impact the learning process and cause stress. Stress can affect students' academic performance, with higher stress levels associated with lower academic achievements. Stress in students can also lead to fatigue, headaches,

sleep disturbances, difficulty concentrating, and reluctance to complete tasks—all of which can disrupt the learning process and result in a decline in academic performance (Octasya & Munawaroh, 2021).

Stress is pressure from the burdens one carries, causing concerns about unmet self-expectations. Five aspects of stress, namely learning pressure, task burdens, concerns about grades, self-expectations, and despair. Academic stress is an unpleasant condition that arises from the demands placed on students in the form of exams, maintaining health and academic life, competing with peers, meeting the academic expectations of teachers and parents, and one's academic expectations (Aihie & Ohanaka, 2019). High academic stress can disrupt students' well-being; students should apply positive psychology in their lives, but due to stress, they often focus on negative aspects (Febriana & Simanjuntak, 2021). Ambarwati et al. (2019) stated that increased stress can affect academic abilities and performance. However, it can also positively impact creativity and personal development if stress remains within individual capacity limits. Potter & Perry (2005) mentioned several significant student stressors, including health conditions, poor time management, decreased learning motivation, social environment, non-social environment, and the learning process.

Self-management is a behavioral skill in controlling one's actions, thoughts, and emotions, enabling the comparison of one's behavior with others and appreciating oneself when specific performance standards have been achieved or surpassed. The three dimensions of self-management are self-monitoring, self-evaluating, and self-reinforcing. Self-management skills can reduce anxiety and improve students' learning habits. Asmara (2021) and Kadir et al. (2023) also provide additional information that self-management can enhance students' responsibility in learning and prevent the emergence of maladaptive behavior. Conversely, poor self-management behavior can lead to stress (Sholikhah et al., 2020) and non-compliance. From the research conducted, self-management is essential, especially for students. Good self-management will help students optimize their potential, take responsibility for their actions, and minimize the onset of stress.

Jannah (2020) states self-management is an effective program strategy for managing individual study stress. Muthmainnah (2022) showed that stress can have negative impacts, but applying self-management aspects such as self-motivation, self-organization, self-control, and self-development can help reduce these negative impacts. Vania et al. (2019) found that group counseling services with self-management techniques can reduce academic stress among students. In Wibowo et al.'s research (2021) on the influence of achievement motivation, self-adjustment, and time management on the level of stress among students at FIK UNIMED, it was found that achievement motivation, self-adjustment, and time management all significantly contribute to the level of stress among FIK UNIMED students. However, time management has the most minor contribution at 31.00%, compared to achievement motivation at 46.00% and self-adjustment at 35.00%.

Preliminary research conducted at the Faculty of Psychology, SWCU, shows that most students feel burdened by tasks, are concerned about grades, and have expectations for themselves. Some students also feel they need more lecture tasks and are concerned about grades and self-expectations. This phenomenon prompted the researcher to study self-management and stress in undergraduate students in the Faculty of Psychology at SWCU. This research is expected to provide the basis for developing action programs for students, supporting them in completing their studies

successfully and enhancing their productivity. Research on self-management and academic stress among students in the Faculty of Psychology at SWCU is the first of its kind at this University. It is expected to be a foundation for nurturing students' self-management skills through related aspects.

Research by Rochani et al. (2024) and Djoar (2024) asserts that self-management has a positive and significant influence as a mediating variable between stress and achievement motivation. This study aligns with the findings of Pontes et al. (2024) and Delvia et al. (2023), indicating a significant negative relationship between self-management and academic stress, with higher self-management skills associated with lower stress levels. While numerous studies have explored self-management and academic stress, there is a need for more research employing simple random sampling techniques. Additionally, studies on self-management and academic stress have yet to utilize samples exclusively from the psychology faculty. Therefore, this research is crucial for psychology graduates to comprehend and maintain their mental well-being, enabling them to effectively assist others and optimize the psychological knowledge gained during their studies. The hope is that psychology graduates can be models in stress management and effective self-management.

RESEARCH METHOD

This research employs a quantitative method. The population in this study consists of active undergraduate students in the Faculty of Psychology at SWCU, totaling 1238 students. The subjects involved in the research amount to 147, meeting the criteria as undergraduate students at SWCU. Subject selection is based on the simple random sampling technique, involving the random selection of sample members from the population without considering the strata present in that population (Sugiyono, 2019). Data is collected using The Self-Control and Self-Management Scale (SCMS) to measure self-management and the Educational Stress Scale for Adolescents (ESSA) to measure stress. The SCMS, developed by Mezo (2009), is structured based on self-monitoring, self-evaluating, and self-reinforcing. The self-management scale consists of 16 statement items with a reliability of 0.66, where the Bonferroni correction indicates an acceptable reliability score. The Educational Stress Scale for Adolescents (ESSA), developed by Sun et al. (2011), is based on five aspects: pressure from study, workload, worry about grades, self-expectation, and despondency. ESSA comprises 16 items with a reliability value based on the Intraclass Correlation Coefficients (ICC), obtaining a reliability score of 0.78. The data analysis technique for this research uses the Pearson product-moment correlation test to examine the correlation between self-management and academic stress.

RESULTS AND DISCUSSION

Results

Descriptive Analysis Test

Table 1. Categorization of self-management.

Category	Interval	Frequency	Percentage
Very High	42.00-50.00	44	30.00%
High	34.00-42.00	85	58.00%
Moderate	26.00-34.00	16	11.00%
Low	18.00-26.00	2	1.00%

Category	Interval	Frequency	Percentage
Very Low	<18.00	0	0.00%
Total		147	100.00%
Mean = 61.05	SD = 0.98	Min=38	Max=78

By examining Table 1, the results of the descriptive analysis revealed that, overall, the level of self-management among active undergraduate students in the Faculty of Psychology at SWCU is categorized as high (58.00%) for 85 individuals, very high (30.00%) for 44 individuals, moderate (11.00%) for 16 individuals, low (1.00%) for two individuals. There are none in the category of deficient (0.00%). Next, Table 4.3 will present the categorization of academic stress measurements.

Table 2. Categorization of academic stress.

Category	Interval	Frequency	Percentage
Very High	67.20-80.00	12	8.00%
High	54.40-67.20	44	30.00%
Moderate	41.60-54.40	69	47.00%
Low	28.80-41.60	20	14.00%
Very Low	<28.80	2	1.00%
Total		147	100.00%
Mean = 52.22	SD = 11.20	Min=18	Max=80.00

By examining Table 2, the results of the descriptive analysis revealed that, overall, the level of academic stress among active undergraduate students in the Faculty of Psychology at SWCU is categorized as moderate (47.00%) for 69 individuals, high (30.00%) for 44 individuals, low (14.00%) for 20 individuals, very high (8.00%) for 12 individuals, and deficient (1.00%) for two individuals.

Hypothesis Test

Table 3. Hypothesis testing of self-management on academic stress in undergraduate psychology students at SWCU.

		Pressure From Study	Workload	Worry About Grades	Self Expectation	Despon- Denny
Self Monitoring	Pearson	.12	.11	.28**	.11	.00
	correlation	.07	.08	.00	.08	.45
	Sig. (1-tailed)					
Self Evaluating	Pearson	-.34**	-.26**	-.09	-.14*	-.41**
	correlation	.00	.00	.13	.04	.00
	Sig. (1-tailed)					
Self Reinforcing	Pearson	.13*	.10	.17*	.18*	.03
	correlation	.04	.10	.01	.01	.33
	Sig. (1-tailed)					

The variables in this study, self-management and academic stress, are constructed by several aspects. The self-management variable consists of self-monitoring, self-evaluation, and self-reinforcing. Meanwhile, the academic stress variable is constructed

by five aspects: pressure from study, workload, worry about grades, self-expectation, and despondency.

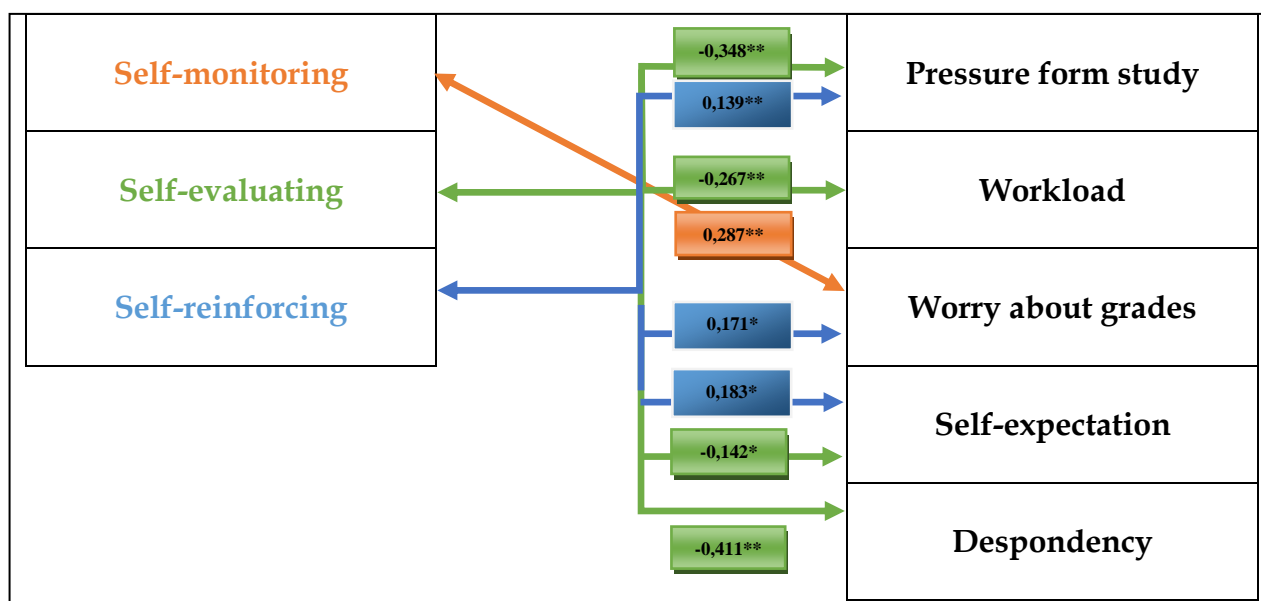


Figure 1. The relationship between aspects of self-management and aspects of academic stress.

This research found that aspects of self-management show a relationship with aspects of academic stress. It can be concluded that the null hypothesis determined in this study has been proven. Self-management has a positive relationship with academic stress, namely self-monitoring. The research found that self-monitoring has a significant positive relationship with worry about grades. Other results also revealed a negative relationship between the aspect of self-management and the aspect of academic stress, namely self-evaluating. Self-evaluation has a significant negative relationship with pressure from study, workload, self-expectation, and despondency. Another aspect of academic stress, self-reinforcing, is positively related to self-management. Self-reinforcing has a significant positive relationship with pressure from study, meaning that the higher the self-reinforcing, the higher the pressure from study. Conversely, the lower the pressure from the study, the lower the self-reinforcing. Self-reinforcing also has a significant positive relationship with worry about grades. This indicates that the higher the self-reinforcing, the higher the worry about grades. In other words, the lower the worry about grades, the lower the self-reinforcing. Other results show that self-reinforcing has a significant positive relationship with self-expectation, meaning that the higher the self-reinforcing, the higher the self-expectation, and the lower the self-expectation, the lower the self-reinforcing.

Discussion

Based on the research, the results show that the hypothesis of this study is accepted. Therefore, it indicates a negative correlation between self-management and academic stress in students at the Faculty of Psychology, SWCU. The results of this research are consistent with the study by Sari (2019), indicating a negative correlation between self-management and academic stress in health science students. The study results for each aspect of each variable indicate that as students' anxiety levels increase, they tend to engage in self-monitoring, meaning that students are still willing to demonstrate self-

monitoring. This is in line with the research of Munawaroh et al. (2023), Nuriyyatiningrum et al. (2023), and Fachrozie et al. (2021), which suggest that monitoring or self-observation can help students regulate their abilities, thereby overcoming anxiety that may lead to academic stress. However, the results of this study also show that when facing academic stress aspects, including pressure, academic workload, low expectations, and high despondency, students tend to exhibit low self-evaluation. This means that when students experience academic stress, they are still willing to self-monitor; however, their self-evaluation is low. On the other hand, in other aspects of the academic stress variable, students experiencing pressure, anxiety, and low self-expectations tend to engage in self-reinforcing behaviors.

Students who have good self-evaluation tend to have lower pressure. Interestingly, students with a high academic workload tend to have low self-evaluation. Students with high self-evaluation have a low academic workload. This research also found that students with high self-evaluation have low expectations of themselves. However, students with low self-evaluation tend to have high expectations of themselves. This aligns with the research of Priskila and Savira (2019), which suggests that students who can plan, monitor, and evaluate themselves will have good self-management, understanding of what is happening within themselves, and how they respond and introspect. These results imply that self-evaluation is a critical process to instill in students, especially psychology students. The study showed that self-evaluation is crucial in improving individual academic quality and reducing pressure and academic burdens.

In contrast, students with high feelings of despair tend to have low self-evaluation. Conversely, students with low feelings of despair tend to have high self-evaluation. Consistent with these findings, Shiddiq and Rizal (2021) also found that self-evaluation helps students manage their learning, improve achievement, and avoid feelings of despair. Students with high pressure, academic workload, difficulty meeting expectations, and high feelings of despair tend to have low self-evaluation (Gilbert et al., 2023; Ibrahim, 2023; Ma et al., 2023). On the other hand, some students with high self-evaluation tend to show low pressure, academic workload, low expectations, and low feelings of despair. Students who self-evaluate can determine appropriate learning strategies to reduce academic stress. Meanwhile, students with high pressure, anxiety, and high expectations tend to exhibit high self-reinforcing behaviors. Similarly, students with low pressure, anxiety, and low expectations tend to show low self-reinforcing behaviors as well. B.F. Skinner's reinforcement theory states that individual behavior is a function of its consequences, whether positive reinforcement (reward) or negative reinforcement (punishment). Timely reinforcement can help students overcome psychological impacts related to their academics.

In general, the findings of this research are consistent with the study by Muthmainnah (2022), which states that self-management is related to academic stress, where self-management can help reduce the negative impact of academic stress. Variations in students' attitudes toward self-management can create two or more different dynamics in the psychology faculty. Students suspected of having a positive self-concept tend to prefer self-evaluation, resulting in low academic pressure, workload, expectations, and despair. The better the self-concept of students, the higher their self-esteem, resulting in low self-evaluation (Lubis et al., 2022). On the other hand, students suspected of having a negative self-concept typically show low self-evaluation, leading to high academic pressure, high academic workload, low expectations, and high

despair. Similarly, students suspected of having a negative self-concept tend to prefer self-reinforcing when facing pressure, anxiety about grades, and low expectations.

This research identified a relationship between self-monitoring and worry about grades. This aligns with the study conducted by Sholikhah et al. (2021), indicating that self-monitoring behavior is related to academic stress, where individuals monitor themselves before taking action, reducing the emergence of stress. Students who try to self-monitor every action, thought, and emotion during lectures will focus more on retaining information, effectively addressing worries about grades. Furthermore, the research mentions a relationship between self-evaluation and pressure from the study. This means that students who compare themselves to others as a benchmark in behavior, through self-evaluation, can reduce learning pressure, thereby avoiding the onset of academic stress. Additionally, self-evaluation is also related to workload. When students have a workload, whether at home, in lectures, in organizations, or even at work, but they have good self-evaluation, the workload can be managed well. Self-evaluation is also correlated with self-expectation, so students with good self-evaluation will likely have positive expectations or self-expectations. Moreover, self-evaluation is also correlated with despondency. Students with good self-evaluation can avoid feelings of despair, enabling them to achieve their set goals. These results are supported by the study of Purwanti and Fitriarsi (2022), which states that self-evaluation behavior is related to academic stress and is considered effective in reducing academic stress in students during online learning in the COVID-19 pandemic era.

Another result from this research also indicates a relationship between self-reinforcing and pressure from study. Students who can perceive every action they take, whether right or wrong, can help themselves reduce learning pressure through self-strengthening, such as giving rewards or punishments for their behaviors. The results are in line with Lydiani's research (2023), which suggests that adolescents with solid self-resilience through well-developed resilience attitudes can effectively cope with various academic pressures. Furthermore, a relationship was also found between self-reinforcing and worry about grades. This means that students who perceive every action they take, whether right or wrong, can help minimize their worries about grades through self-strengthening by providing rewards or punishments for their actions to achieve the highest grades. These findings are supported by the research of Khoirunnisak et al. (2023), which suggests that positive self-reinforcement is an effective technique in enhancing and maintaining behavior, thereby preventing individuals from worrying about their academic grades. Positive reinforcement is a behaviorist technique that prioritizes transforming negative behaviors into positive ones by providing praise, recognition, or rewards (Meilieyeni, 2023; Astutik, 2023). Additionally, the results revealed a relationship between self-reinforcing and self-expectation. Students with positive self-expectations in achieving goals certainly have good self-strengthening in perceiving every action they take, whether it is right or wrong, as an effort to reward or punish themselves. Students with good self-reinforcement will help optimize their potential, enabling them to take responsibility for their actions and minimizing the emergence of stress (Permatasari et al., 2021).

CONCLUSION

Fundamental Finding: Based on the results of the conducted research, it was found that there is a correlation between self-management and the level of academic stress among undergraduate students at the Faculty of Psychology, SWCU. This means that a high

level of self-management in students is associated with low academic stress, while students with low self-management tend to experience high academic stress. **Implication:** Students with high self-monitoring tend to have anxiety, whereas those with low self-monitoring tend to have low anxiety levels. On the other hand, students with high self-evaluation tend to have low-stress levels when facing pressure, academic workload, low expectations, and despondency. Conversely, students with low self-evaluation tend to have high-stress levels when facing pressure, academic workload, low expectations, and despondency. Meanwhile, students with high pressure, anxiety, and expectations tend to exhibit self-reinforcing behavior. On the contrary, students with low pressure, anxiety, and expectations also show low levels of self-reinforcing behavior. **Limitation:** This research is constrained by limited and less specific research sample selection. **Future Research:** The following research is expected to generate more specific and varied findings, as well as to develop the study on the relationship between self-concept, academic stress, and self-evaluation.

REFERENCES

- Aihie, O. N., & Ohanaka, B. I. (2019). Perceived academic stress among undergraduated student in a nigerian university. *Journal of Educational and Social Research*, 9(2), 56-65. <http://dx.doi.org/10.2478/jesr-2019-0013>
- Ambarwati, P. D., Pinilih, S. S., & Astuti, R. T. (2019). Gambaran tingkat stres mahasiswa. *Jurnal Keperawatan Jiwa*, 5(1), 40-47. <https://doi.org/10.26714/jkj.5.1.2017.40-47>
- Asmara, T. (2021). Meningkatkan tanggung jawab belajar melalui layanan bimbingan kelompok teknik manajemen diri. *Jurnal Prakarsa Paedagogia*, 4(1), 97-105. <https://doi.org/10.24176/jpp.v4i1.6471>
- Astutik, S.R. (2023). *Teknik reinforcement untuk meningkatkan motivasi pada anak autisme yang mengalami kesulitan menulis di sekolah luar biasa harapan putra bangsa*. Dissertation. Uin Kiai Haji Achmad Siddiq Jember.
- Delvia, Kadrianti, E., & Alam, A. (2023). Hubungan antara manajemen diri dengan stress pada mahasiswa dalam menyelesaikan tugas akhir di STIKES Nani hasanuddin makasar. *JMPK: Jurnal Ilmiah Mahasiswa & Penelitian Keperawatan*, 3(2), 136-143. <https://doi.org/10.35892/jimpk.v3i2.846>
- Djoar, R. K., & Anggarani, A. P. M. (2024). Faktor-faktor yang mempengaruhi stress akademik mahasiswa tingkat akhir. *Jambura Health and Sport Journal*, 6(1), 52-59. <https://doi.org/10.37311/jhsj.v6i1.24064>
- Fachrozze, R., Sofia, L., & Ramadhani, A. (2021). Hubungan kontrol diri dengan kecemasan pada mahasiswa tingkat akhir dalam menyelesaikan skripsi. *Psikoborneo: Jurnal Ilmiah Psikologi*, 9(3), 509-518. <http://dx.doi.org/10.30872/psikoborneo.v9i3.6495>
- Febriana, I., & Simanjuntak, E. (2021). Self regulated learning dan stres akademik pada mahasiswa. *Experientia: Jurnal Psikologi Indonesia*, 9(2), 144-153. <https://doi.org/10.33508/exp.v9i2.3350>
- Gilbert, W., Demanins, S. A., Bureau, J. S., Guay, F., & Morin, A. J. S. (2023). On the nature, predictors, and outcomes of undergraduate students' psychological distress profiles. *Learning and Individual Differences*, 108, 1-12. <https://doi.org/https://doi.org/10.1016/j.lindif.2023.102378>
- Ibrahim, S. A. (2023). Examining the relationship of school environment , self-concept , and workload with academic stress among young students of sudan. *Journal of Positive School Psychology*, 7(2), 12-22.
- Jannah, S. (2020). Efektifitas self-management program dalam mengelola stres belajar siswa di SMA Negeri 2 Banjarmasin. *Jurnal Inovasi BK*, 2, 18-24. <https://doi.org/10.30872/ibk.v2i1.644>

- Kadir, M., Thalib, S. B., &Latif, S. (2023). Pengaruh teknik manajemen diri dalam mereduksi perilaku prokrastinasi akademik siswa di sekolah menengah atas. *Pinisi: Journal of Art, Humanity & Social Studies*, 3(1), 193-201.
- Khoirunnisak, I., Nihayah, U., & Alghifahmy, A.F. (2023). Effort to increase self-esteem through positive reinforcement techniques for adolescent victims of divorce. *Al-Tazkiah: Jurnal Bimbingan dan Konseling Islam*, 12(2), 99-114. <https://doi.org/10.20414/altazkiah.v12i2.8795>
- Lubis, L., ., Abdurrahman, A., & Fazira, E. (2022). Connection management self-concept And social support with student confidence. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 7(1), 31-38. <https://doi.org/10.31538/ndh.v7i1.1890>
- Lydiani, S. (2023). Pengaruh self resilience terhadap ketangguhan sikap mahasiswa dalam menghadapi permasalahan hidup. *Sammajiva: Jurnal Penelitian Bisnis dan Manajemen*, 1(1), 57-70. <https://doi.org/10.47861/sammajiva.v1i1.105>
- Ma, X., Yang, Y., Yang, Y., & Cao, L. (2023). An investigation on the mental health of express employees - A case study of yunnan province. *Applied & Educational Psychology*, 4(1), 6-12. <https://doi.org/10.23977/appep.2023.040102>
- Meilieyeni, G. (2023). Implementasi positive reinforcement dalam meningkatkan kemandirian belajar peserta didik kelas viii smp al azhar 3 bandar lampung tahun ajaran 2021/2022. Dissertation. Uin Raden Intan Lampung.
- Mezo, P. G. (2009). The self-control and self-management scale (SCMS): Development of an adaptive self-regulatory coping skills instrument. *Journal of Psychopathology and Behavioral Assessment*, 31(2), 83-93. <https://doi.org/10.1007/s10862-008-9104-2>
- Munawaroh, L., Salam, A. Y., & Yunita, R. (2023). Pengaruh teknik self management terhadap stress akademik dan motivasi siswa tahfidz di SMA unggulan hafshawaty pesantren zainul hasan genggong. *Jurnal Ilmu Kesehatan Mandira Cendikia*, 2(11), 98-111.
- Muthmainnah, S. (2022). *Manajemen diri dalam menghadapi stres di masa pandemi pada mahasiswa yang bekerja*. Thesis. Institut Agama Islam Negeri (IAIN) Ponorogo.
- Nuriyyatiningrum, N. A. H., Zikrinawati, K., Lestari, P., & Madita, R. (2023). Quality of life of college students: The effects of state anxiety and academic stress with self-control as a mediator. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(1), 1-14. <https://doi.org/10.21580/pjpp.v8i1.14733>
- Octasya, T., & Munawaroh, E. (2021). Level of scademic stress for students of guidance and counseling at semarang state university during the pandemic. *ProGCouns: Journal of Professionals in Guidance and Counseling*, 2(1), 27-33. <https://doi.org/10.21831/progcouns.v2i1.40275>
- Permatasari, R., Noviandari, H., & Mursidi, A. (2021). Studi deskriptif dampak psikologis mahasiswa program studi bimbingan dan konseling universitas PGRI banyuwangi dalam penyusunan skripsi di masa pandemi COVID-19. *Jurnal Bina Ilmu Cendekia*, 2(1), 127-141. <https://doi.org/10.46838/jbic.v2i1.64>
- Pontes, A., Coelho, V., Peixoto, C., Meira, L., & Azevedo, H. (2024). Academic stress and anxiety among portuguese students: the role of perceived social support and self-management. *Education Sciences*, 14(2), 119. <https://doi.org/10.3390/educi14020119>
- Potter, P. A., & Perry, P. (2005). *Buku ajar fundamental keperawatan: konsep, proses, dan praktik*. EGC.
- Priskila, V., & Savira, S. I. (2019). Hubungan antara self regulated learning dengan stres akademik pada siswa kelas XI SMA negeri X Tulungagung dengan sistem full day school. *Jurnal Penelitian Psikologi*, 6(3), 1-7.
- Purwanti, N., & Fitriasari, A. (2022). Efektifitas manajemen diri terhadap stres dalam pembelajaran daring era pandemi COVID - 19 pada mahasiswa. *Jurnal ILKES (Jurnal Ilmu Kesehatan)*, 13(1), 48-62. <https://doi.org/10.35966/ilkes.v13i1.227>
- Rochani, R., Hanafi, S., & Yuhana, Y. (2024). Work stress and procrastination on self-management and academic performance of lecturers: Case Study at a Private University

- in Serang City, Indonesia. *Jurnal Pendidikan Indonesia Gemilang*, 4(1), 8-19. <https://doi.org/10.53889/jpig.v4i1.327>
- Sari, G. C. (2019). *Hubungan antara manajemen diri dan stres akademik mahasiswa kesehatan*. Dissertation. Universitas Mercu Buana Yogyakarta.
- Shiddiq, D. A., & Rizal, G. L. (2021). Hubungan self-regulated learning dengan stres akademik siswa SMA Kota Bukittinggi pada masa pandemi covid-19. *Attadib: Journal of Elementary Education*, 5(2), 171-181. <http://dx.doi.org/10.32507/attadib.v5i2.1024>
- Sholikhah, A., Widiarini, R., & Wibowo, P. A. (2021). Hubungan antara dukungan keluarga dan perilaku self-management dengan tingkat stres menjalani diet pada penderita diabetes melitus tipe 2 di kelurahan nambangan lor kecamatan manguharjo kota madiun. *J-KESMAS: Jurnal Kesehatan Masyarakat*, 6(2), 106-122. <https://doi.org/10.35329/jkesmas.v6i2.1874>
- Sugiyono, S. (2019). *Metode penelitian pendidikan (Kuantitatif, kualitatif, kombinasi, R&D dan penelitian pendidikan)*. Alfabeta.
- Sun, J., Dunne, M. P., Hou, X. yu, & Xu, A. qiang. (2011). Educational stress scale for adolescents: Development, validity, and reliability with Chinese students. *Journal of Psychoeducational Assessment*, 29(6), 534-546. <https://doi.org/10.1177/0734282910394976>
- Vania, N. R., Supriatna, E., & Fatimah, S. (2019). Penerapan konseling kelompok dengan teknik manajemen diri dalam rangka pengelolaan stres akademik peserta didik kelas VIII SMP. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 2(6), 250-265. <https://doi.org/10.22460/fokus.v2i6.3541>
- Wibowo, R., Hasibuan, S., & Valianto, B. (2021). Pengaruh motivasi berprestasi, penyesuaian diri dan manajemen waktu terhadap tingkat stres pada mahasiswa FIK unimed. *Jurnal Pedagogik Olahraga*, 7, 1-5. <https://doi.org/10.24114/jpor.v7i2.31227>

***Shella Monica Santoso (Corresponding Author)**

Departement of Psychology,
Universitas Kristen Satya Wacana,
Jl. Diponegoro 52-60, Salatiga, Central Java, Indonesia
Email: monicashella296@gmail.com

Dr. Susana Prapunoto, M.PSY.

Lecturer Departement of Psychology,
Universitas Kristen Satya Wacana,
Jl. Diponegoro 52-60, Salatiga, Central Java, Indonesia
Email: susana.prapunoto@uksw.edu
