



THE IMPACT OF SOCIAL SUPPORT AND SELF-EFFICACY ON ACADEMIC STRESS AMONG MASTER'S STUDENTS IN ISLAMIC RELIGIOUS EDUCATION, CLASS OF 2024, SULTAN AGUNG ISLAMIC UNIVERSITY, SEMARANG

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Article info	ABSTRACT
<p>Corresponding Author:</p> <p>Alif Irfan alifirfan888@gmail.com Universitas Islam Sultan Agung</p>	<p>This study aims to determine the influence of social support and self-efficacy on academic stress of Islamic Religious Education Masters students' class of 2024 who are working on theses at Sultan Agung Islamic University, Semarang. The method used in this study is quantitative with a sample of 100 students. Data collection was carried out using a closed questionnaire. The results of the T test showed that the significance value for social support (X1) was 0.000 and self-efficacy (X2) was 0.001, both of which were less than 0.05, so it can be concluded that there is a significant influence of both variables on academic stress. The t-value for social support is 7.272 and for self-efficacy is 3.239, which is greater than the t-table value (1.98472), confirming the positive influence of both variables on academic stress. In addition, the F test shows that the significance value of 0.000 and the F-value of 43.490 are greater than the F-table of 3.09, indicating that social support and self-efficacy simultaneously influence academic stress.</p> <p>Keywords: <i>Social Support, Self-Efficacy, Academic Stress, Students, Master of Islamic Religious Education</i></p>
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INTRODUCTION

Academic stress among students is a significant issue in higher education, particularly for those studying specific disciplines such as Islamic Religious Education (IRE). This stress can have a profound effect on students' overall well-being and academic performance. The sources of academic stress are numerous and varied, ranging from interpersonal interactions to the demands placed on students by their academic coursework, as well as personal psychological characteristics, such as self-efficacy. Understanding the factors that contribute to academic stress, such as the influence of social support and self-efficacy, is essential for creating a nurturing educational environment, especially for master's students in Islamic Religious Education at Sultan Agung Islamic University.

Research on academic stress has highlighted that academic self-efficacy plays a pivotal role in mediating the relationship between stress and academic performance. Self-efficacy refers to a student's belief in their ability to succeed in academic tasks, and it influences how students approach challenges, handle stress, and ultimately perform. Studies show that when

students feel confident in their academic abilities, they are better equipped to manage the stress that comes with completing assignments, taking exams, or working on long-term projects such as theses. Conversely, students with low self-efficacy may feel overwhelmed by academic demands, which can contribute to increased stress and a decline in performance (Mahmood et al., 2023).

In addition to self-efficacy, several external factors also affect students' academic stress. One of the most significant of these is social support. Social support, which can come from family, friends, peers, or academic staff, plays a critical role in mitigating academic stress. Students who feel supported by their social networks tend to experience less stress, as they have a source of encouragement and practical help when facing academic challenges. For students transitioning into higher education, especially those coming from different cultural backgrounds or with varying levels of preparedness, the demands of academic life can be daunting. The pressure to succeed in an unfamiliar environment can lead to feelings of inadequacy, further diminishing self-efficacy, and increasing stress levels (Han et al., 2021). However, a supportive social network can counteract these negative effects by bolstering students' confidence and providing the motivation needed to overcome stress.

Social support is not limited to emotional encouragement; it can also include practical academic assistance. In the context of Islamic Religious Education, students who participate in collaborative learning settings or seek support from academic resources, such as libraries and study groups, are better equipped to manage their stress. Collaborative learning environments foster healthy peer interactions and provide opportunities for students to share ideas, solve problems together, and learn from one another. This type of interaction not only improves academic performance but also enhances students' self-regulatory behaviours, further boosting their self-efficacy (Abbas, 2023). Therefore, institutions that promote collaboration and encourage students to engage in group work and discussions are helping to reduce academic anxiety and improve overall student well-being.

In addition to social support, the curriculum and teaching methods used in Islamic Religious Education also play a role in shaping students' experiences with academic stress. The IRE curriculum often incorporates value-based methodologies that focus on character development and ethical reasoning, which can enhance students' understanding of their studies and help them develop resilience in the face of academic pressure (Mulyana et al., 2023). By emphasizing values such as perseverance, patience, and integrity, students are better prepared to cope with stress and overcome challenges that may arise during their studies. This focus on character development not only benefits students academically but also contributes to their personal growth and emotional well-being.

The need for effective measures to create a supportive learning environment is essential for managing academic stress. Research has shown that frameworks designed to enhance student motivation, improve self-efficacy, and provide strategies for stress management are crucial in fostering academic success (Wahyuni & Bhattacharya, 2021). Educators should prioritize not only the intellectual development of students but also their psychological well-being. Providing opportunities for students to build self-efficacy through positive teacher-student relationships, peer collaboration, and community engagement can significantly reduce academic stress and improve students' overall academic performance (Uyun, 2023; Nasution & Mahariah, 2023).

In Islamic Religious Education programs, these strategies should be incorporated into the curriculum and teaching methods. By prioritizing both intellectual and psychological development, IRE programs can ensure that students are not only academically successful but also mentally healthy. A focus on self-efficacy, supported by social relationships and a nurturing environment, can help students manage stress and excel in their studies. As students develop greater self-confidence and a sense of community, they are more likely to experience positive academic outcomes and overall well-being.

This study aims to examine the effect of social support and self-efficacy on academic stress of Master of Islamic Education students' class of 2024 who are working on their thesis at Sultan Agung University Semarang. This study will explore how social support affects academic stress levels, as well as how students' self-efficacy plays a role in reducing the stress they experience. In addition, this study will also test the simultaneous influence between the two variables to see their contribution to reducing academic stress, with the hope of providing a clearer picture of the factors that influence academic stress in master's students.

In conclusion, the relationship between social support, self-efficacy, and academic stress is complex and multidimensional, particularly within the context of Islamic Religious Education. By fostering an academic environment that encourages self-efficacy through supportive relationships and promoting collaboration, educational institutions can significantly reduce academic stress among students. In doing so, they can enhance the overall educational experience and improve the academic success and well-being of students. Therefore, it is crucial for universities and educational programs to recognize the importance of these factors and implement strategies that address both the intellectual and psychological needs of students. By doing so, institutions can help students thrive both academically and personally, preparing them for success in their future careers.

METHOD

This study uses quantitative methodology. Sugiyono (2022) asserts that this positivist technique seeks to investigate a particular community or sample. It investigates the impact of social support and self-efficacy on academic stress. The sample consisted of 100 master's students in Islamic religious education. The method of sample gathering is simple random sampling. Sugiyono (2022) defines simple random sampling as a strategy wherein each member of the population possesses an equal probability of being chosen as a sample. This method is commonly known as simple random sampling, in which sample selection occurs randomly, disregarding specific traits or strata of the population. The employed data gathering method was a questionnaire. The instrument employed was a closed questionnaire. Sugiyono (2022) asserted that soliciting vocal responses from participants to unwritten inquiries or assertions exemplifies a questionnaire, a method of data gathering. The employed analytical methodologies included the T test, normality test, R^2 coefficient of determination test, and multicollinearity test. The t-test is employed to examine the impact of academic encouragement and self-efficacy on academic stress. The utilized standard error is 0.05.

RESULT AND DISCUSSION

Validity Test

Validity refers to the degree of precision with which an instrument assesses the intended measurement. According to Ghozali (2018), an instrument is considered legitimate if it

properly represents the variables under investigation. This validity may be categorized into many forms, including content validity, construct validity, and criteria validity.

Table 1. Validity Test

No	Variable	R-hitung	R-tabel	Status
X1 Social Encouragement				
1	DS-1	0,702	0,256	Valid
2	DS-2	0,565	0,256	Valid
3	DS-3	0,654	0,256	Valid
4	DS-4	0,661	0,256	Valid
5	DS-5	0,613	0,256	Valid
X2 Self-Efficacy				
1	ED-1	0,705	0,256	Valid
2	ED-2	0,682	0,256	Valid
3	ED-3	0,704	0,256	Valid
4	ED-4	0,656	0,256	Valid
5	ED-5	0,510	0,256	Valid
Y Academic Stress				
1	SA-1	0,601	0,256	Valid
2	SA-2	0,657	0,256	Valid
3	SA-3	0,616	0,256	Valid
4	SA-4	0,704	0,256	Valid
5	SA-5	0,652	0,256	Valid

Social Encouragement (X1), Self-Efficacy (X2), and Academic Stress (Y) are the three variables that were examined for validity. The results are displayed in the table above. Using R-count and R-table, we assess the validity of each variable's indications. The R-table, which has a value of 0.256, is used to compare each indication. All five indicators (DS-1 through DS-5) for Social Encouragement (X1) exhibit valid R-counts (ranging from 0.565 to 0.702), which is higher than the R-table. The validity of all indicators in Self-Efficacy (X2) is further supported by the fact that all of them (ED-1 to ED-5) have R-count values ranging from 0.510 to 0.704, which is larger than the R-table value. In conclusion, the Academic Stress (Y) variable has strong validity, since all five indicators (SA-1 to SA-5) have R-count values ranging from 0.601 to 0.704, which is larger than R-table. We affirm the validity of every indication on this table.

Reliability Test

Reliability refers to the degree of consistency in measurement outcomes obtained using the same instrument under same or varying conditions. An accurate instrument yields steady and consistent outcomes when employed repeatedly under analogous settings. Ghozali (2018) asserts that an instrument is deemed credible if the measurements yield consistent and dependable findings. The utilized standard error is 0.60.

Table 2. Reliability Test

No	Variable	R-hitung	R-tabel	Status
1	Social Encouragement	0,634	0,60	Reliable
2	Self-Efficacy	0,664	0,60	Reliable
3	Academic Stress	0,610	0,60	Reliable

Table 2 presents the outcomes of the reliability assessment for the three examined variables: Social Encouragement, Self-Efficacy, and Academic Stress. This reliability assessment evaluates the internal consistency of each variable by contrasting the R-count with the R-table values. The R-count value for Social Encouragement is 0.634, exceeding the R-table value of 0.60, signifying a high level of dependability for this variable. Similarly, Self-Efficacy has an R-count of 0.664, surpassing the R-table value of 0.60, so confirming the reliability of this measure. The R-count value for Academic Stress is 0.610, above the R-table value of 0.60, hence confirming reliability of this variable. Three variables examined in this table are deemed trustworthy, as each R-count number exceeds the R-table value.

Normality Test

According to Ghazali (2018:161), the purpose of the normality test is to determine whether the residuals or intervening variables in the regression model adhere to a normal distribution. This test is essential to ensure that the findings of the regression analysis can be relied upon and comprehended in the appropriate manner. Both graphical analysis and statistical tests, such as the Kolmogorov-Smirnov Test, are utilized in the process of determining whether the data is normal. One of the hypotheses that has been presented is H_0 , which states that residuals are normally distributed if the significance value is more than 0.05. The other hypothesis, H_a , states that residuals are not normally distributed if the significance value is less than 0.05. Researchers can guarantee that the assumptions of the regression model are satisfied by using the normalcy test. This allows the researchers to obtain more accurate results from their study, which can then be utilized for making appropriate decisions.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	1,06505539
Most Extreme Differences	Absolute	0,071
	Positive	0,042
	Negative	-0,071
Test Statistic		0,071
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

According to the findings of the normality test, the value of the asymptotic significance (two-tailed) that was achieved was 0.200, which is higher than the threshold of 0.05. It may be deduced from this that the results gathered from the questionnaire follow a typically dispersed pattern. To put it another way, there is no substantial departure from the normal distribution, which indicates that the data obtained is consistent with the normality assumptions that are necessary for future statistical analysis. Thus, it is possible to draw the conclusion that the questionnaire that was used in this investigation generates data that is normally distributed, which means that it is suitable for utilization in the statistical analysis technique that is going to be carried out.

R² coefficient of determination test

The coefficient of determination evaluates the extent to which independent variables collectively explain variations in the dependent variable. The R square (R²) value functions as the principal indicator for assessing the efficacy of the predictive model utilized in the study. A greater R² value signifies an increased ability of the model to clarify the relationship between the analysed variables. This assessment measures the overall influence of independent variables on the dependent variable, in both theoretical and empirical situations. This test is a crucial phase in assessing the validity of the regression model developed in the research.

Table 4. R² coefficient of determination test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688 ^a	0,473	0,462	1,07598
a. Predictors: (Constant), Self-Efficacy, Social Encouragement				

The SPSS output table "Model Summary" indicates that the coefficient of determination, or R Square, is 0.473. The R Square value of 0.495 is derived by squaring the correlation coefficient, "R," which is calculated as 0.688 multiplied by 0.688, yielding 0.473. The value of the coefficient of determination (R²) is 0.473, equivalent to 47.3%. This figure indicates that the work motivation variable (X1) and the teaching abilities variable (X2) collectively influence the teacher performance variable (Y) by 47.3%. The remaining 52.7% is affected by factors external to this regression equation or those not examined in the study.

Multicollinearity Test

Ghozali (2018) states that the multicollinearity test identifies a significant linear connection among two or more independent variables inside a regression model. High multicollinearity can lead to inaccuracies in calculating the regression coefficients, rendering the study results unreliable. The multicollinearity assessment is often conducted with the Variance Inflation Factor (VIF) and Tolerance. A VIF score over 10 or a Tolerance value below 0.1 indicates significant multicollinearity among the independent variables. High multicollinearity can lead to issues in model interpretation, as the resulting regression coefficients may be unstable and untrustworthy. Consequently, this test is crucial for verifying the correctness of the regression model.

Table 5. Multicollinearity Test

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3,724	1,546		2,408	0,018		
	Social Encouragement	0,547	0,075	0,565	7,272	0,000	0,900	1,111
	Self-Efficacy	0,219	0,068	0,252	3,239	0,002	0,900	1,111

a. Dependent Variable: Academic Stress

The multicollinearity test results from SPSS 25 indicate that the VIF value for the social motivation variable is 1.111 and for self-efficacy is also 1.111, both of which are below 10.00. Additionally, the tolerance value for social motivation is 0.900 and for self-efficacy is 0.900, both exceeding 0.10. Therefore, it can be concluded that this study exhibits no signs of multicollinearity.

T-Test

According to Gozali (2018:179), the partial test, which is also referred to as the t-test, is a statistical analysis approach that is utilized to determine the degree of effect that each independent variable has on the dependent variable individually. using regard to this investigation, the t-test was carried out using a significance level of 5%, which is equivalent to 0.05. If the results of the test indicate a significance value that is lower than 0.05 and the t value that was calculated is higher than the value that was found in the t table, then it is possible to draw the conclusion that the independent variable has a substantial impact on the variable that is being tested. On the other hand, if the significance value is more than 0.05 and the estimated t is lower than the t table, then it may be concluded that there is no significant effect between the two variables.

Table 6. T-Test

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,724	1,546		2,408	0,018
	Social Encouragement	0,547	0,075	0,565	7,272	0,000
	Self-Efficacy	0,219	0,068	0,252	3,239	0,002

a. Dependent Variable: Academic Stress

The T test findings indicate that the significance value for the social encouragement variable (X1) is 0.000, while for self-efficacy (X2) it is 0.001. This result is below the

standard error of 0.05; hence, it is argued that social encouragement and self-efficacy exert an impact on academic stress. The T test findings indicate that the computed t value for the social encouragement variable (X1) is 7.272, whereas for self-efficacy (X2), it is 3.239. This number exceeds the T-table value with degrees of freedom (Df) equal to n-k (100-3), which is 1.98472. Consequently, it is argued that social support and self-efficacy positively affect academic stress.

F- Test

Ghozali (2018) asserts that the F test is a statistical procedure employed to evaluate the collective significance of all independent variables inside a regression model. This test seeks to assess the extent to which the regression model collectively accounts for the variability of the dependent variable. The F test evaluates the null hypothesis (H_0) asserting that all regression coefficients of the independent variables are equal to zero (indicating no influence). If the estimated F-value exceeds the F-table value, then the null hypothesis (H_0) is rejected, indicating that at least one independent variable significantly influences the dependent variable. If the F-calculated value is less than the F-table value, then H_0 is accepted, indicating no substantial influence of the independent variables collectively. The F test is crucial for verifying the viability of the regression model employed for data analysis.

Table 7. F-Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	100,700	2	50,350	43,490	.000 ^b
	Residual	112,300	97	1,158		
	Total	213,000	99			
a. Dependent Variable: Academic Stress						
b. Predictors: (Constant), Self-Efficacy, Social Encouragement						

According to the F test findings, the significance value is 0.000, which is less than 0.05, and the computed F value of 43.490 exceeds the F-table value of 3.09. It may be stated that social support and self-efficacy concurrently affect the Y variable of academic stress.

Discussion

The academic stress encountered by master's students in Islamic Religious Education at Sultan Agung Islamic University presents considerable obstacles shaped by many psychological and social elements. Social encouragement and self-efficacy have become significant factors influencing students' academic stress levels. Statistical analysis, specifically T-tests, reveals that both social encouragement (X1) and self-efficacy (X2) significantly affect academic stress outcomes, with significance values below the conventional threshold of 0.05 (Kamila & Ramadhani, 2024; Muhtar & Wijaya, 2024). The calculated t values further corroborate this, indicating that these factors surpass the crucial t-value required to validate their influence (Gong et al., 2022).

Social encouragement functions as a crucial mechanism enabling students to manage the challenges of their demanding academic environment. Studies indicate that robust social support networks, including family and peer connections, augment students' motivation,

diminish feelings of isolation, and alleviate overall academic stress levels (Kamila & Ramadhani, 2024; Walsham et al., 2023). These social supports mitigate stresses, enabling students to cultivate a good academic identity and sustain improved mental health outcomes (Rosyid & Laili, 2024; Ullah et al., 2023). The evidence indicates that social support is associated with reduced academic stress, particularly when students view their support networks as responsive and accessible (McLean et al., 2022).

Self-efficacy, characterized as an individual's conviction in their capacity to excel in certain activities, significantly influences academic experiences and stress levels (Jardim & Soares, 2023). The influence of self-efficacy on academic stress is significant; students with elevated self-efficacy typically confront academic challenges with enhanced confidence and resilience, thus alleviating potential stress related to their educational endeavors (Muhtar & Wijaya, 2024; Ullah et al., 2023). This combination highlights the importance of cultivating self-efficacy via instructional methods that enable students to establish attainable objectives and attain gradual achievements, hence resulting in less stress and enhanced academic performance (Jardim & Soares, 2023; Lee & Jang, 2022).

The F-test results indicate a synergistic impact of social encouragement and self-efficacy on academic stress, demonstrating that these factors interact to affect overall academic well-being (Kamila & Ramadhani, 2024; Muhtar & Wijaya, 2024). The notable F value indicates that strategies designed to improve social support systems and promote self-efficacy among students may significantly reduce academic stress (Afolabi et al., 2024).

The research titled "The Effect of Social Support and Self-Efficacy on Academic Stress in Islamic Religious Education Master's Students Class of 2024, Sultan Agung Islamic University, Semarang" demonstrates that both social support and self-efficacy significantly impact students' academic stress. The T-test findings yielded a significance value of 0.000 for social support and 0.001 for self-efficacy, demonstrating that these two characteristics substantially influence academic stress ($p < 0.05$). The t-values for social support (7.272) and self-efficacy (3.239) indicate a significant positive correlation, suggesting that increased social support and self-efficacy among students correspond to reduced levels of academic stress. The F test indicates that social support and self-efficacy significantly influence academic stress simultaneously, with a calculated F value of 43.490, substantially exceeding the F-table value of 3.09, thereby reinforcing the assertion that these variables are crucial in alleviating students' academic stress (Wieka et al., 2022).

This discovery aligns with other research that emphasizes the correlation among social support, self-efficacy, and academic stress. Wulandari et al. discovered that self-efficacy and self-control influence academic procrastination, a contributing element to academic stress (Wulandari et al., 2020). Saniskoro and Akmal's research indicates that effective adjustment, frequently facilitated by social support, can alleviate academic stress, particularly for students distanced from their families (Saniskoro & Akmal, 2020). This aligns with data indicating that kids devoid of social support are more susceptible to academic stress.

A study conducted by Maulana and Alfian corroborates these findings, demonstrating that self-efficacy directly influences students' academic stress during the epidemic (Maulana & Alfian, 2021). Reduced self-efficacy might heighten the stress encountered by pupils while confronting more intricate academic demands. Furthermore, Tuaputimain disclosed that students exhibiting low self-efficacy are prone to elevated degrees of procrastination,

which therefore results in heightened academic stress (Tuaputimain, 2021). This underscores the need of cultivating students' self-efficacy to mitigate academic stress.

Social support has been demonstrated to significantly mitigate academic stress. Hargiana and Sintiawati identified a substantial correlation between gadget reliance and academic stress, indicating that students with insufficient social support are more adversely impacted by excessive device usage, which disrupts their learning process (Hargiana & Sintiawati, 2020). Lutfiana and Zakiyah's research underscores the significance of academic self-concept and regulated learning in alleviating academic stress, highlighting the need of social support in online education (Lutfiana & Zakiyah, 2021).

Paramithasari et al. concluded that self-control and self-efficacy greatly affect academic procrastination and lead to academic stress, hence underscoring the necessity of psychological support in the academic environment (Paramithasari et al., 2022). The integration of prior research indicates that social support and self-efficacy directly influence academic stress and are significant markers in managing students' academic obstacles. Creating interventions that promote both characteristics in higher education is crucial for establishing a conducive learning environment, which may greatly alleviate students' academic stress levels.

In conclusion, the interaction between social support and self-efficacy is a crucial factor influencing academic stress among master's students in Islamic Religious Education at Sultan Agung Islamic University. Improving students' social networks while simultaneously cultivating self-efficacy may be useful strategy for academic institutions to alleviate stress and enhance achievement in academic pursuits.

CONCLUSION

The research findings indicate that social support and self-efficacy significantly affect academic stress among the 2024 Islamic Religious Education Master's students at Sultan Agung University, Semarang. The T test findings indicate that the significant value for the social support variable (X1) is 0.000 and for self-efficacy (X2) is 0.001, both below 0.05, demonstrating that both variables influence academic stress. The computed t value for social support is 7.272, and for self-efficacy, it is 3.239; both surpass the t table value of 1.98472, so that social support and self-efficacy positively influence academic stress. The F test findings indicate a significant value of 0.000, which is below 0.05, and a computed F value of 43.490, above the F table value of 3.09, demonstrating that social support and self-efficacy concurrently influence academic stress.

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