

## THE RELATIONSHIP BETWEEN ACADEMIC STRESS AND CYBERLOAFING BEHAVIOR IN GUIDANCE AND COUNSELING STUDENTS OF PGRI UNIVERSITY OF WEST SUMATRA

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### Abstract

This research is motivated by the phenomenon of using the internet for non-academic activities (*cyberloafing*) during lectures, such as opening social media or watching videos, which students often do in response to academic stress. This study aims to 1) describe the level of academic stress of students, 2) describe *cyberloafing behavior*, and 3) test the relationship between academic stress and *cyberloafing*. Data were collected through a *cyberloafing* and academic stress questionnaire that was tested for validity, namely the validity of *cyberloafing* ( $r$  count = 0.861) and the validity of academic stress ( $r$  count = 0.726), as well as *the reliability* test with Cronbach's alpha for *cyberloafing* ( $\alpha$  = 0.990) and academic stress ( $\alpha$  = 0.966), and analyzed using percentage and correlation techniques. The results showed that: Academic stress in students was relatively high with a percentage of 39.47%, *cyberloafing behavior* was quite high with a percentage of 48.68%, and there was a significant relationship between academic stress and *cyberloafing* behavior, with a strong correlation ( $r$  = 0.61). These findings provide important insights for students to understand how academic stress triggers *cyberloafing* behavior, as well as for lecturers to develop more effective strategies for minimizing the negative impact of *cyberloafing* in the academic environment.

**Keywords:** Academic Stress, Cyberloafing, Students

### Abstrak

Penelitian ini dilatarbelakangi oleh fenomena penggunaan internet untuk aktivitas non-akademik (*cyberloafing*) selama perkuliahan, seperti membuka media sosial atau menonton video, yang sering dilakukan mahasiswa sebagai respons terhadap stres akademik. Penelitian ini bertujuan untuk 1) mendeskripsikan tingkat stres akademik mahasiswa, 2) mendeskripsikan perilaku *cyberloafing*, dan 3) menguji hubungan antara stres akademik dengan *cyberloafing*. Data dikumpulkan melalui angket *cyberloafing* dan stres akademik yang diuji validitasnya, yaitu validitas *cyberloafing* ( $r$  hitung = 0,861) dan validitas stres akademik ( $r$  hitung = 0,726), serta uji reliabilitas dengan Cronbach's alpha untuk *cyberloafing* ( $\alpha$  = 0,990) dan stres akademik ( $\alpha$  = 0,966), dan dianalisis menggunakan teknik persentase dan korelasi. Hasil penelitian menunjukkan bahwa: Stres akademik pada mahasiswa tergolong tinggi dengan persentase 39,47%, Perilaku *cyberloafing* cukup tinggi dengan persentase 48,68%, dan Terdapat hubungan signifikan antara stres akademik dan perilaku *cyberloafing*, dengan korelasi kuat ( $r$  = 0,61). Temuan ini memberikan wawasan penting bagi mahasiswa untuk memahami bagaimana stres akademik memicu perilaku *cyberloafing*, serta bagi dosen untuk mengembangkan

*strategi yang lebih efektif dalam meminimalisir dampak negatif cyberloafing di lingkungan akademik.*

**Kata kunci:** *Stres Akademik, Cyberloafing, Mahasiswa*

## INTRODUCTION

Advances in technology and the internet have brought significant changes in many aspects of life, including the way we communicate, work, learn, and socialize. In the context of education, the Internet makes it easier for students to access academic information, find library resources, and communicate with lecturers and fellow students. Supposedly, this technology can improve the quality of learning. Margaretha dkk., (2022) Said that *cyberloafing* develops in educational settings, especially in the world of lectures where most students access the internet during lecture hours for non-academic purposes. This behavior causes disturbances such as shifting the focus of students in receiving the material delivered by the lecturer. This conclusion is reinforced by Fan dkk., (2023) *Cyberloafing* behavior is the behavior of using the internet in a learning environment for personal interests that are not related to classroom assignments. According to Kalayci *cyberloafing* in the world of education is the behavior of students who deliberately use the internet for personal purposes and are not related to academic activities during learning hours (Yusuf & Yusuf, 2020).

According to Elrehail dkk., (2021) There are four reasons why someone does *cyberloafing*, namely individual, demographic, organizational, and lastly situational factors. Gullu & Serin, (2020) *Cyberloafing* behaviors that are often carried out by students while in class are as follows: *Sharing, Shopping, real-time updating, accessing online content, and games*. The research conducted by Anadita, (2021) Aims to analyze the relationship between academic stress and cyberloafing behavior in students. Based on the results of hypothesis testing using Spearman's Rho method, it was found that there was a very significant positive relationship between the two variables. Thus, the research hypothesis is accepted. This positive relationship shows that the higher the level of academic stress experienced by students, the higher their tendency to cyberloafing. Conversely, if the level of academic stress decreases, cyberloafing behavior also tends to decrease.

Academic stress is an important factor that often triggers cyberloafing behavior. This stress arises from various academic demands, such as the number of assignments, pressure from lecturers, and social expectations. (Pramesta & Dewi, 2021). Azizah & Satwika, (2021) Additionally, academic stress occurs when students feel unable to meet academic demands, which ultimately has an impact on their physical and psychological well-being. Purwati & Rahmandani, (2020) Categorizes aspects of academic stress into 4 groups, namely: affective, cognitive, behavioral, and physiological. Gokcearslan, Uluyol, and Sahin from Gazi University of Turkey in 2018 with the title "*Smartphone Addiction, Cyberloafing, Stress, and Social Support Among University Students: A Path Analysis*". The study, which used 885 respondents who were students at the university, found that stress had a significant influence on cyberloafing behavior and *smartphone addiction*.

Based on interviews conducted on January 20, 2024, several Guidance and Counseling students stated that they often feel bored and sleepy in class, which is caused by less interesting learning methods. They also admitted that they often use the internet during lectures to access sites such as Instagram, *TikTok*, *Shopee*, *WhatsApp*, and *games*. When classmates present material, they often see or create statuses on social media. This shows that students are involved in non-academic activities during lectures. The sheer volume of assignments also makes them sleep-deprived, making it difficult to focus in class. The inability to balance between academic and non-academic activities results in decreased concentration and creates discomfort which is a symptom of academic stress. Based on this phenomenon, this study aims to describe the level of academic stress of students, describe *cyberloafing behavior*, and test the relationship between academic stress and *cyberloafing*.

## METHOD

This study uses a quantitative method with a correlational descriptive approach. The descriptive correlational approach aims to describe a condition or situation systematically, accurately, and actually, as well as identify the relationship between the variables studied. According to Djaali, (2021), correlational descriptive research is a method that involves a problem-solving procedure by describing the current state of the research object based on existing facts and looking for its relevance. The subject of this study is a student of the guidance and counseling study program at the University of PGRI West Sumatra. Sampling was carried out using a total sampling technique, namely by surveying all members of the population totaling 76 students.

The instruments used in this study are academic stress questionnaires and *cyberloafing*. This study uses two Likert scales, namely *the cyberloafing* scale based on aspects of Akar & Karabulut Coskun, (2020) Various types of *cyberloafing behaviors* *Sharing*, *Shopping*, *real-time updating*, *accessing online content*, *games*, and academic stress scales Busari (2014:602) categorizes the aspects of academic stress into 4 groups, namely: affective, cognitive, behavioral, and physiological. Based on *the validity test of cyberloafing* ( $r$  count = 0.861) out of 46 items, 42 were declared valid and the remaining 4 items were invalid namely 11, 12, 20, and 30. and the validity of academic stress ( $r$  count = 0.726) of 34 items, 26 were declared valid and the remaining 8 items were invalid namely 4, 12, 16, 18, 19, 24, 32, and 34. Based on *reliability* tests with Cronbach's alpha for *cyberloafing* ( $\alpha$  = 0.990) and academic stress ( $\alpha$  = 0.966).

## RESULTS AND DISCUSSION

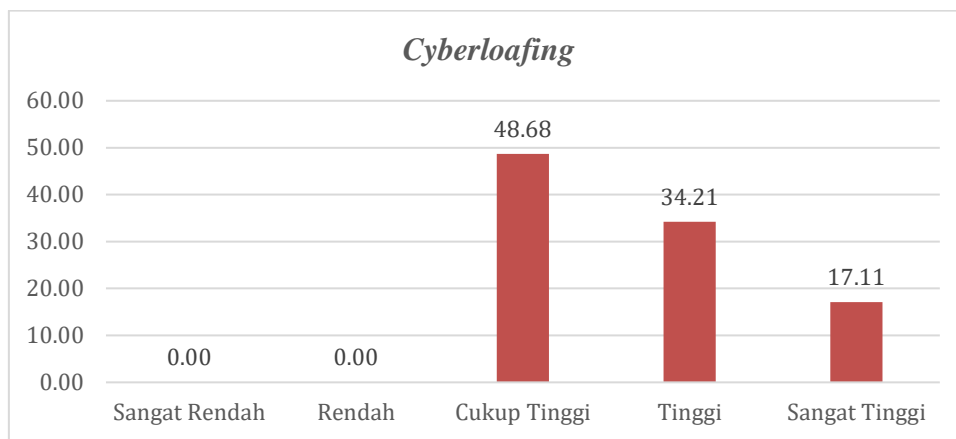
Based on the data obtained, *cyberloafing* behavior in guidance and counseling students of PGRI West Sumatra University is in a fairly high category with a percentage of 48.68%.

**Table.** Frequency Distribution and Cyberloafing Behavior Score Categories

CLASSIFICATION	CATEGORY	F	%
178-210	Very High	13	17,11
144-177	Tall	26	34,21
110-143	Quite High	37	48,68
76-109	Low	0	0,00
42-75	Very Low	0	0,00
Σ		76	100

Table. shows that student *cyberloafing* behavior, there are 13 students (17.11%) in the very high category, 26 students (34.21%) in the high category, 37 students (48.68%) in the fairly high category, no students in the low and very low category, for more details can be seen in the following graph.

**Figure.** Cyberloafing Behavior Graph



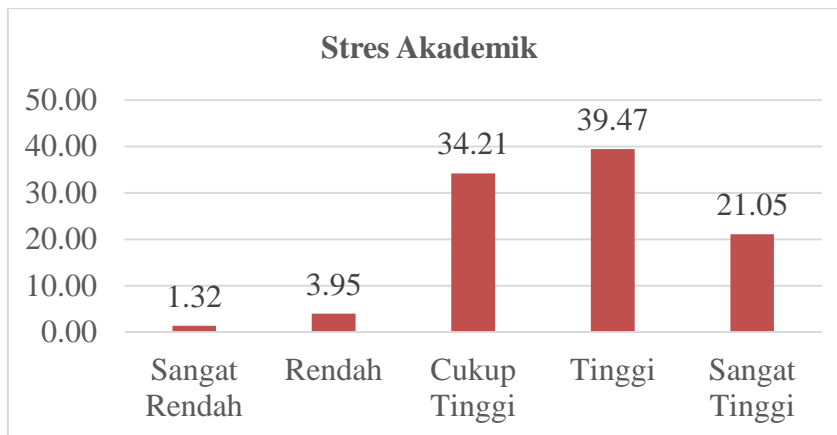
Based on the data obtained, academic stress in guidance and counseling students of PGRI West Sumatra University is in the high category with a percentage (39.47%).

**Table.** Frequency Distribution and Academic Stress Score Categories

CLASSIFICATION	CATEGORY	F	%
110-130	Very High	16	21,05
89-109	Tall	30	39,47
68-88	Quite High	26	34,21
47-67	Low	3	3,95
26-46	Very Low	1	1,32
S		76	100

The table shows that academic stress is 16 students (21.05%) in the very high category, 30 students (39.47%) in the high category, 26 students (34.21%) in the fairly high category, 3 students (3.95%) in the Low category, and 1 student (1.32%) is in the very low category, for more details can be seen in the following graph.

**Figure.** Academic Stress Graph



The normality test is a test to measure whether the data has a normal distribution so that it can be used in parametric statistics. Normally distributed data is data that is concentrated on the average or median value. To test normality, it is carried out by data processing using the SPSS Version 23.0 program, the results of the normality test can be seen in the following table.

**Table.** Normality Test

One-Sample Kolmogorov-Smirnov Test		
N		76
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std.Deviation	19,80841585
Most Extreme Differences	Absolute	,106
	Positive	,106
	Negative	-,074
Test Statistic		,106
Asymp. Sig. (2-tailed)		,034c

The condition of the distributed data is normal if the significance value of *Komolgorov Smirnov*  $\geq 0.05$ . Based on Table 19 above, the significance value of the asiymp of 0.34 is greater than 0.05. Therefore, per the basis of decision-making in the *Kolmogorov-Smirnov normality test* above, it can be concluded that it is normal. The linearity test was carried out with the SPSS version 23.0 program. The guideline used if the sig is  $\geq Ha$ , then  $H_0$  is rejected, which means that there is a linear relationship between academic stress and cyberloafing behavior.

**Table.** Linearity

ANOVA TABLE							
			Sum of Squares	df	Mean Square	F	Mr.
<b>CYBE</b>	Betw	(Combined)	21187,018	52	407,443	2,954	,003
<b>RLO</b>	een	Linearity	9053,639	1	9053,639	65,634	,000

<b>AFIN</b>	<i>Gro</i>	<i>Deviation from</i>	12133,378	51	237,909	1,725	,078
<b>G *</b>	<i>ups</i>	<i>Linearity</i>					
<b>ACA</b>	<i>Within Groups</i>		3172,667	23	137,942		
<b>DEM</b>	<i>Total</i>		24359,684	75			
<b>IC</b>							
<b>STRE</b>							
<b>SS</b>							

Based on the Table above, the deviation from the linearity Sig value is 0.78 which means greater than 0.05 ( $0.78 > 0.05$ ), it can be concluded that there is a linear relationship between academic stress and *cyberloafing behavior*. From the results of the hypothesis test using SPSS version 23.0. The results can be seen in the relationship between academic stress and *cyberloafing behavior* in the following table:

**Table.** Results of the Academic Stress Correlation Test with Cyberloafing Behavior

### ***CORRELATIONS***

		<i>Cyberloafing</i>	Academic Stress
<b><i>CYBERLOAFING</i></b>	<i>Pearson Correlation</i>	1	,610**
	<i>Sig. (2-tailed)</i>		,000
	N	76	76
<b><i>ACADEMIC STRESS</i></b>	<i>Pearson Correlation</i>	,610**	1
	<i>Sig. (2-tailed)</i>	,000	
	N	76	76

After data processing using the SPSS statistical program version 23.0 and using the Pearson technique, in Table a correlation or  $r$  calculation of 0.610 and a table of 0.225 df 74 is obtained at a significance level of 0.05 or a confidence level (95 percent). The calculation of  $\geq r$  in the next table is only seen with the provision that the value of  $r$  means  $0.610 \geq 0.225$  so that it can be concluded that the working hypothesis ( $H_a$ ) is acceptable and there is a significant relationship with The correlation coefficient is strong. This means that the higher the academic stress, the higher *the cyberloafing* in students.

The *cyberloafing behavior* of students, guidance, and counseling at the University of PGRI West Sumatra is in the category of quite high (48.68%) *cyberloafing behavior*. *Cyberloafing* itself is the behavior of using the internet for personal purposes outside of academic activities during college or study time, such as social media, online shopping, or playing games. This high percentage indicates that students may have difficulty managing their time and priorities in using technology, especially the Internet. The factors that affect this behavior can vary, ranging from boredom, and lack of motivation to study, to academic stress that makes students look for escape by surfing the internet. This finding is in line with the research of Septiana, (202) which shows a high percentage of students who access the internet for personal purposes during face-to-face learning. Students who actively use social media tend to have a higher level of *cyberloafing* compared to less active students. In addition, students who feel bored with lecture materials are also more



likely to do *cyberloafing*. This indicates that *cyberloafing* can be one of the ways for students to overcome boredom and find entertainment. So it can be concluded that most of the guidance and counseling students of PGRI West Sumatra University have *cyberloafing* behavior in the category of quite high.

The academic stress experienced by some guidance and counseling students at PGRI University of West Sumatra is relatively high, with a percentage of 39.47%. The main factors that cause this high level of stress are high academic demands, such as the large number of tasks that must be completed in a limited time, grueling exam preparation, and the expectation of achieving high grades and maintaining academic achievement. This pressure often leaves students feeling overwhelmed, especially if they feel incapable of managing the time, resources, or skills necessary to deal with academic challenges. According to Astari & Nastiti, (2024), academic stress is caused by two main factors, namely internal factors and external factors. Internal factors include mindset, personality, and self-confidence, which affect how individuals control and deal with stressors. A pessimistic mindset and a lack of self-confidence can increase the risk of stress. On the other hand, external factors include the pressure to excel and the drive for social status, where expectations from the surrounding environment such as parents, lecturers, or peers, as well as academic achievements that affect social status, can exacerbate academic stress. As a result, many students experience negative impacts, both physically and psychologically. Physically, continuous stress can cause fatigue, sleep disturbances, and decreased immunity. Psychologically, this stress triggers anxiety, excessive worry, and in some cases, even depression. Students feel trapped in a cycle of academic demands that they cannot overcome, which in turn affects their overall productivity and well-being.

According to Labiro & Kusumiati, (2022), academic stress occurs when students do not have adequate ability to adapt to academic demands. This inability to adapt makes students feel burdened with various expectations, such as showing academic achievements, completing assignments on time, managing study time effectively, and facing exam pressure. All of these pressures can negatively affect students' physical, behavioral, mental, and emotional conditions. Therefore, students who are unable to balance these demands with their abilities often feel burdened, which has an impact on their academic performance as well as their emotional and mental well-being. It can be concluded that academic stress in guidance and counseling students at PGRI University of West Sumatra is at a high level, triggered by heavy academic demands and a lack of ability to manage this pressure. As a result, this stress negatively impacts the physical and psychological condition of students, leading to a decline in their mental health and academic productivity.

After data processing using the SPSS statistical program version 23.0 and using the Pearson technique, in table a correlation or  $r$  calculation of 0.610 and a table of 0.225 of 74 was obtained at a significance level of 0.05 or a confidence level (95 percent). The calculation  $\geq$  the next table was only seen with the provision that the value of  $r$  means  $0.610 \geq 0.225$  so that it can be concluded that the working hypothesis ( $H_a$ ) is acceptable

and there is a significant relationship with The correlation coefficient is strong. This means that the higher the academic stress, the higher *the cyberloafing* in students. *Cyberloafing* in this context can be understood as an activity that students do online, but it is not directly related to academic activities, such as browsing the internet without a specific purpose, using social media, or playing games when they are supposed to do assignments or study. *Cyberloafing* often serves as a temporary form of escape from the academic stress they face. When the academic load becomes too heavy or causes excessive anxiety, students tend to look for ways to distract themselves from the problem.

Activities in the virtual world that are entertaining are often chosen as a coping mechanism to temporarily release themselves from the pressure they experience. However, while *cyberloafing* behavior may provide a sense of relief or entertainment in the short term, it has long-term consequences that can be detrimental. When students are too often involved in these non-productive activities, the time that should be spent studying or completing academic assignments is taken away. As a result, their academic productivity decreases, assignments become delayed, and academic results may decline. In many cases, this increases academic stress and anxiety, creating a cycle that is difficult to break. In addition, *cyberloafing* habits that arise due to stress can worsen time management. Students who are not able to manage their time well are often stuck in a cycle where they continue to procrastinate on work, which then increases stress as deadlines approach. This indicates that *cyberloafing* is not only a form of escape from academic stress, but it can also worsen stress levels in the long run. The rapid development of information technology has made it easier for students to access various digital platforms. As a result, *cyberloafing* behavior, which is characterized by the use of the internet for recreational purposes during study time, is increasingly prevalent. Studies show that this activity can be a coping mechanism to reduce stress levels. Adiba, Kadiyono, and Hanami (2021:59) stated that one of the reasons students do *cyberloafing*, for example playing games, is to reduce stress and create a more comfortable atmosphere. In addition, this activity is also believed to stimulate creative thinking. These findings are also supported by research by Avianti dkk., (2021), which suggests that *cyberloafing* can be an effective strategy for reducing negative emotions, such as anxiety and frustration. When students face academic pressure, they often engage in *cyberloafing* activities as a form of escape to relieve perceived tension. These activities, although not directly related to academics, can help students feel more relaxed and temporarily reduce the anxiety they face.

The results of this study are supported by the results of other studies, namely the research of Siregar & Putri, (2020), the results of the research conducted can be concluded that partially academic stress has a positive and significant influence on both *cyberloafing* and *smartphone addiction*. *Cyberloafing* has a positive and significant effect on *smartphone addiction*. In the effect test together, it was proved that academic stress and *cyberloafing* simultaneously had a positive and significant effect on smartphone addiction. *Smartphone addiction* is 43% affected by academic stress and *cyberloafing*. Based on this study, it can



be concluded that academic stress is the main trigger for *cyberloafing*. Students tend to do online activities to reduce stress and find entertainment. The higher the level of stress perceived, the more likely they are to engage in *cyberloafing* behavior. Nonetheless, it is important to remember that *cyberloafing* can also have negative consequences.

## CONCLUSION

Based on the results of the research on the relationship between academic stress and cyberloafing behavior in guidance and counseling students of PGRI West Sumatra University, the following conclusions can be drawn. Cyberloafing *behavior* in Guidance and Counseling students of PGRI University of West Sumatra is in the category of quite high with a percentage of 48.68%. This shows that there are students who engage in online activities that are not related to academics when they should be focusing on assignments or studying. The academic stress experienced by Guidance and Counseling students of PGRI University of West Sumatra is in the high category with a percentage of 39.47%. Great academic pressure, both from the workload and the demands of academic achievement, is a significant factor that causes high levels of stress in students. There is a significant relationship between academic stress and cyberloafing *behavior* in Guidance and Counseling students of PGRI University of West Sumatra. In other words, the hypothesis in this study is accepted, where the higher the academic stress experienced by students, the higher their tendency to engage in *cyberloafing*. This relationship has a strong correlation coefficient with an  $r$  calculation of 0.61 which indicates that *cyberloafing* functions as an escape from academic pressure, but has the potential to harm students' academic productivity.

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