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## **The Relationship Between Self Efficacy And Social Support with Stress in Students who are Working on Their Final Project (Case Study of Students of Public Health Study Program of Undana FKM)**

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### **ABSTRACT**

**Background:** Higher education in Indonesia is very important to form quality human resources. Students, as the main part of higher education, often face great demands. Because of these various pressures and demands, students are a group that has a high potential for stress. Preparation of the final project is one of the stressors on students in the academic world.

**Purpose:** This study aims to determine the relationship between self efficacy and social support with stress in students of the Public Health Study Program, Faculty of Public Health, Nusa Cendana University who are working on their final project.

**Methods:** The type of research used in this study was an analytical survey with a Cross Sectional research design and the number of samples in this study consisted of 66 students from the class of 2020 who were selected using simple random sampling technique. The data analysis technique uses the Chi-square statistical test with a significance level of  $\alpha = 0.05$ .

**Results:** The results obtained show that there is a relationship between self efficacy (p-value = 0.001) and social support (p-value = 0.000) with the stress of students who are doing their final project.

**Conclusions:** It can be concluded that final year students face various challenges and pressures in the process of preparing their final project, which often lead to significant levels of stress. Factors such as self-efficacy and social support play an important role in influencing academic stress levels. High self-efficacy can help students feel more confident and capable of facing various difficulties, while social support from family, friends, and the surrounding environment can provide a sense of comfort and reduce the emotional burden they feel. Students of the Public Health Study Program of FKM Undana who are working on their final project are advised to increase self-confidence, seek social support, and manage stress through time management, adequate rest, and healthy eating and sleeping patterns. The faculty is expected to provide stress management programs, counseling, and support groups, and improve guidance services. This research can also be used as a reference for further studies on stress in students.

**Keywords:** Self Efficacy; Social Support; Stress

## INTRODUCTION

Higher education in Indonesia is an important stage in the formation of superior and competitive human resources. Students are the main pillars of higher education institutions that are considered as agents of change that will shape the future of the nation. Students are individuals who study in higher education for several years and must work hard during their studies. Society's view of students and their college years makes students have a lot of academic demands (1) Students who are pursuing higher education are required to complete their studies in accordance with the predetermined time.

The preparation of the final project is the final phase of the study and is an important and often stressful process if not planned properly. For students, it turns out that the preparation of the final project is not a light thing. The student's study journey can be stalled or perhaps hampered when preparing the final project. Students initially have enthusiasm and also high motivation and interest in preparing a thesis, but this situation can decrease along with the difficulties experienced by students during the preparation of the final project. The various difficulties encountered often make students experience stress which can ultimately cause delays in completing their studies (2).

Stress is a natural response to physical, mental, or emotional pressure. It is part of everyday life and cannot be completely avoided by anyone, including university students. Due to various pressures and demands, students are a group that has a high potential to experience stress. The preparation of the final project is one of the stressors for students in the academic world. Many students who are in the preparation of their final project feel heavy pressure which then develops into negative feelings, such as anxiety, stress, low self-esteem, frustration, and loss of motivation. The impact can lead to delays in preparing the final project and some even choose not to complete the final project for some time (3).

Based on data obtained from the results of a health survey conducted by The American College Health Association's National College Assessment (ACHA - NCHA) in 2022 on more than 54,000 college students in America, it was revealed that around 77% experienced moderate to serious psychological stress. 79% of students surveyed reported that they experienced moderate or high levels of stress in the past 30 days (4)

A survey on college students' mental health conducted by Best Colleges USA in April and May of 2022 on 1,000 college students in America, found that many students reported experiencing mental health symptoms almost daily over the past year, including stress (66%), anxiety (54%), and self-doubt (50%). Other worrying symptoms were also felt by most students, such as changes in sleep patterns (49%), fatigue (47%), decreased motivation (47%), and increased procrastination (46%). One in five (20%) said they had thought about (5). According to data obtained from a national household survey institute, the Indonesia-National Adolescent Mental Health Survey 2022, 15.5 million (34.9%) adolescents experience mental problems and 2.45 million (5.5%) adolescents experience mental disorders. Of that number, only 2.6% accessed counseling services, both emotional and behavioral (6)

A study (7) of 173 medical students who were working on their thesis at Malahayati University, Bandar Lampung in 2021, found that the level of stress that was more dominant in their experience was moderate stress level as much as 60.7% and severe stress level as much as 23.1%. Research conducted by (8) on Stress, Consumption Patterns, and Rest Patterns of Final Year Students of the Faculty of Public Health, Nusa Cendana University in 2019 with 71 final year students as respondents, reported that most respondents experienced severe stress, namely 52 people (73.23%) and the remaining 19 people experienced mild stress (26.77%).

One of the factors that influence the emergence of stress in final year students is self-efficacy. (9) states that students need to instill a belief in themselves that they can complete a certain task and this is called self-efficacy or self-efficacy. According to (Bandura, 1997 in Firnanda & Ibrahim, 2020), self efficacy refers to an individual's belief that they are able to succeed if there is a task they face. Someone with high self efficacy has various beliefs about their ability to manage, carry out, and solve problems related to the task at hand.

According to (11) self efficacy can have a positive influence on a person. Individuals who have high self efficacy will help them to be proactive, competitive and creative so that it can have an impact on improving learning outcomes, make it easier to make decisions and make choices with confidence and tend to work diligently and complete a task well. In the context of students who are preparing their final project, high self efficacy gives students the confidence that they are able to survive and adapt positively to various difficulties in preparing a thesis so that they will be able to bounce back despite failure (Utami & Helmi, 2017 in Handara et al., 2021). On the other hand, low self-efficacy results in students being unsure of their ability to complete the final project, causing endless laziness, worry and anxiety and ultimately increasing academic stress (13)

Research (14) states that the high level of stress experienced by students is due to low self-efficacy and vice versa. This shows that if students have self efficacy, it will be possible to reduce the stress that occurs. In previous research conducted by (15) it was found that self efficacy has a significant and negative effect on academic stress.

Apart from self-efficacy, another factor related to stress is social support. (Sarafino, 2011 in Karaman et al., 2019) said that social support can provide a sense of comfort and can help others feel better. (17) states that someone who gets good social support from their environment, will be able to perceive everything to be easier when experiencing events that make him depressed, so that the individual is able to overcome the stress experienced. So, it can be said that significant social support from family, friends and special people can affect individual academic stress levels.

This is in line with research conducted by (18), which states that social support from parents is one of the factors that influence academic stress in students. In another study conducted by (10) peer support also has an influence on academic stress experienced by students.

Based on the description, it is necessary to conduct research on self efficacy, social support and stress by conducting a study entitled "The Relationship Between Self efficacy and Social Support with Stress in Students Who Are Working on Final Projects (Case Study of Students of Public Health Study Program Fkm Undana)".

## METHOD

This study is an analytical survey research using cross sectional method conducted at the Faculty of Public Health, Nusa Cendana University Kupang. The population in this study were 204 students of the Public Health Study Program class of 2020 with a sample of 66 students. The sampling technique is Simple Random Sampling, namely random sampling without regard to a stratum and all populations have the opportunity to be selected. The types of data in this study are primary data, namely data taken directly by going to the field to conduct interviews using questionnaires that have been made and secondary data, namely data obtained from related agencies such as the Profile of the Faculty of Public Health, Nusa Cendana University Kupang. Data processing includes editing, coding, scoring, entry and tabulating. data analysis using chi square test. This study has also received ethical approval from the Research Ethics Committee of FKM Undana on May 27, 2024 Before participating, all respondents received complete information about the objectives, procedures, and benefits of this study and signed a consent form, which ensured that they understood and agreed to participate voluntarily. Respondents' identities were kept confidential by using identification codes and data was stored securely. Respondents were informed that they had the right to withdraw from the study at any time without negative consequences.

## RESULTS

### Characteristics Of Respondents

#### Gender

**Table 1.** Frequency Distribution of Respondents Based on Gender in Students of Public Health Study Program FKM Undana Class of 2020

No	Gender	Total	
		n	%
1	Male	20	30.3
2	Female	46	69.7
	Total	66	100

Source: Primary Data from Research Respondents 2024

Table 1 shows that the highest number of research respondents based on gender is female as many as 46 students (69.7%) compared to male respondents as many as 20 students (30.3%).

#### Age

**Table 2.** Frequency Distribution of Respondents Based on Age in Students Public Health Study Program FKM Undana Class of 2020

No	Age (Year)	Total	
		n	%
1	21	23	34.8
2	22	25	42.4
3	23	15	22.7
	Total	66	100

Source: Primary Data from Research Respondents 2024

Table 2 shows that the largest number of research respondents based on age is 22 years old, namely 25 students (42.4%), then age 21 as many as 23 students (34.8%), and the least is age 23 years, namely 14 students (22.7%).

### Specialization

**Table 3.** Frequency Distribution of Respondents Based on Specialization in Public Health Study Program Students of FKM Undana Class of 2020

No	Specialization	Total	
		n	%
1	EPID	8	12.1
2	AKK	18	27.3
3	PKIP	23	34.8
4	GKM	4	6.1
5	KLKK	13	19.7
Total		66	100

Source: Primary Data from Research Respondents 2024

Table 3 shows that the highest number of research respondents based on specialization is PKIP specialization as many as 23 students (34.8%), then AKK specialization as many as 18 students (27.3%), then KLKK specialization as many as 13 students (17.7%), Epidemiology specialization as many as 8 students (12.1%) and the least is GKM specialization, namely 4 students (6.1%).

### Univariate Analysis

#### Self Efficacy

**Table 4.** Distribution of Respondents Based on the level of Self Efficacy in Public Health Study Program Students FKM Undana class of 2020

No	Self Efficacy	Total	
		n	%
1	Low	38	57.6
2	High	28	42.4
Total		66	100

Source: Primary Data from Research Respondents 2024

Table 4 shows that of the 66 respondents, 38 people (57.6%) had low self efficacy and 28 people (42.4%) had high self efficacy.

#### Social Support

**Table 5.** Distribution of Respondents Based on the level of Social Support in Public Health Study Program Students FKM Undana class of 2020

No	Social Support	Total	
		n	%
1	Not Supportive	35	53.0
2	Support	31	47.0
Total		66	100

Source: Primary Data from Research Respondents 2024

Table 5 shows that of the 66 respondents, those who did not have social support were 35 people (53.0%) and those who had social support were 31 people (47.0%).

### Stress Level

**Table 6.** Distribution of Respondents Based on Stress Level in Public Health Study Program Students of FKM Undana class of 2020

No	Strss Level	Total	
		n	%
1	Medium	47	71.2
2	High	19	28.8
Total		66	100

Source: Primary Data from Research Respondents 2024

Table 6 shows that out of 66 respondents, no one had a mild stress level, there was a moderate stress level with a total of 47 people (71.2) and a severe stress level of 19 people (28.8).

### Bivariate Analysis

#### Relationship between Self Efficacy and Stress

**Table 7.** Chi-Square Test Results of the Relationship between Self Efficacy and Stress in Public Health Study Program Students of FKM Undana class of 2020

Program Students of PMT Chandra class of 2020							
Self Efficacy	Stress Level				Total		P-Value
	Medium		High				
	n	%	n	%	N	%	
Low	21	55.3	17	44.7	38	100	0,001
High	26	92.9	2	7.1	28	100	
Total	47	100	19	100	66	200	

Source: Primary Data from Research Respondents 2024

Table 7 shows that low student self efficacy with moderate stress levels is the most, namely 21 respondents (55.3%) compared to low student self efficacy with severe stress levels, namely 17 respondents (44.7%) then high student self efficacy with moderate stress levels is the most, namely 26 respondents (92.9%) compared to high student self efficacy with severe stress levels, namely 2 respondents (7.1%). The results of statistical test analysis using chi-square show that  $p\text{-value} = 0.001 < \alpha = 0.05$ , this indicates that there is a relationship between the variable self efficacy and stress in students of the Public Health Study Program, FKM Undana class of 2020 who are working on their final project.

#### Relationship between Social Support and Stress

**Table 8.** Chi-square Test Results of the Relationship between Social Support and Stress in Public Health Study Program Students of FKM Undana class of 2020

Social Support	Stress Level				Total		P-Value
	Medium		High				
	n	%	n	%	N	%	
Not Supportive	18	51.4	17	48.6	35	100	0,000
Support	29	93.5	2	6.5	31	100	

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Total	47	100	19	100	66	200
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Source: Primary Data from Research Respondents 2024

Table 4.8 shows that among students who did not get social support, most experienced moderate stress, namely 18 people (51.4%) compared to those who experienced severe stress, namely 17 people (48.6%). In contrast, among students who received social support, most experienced moderate stress, namely 29 people (93.5%), while only a few experienced severe stress, namely 2 people (6.5%). The results of statistical test analysis using chi-square show that  $p \text{ value} = 0.000 < \alpha = 0.05$ , this indicates that there is a relationship between social support variables and stress in students of the Public Health Study Program of FKM Undana class of 2020 who are working on their final project.

## DISCUSSION

### Relationship between Self Efficacy and Student Stress

According to (19) what affects the occurrence of stress in a person is social support, self efficacy, and a person's self control over events that occur in his life. (20) also stated that academic stress is influenced by internal factors consisting of motivation, hardiness, and self-efficacy; and external factors consisting of social support. In addition, (16) argue that factors that influence academic stress are coping, self efficacy, emotional intelligence, and life satisfaction. From these descriptions, based on several opinions, it is known that self efficacy is one of the factors that influence a person's stress.

Self efficacy is an individual's belief in his or her ability to achieve the desired goal. Bandura & Wood define self-efficacy as a belief in an individual that is able to encourage motivation, improve cognition, and determine actions according to situations and conditions (21). Self efficacy is important for final year students. Self efficacy can be interpreted as belief and confidence in one's own ability to succeed in certain situations or goals. In the context of final year students, self-efficacy is important because they are facing more complex academic tasks and greater challenges. By having high self-efficacy, they can face these tasks more confidently and effectively. Belief in their own abilities will help the learning process for students so that they will achieve the targets or goals they dream of. Students who have high self-efficacy will be more confident in their abilities and become more focused on what they are doing.

According to the researchers, this can occur because of the high academic demands on final year students who are working on their final project. The academic demands in question are demands in completing the final project which of course can create pressure because the final project requires intensive time and effort to complete it well. Not only that, students also often feel demands from parents and lecturers to immediately complete the final project and graduate. High expectations from people around them can add to the burden of stress on students. The demands of academic performance are also one of the causes. Students often feel pressure to achieve high results in completing the final project. Expectations from themselves, family, lecturers, and the academic environment can be a heavy burden and cause stress. These demands can create pressure and stress on students, especially if they feel less confident or unsure of their ability to complete the final project. This is supported by research (22) which states that self efficacy has a negative and significant effect on academic stress, which means that when self efficacy increases, academic stress will decrease. From these results, it shows that when respondents are confident in their ability to complete existing tasks, they will not care about how much burden or problem they get as long as they can achieve and complete their tasks.

The results of this study are in accordance with the theory presented by (23) which states that someone with high self-efficacy has confidence in their abilities and devotes all their efforts and attention to gaining knowledge to achieve goals. Someone will feel challenged to complete difficult tasks diligently and responsibly so that they are not easily discouraged and consider failure as motivation to be able to work better. Meanwhile, someone with low self-efficacy tends to feel shy and doubt their abilities so that they perceive problems as a threat, stating that self-efficacy has an important role in individuals as a manager of self-perception in facing lecture challenges, increasing motivation, increasing abilities, and preparing to face various conditions that can trigger stress in students. High confidence is very important in the preparation of student theses. Bandura also explained that self efficacy is a major determinant because self efficacy will affect one's behavior. This means that when students feel confident about something they are doing, in this case, completing the final project, then students will continue to try to complete it regardless of the obstacles. Students who have a high sense of optimism even though they are faced with a very stressful situation will definitely be able to adapt to various kinds of difficult situations and be able to get out of these difficult situations.

This study is in line with research conducted (24) that there is a significant relationship between self efficacy and stress in students who are completing the Final Project of the Doctor Education Study Program at

Lampung University. The results of statistical tests using the chi-square test obtained a p-value  $<0.05$ , which is 0.043, so statistically it can be concluded that there is a relationship between self efficacy and stress in students who are working on their final project.

This research is also in line with research conducted (25) on the Relationship between Self-Efficacy and Stress Levels of Thesis Students at One College in Depok. The statistical test results using the chi-square test show that the p-value =  $0.000 < 0.05$ , which means that there is a relationship between self-efficacy and the stress level of thesis students at one of the universities in Depok. The higher the self-efficacy, the lower the stress level, and vice versa.

### **Relationship between Support System and Student Stress**

Social Support or social support is assistance from people around which is then perceived as support (26) Social support can provide motivation and confidence to individuals that they are cared for, loved, and valued. Social support generally describes the role or influence that can be caused by other people who are meaningful to someone. Social Support involves meaningful social relationships, so that it can have a positive influence on the recipient.

Students certainly want high support from the environment where support can be obtained from people who are around them, namely parents, friends and special people. Support obtained from parents aims to help individuals find solutions to problems. Parents can meet individual emotional needs, assist in decision making, and assist in material problems. Then friends can provide support in the form of providing useful information, providing entertainment, and helping with daily activities. And special people (girlfriends) are people who also play an important role in an individual's life. Special people who are considered important by individuals can provide togetherness that provides a sense of comfort as a place to share joy and sorrow (26).

High social support can reduce stress in students who are working on their final project. According to the researcher's assumption, this can happen for several reasons. First, emotional support from close people such as family, friends, or partners can provide a sense of comfort, empathy, and attention that students need when facing stress. This support can help them feel calmer and better able to cope with pressure. Second, social support can provide instrumental assistance such as financial assistance, transportation, or other assistance needed in completing the final project, thus reducing the burden and pressure felt.

Furthermore, social support can also be a source of advice and feedback that is useful for students in facing challenges during the final project. Advice from those closest to them can help students see situations from different perspectives and determine more effective strategies to overcome problems, thereby reducing stress. Good social support can also provide motivation and encouragement to students to continue trying to complete the final project despite facing difficulties, thus maintaining their resilience and perseverance.

On the other hand, a lack of social support can cause students to feel isolated or excluded from their social environment, lack resources to overcome problems, and lack the emotional support they need. This condition can increase the risk of stress during the final project because students feel less supported and have to face challenges independently. Students with low social support tend to have weak social networks and limited resources to deal with stressful situations, thus increasing their stress levels. The acceptance of the hypothesis in this study shows that social support can be considered as one of the factors that determine the high and low stress in students of the Public Health Study Program of FKM Undana class of 2020 who are working on their final project.

This research is in line with research conducted (Risanty, 2021) on "The Relationship Between Social Support and Stress in Final Year Students in Preparing Thesis in Public Health Study Program at Esa Unggul University during the Covid-19 Pandemic in 2020.". The results of the chi-square statistical test showed that there was a relationship between the two variables because the p value =  $0.000 < \alpha = 0.05$ .

Similar research was also found by (28), the results of the chi-square statistical test obtained p value =  $0.041 < \alpha = 0.05$ , which means that there is a significant relationship between social support and stress in students who are working on their final project at STIKES Ngudi Waluyo Ungaran. This means that the social support received by students can play an important role in reducing stress levels while working on their final project or thesis.

### **CONCLUSION**

There is a relationship between self efficacy and stress in students of the Public Health Study Program, FKM Undana class of 2020 who are working on their final project.

There is a relationship between social support and stress in students of the Public Health Study Program FKM Undana class of 2020 who are working on their final project.

## SUGGESTION

For students of Public Health Study Program, Faculty of Public Health, Nusa Cendana University who are working on their final project, they should be able to increase self-efficacy by building a positive mindset, strengthening their abilities and skills. In addition, do not hesitate to seek social support from close people such as family, friends-partners, or other parties who can provide emotional support, advice, and assistance during the final project process. Students who are working on their final project also need to manage stress well by managing time, getting enough rest, maintaining a healthy diet and sleep, and doing physical activity or relaxation. The Faculty of Public Health Undana is expected to facilitate programs such as stress management training, psychological counseling, or the formation of support groups for fellow students who are working on their final project. In addition, the faculty can also improve guidance and consultation services with supervisors so that students get adequate direction and support during the final project process. Thus, students will feel more supported and have sufficient resources to overcome stress and complete the final project well. And for future researchers, they can use this study as a reference to continue research related to stress in students who are working on their final project.

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