

## **APPLICATION OF COPING STRATEGIES IN OVERCOMING STRESS IN COLLEGE STUDENTS WHILE WORKING AT THE FACULTY OF DA'WAH AND COMMUNICATION, STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

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### **Abstract**

This study aims to identify the factors causing stress and the coping strategies used by students studying while working at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra. This study uses a qualitative case study approach with six respondents selected through snowball sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis. The results revealed five main themes of stress sources: difficulty managing time, conflicting academic tasks, lack of family support, difficulty obtaining work permits, and an unsupportive work environment. Difficulty managing time emerged as the dominant factor experienced by all respondents. In responding to stress, students employed coping strategies: problem-focused coping, such as planning, discussing with superiors, and prioritizing, and emotion-focused coping, such as surrendering to God, seeking emotional support, and expressing emotions through relaxation activities. These findings emphasize the importance of time management skills, emotional regulation, and social support as psychological foundations for maintaining academic and work balance among working students.

**Keyword:** Coping strategies, stress, students working while studying

### **Abstrak**

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor penyebab stres serta strategi coping yang digunakan oleh mahasiswa yang menjalani perkuliahan sambil bekerja di Fakultas Dakwah dan Komunikasi Universitas Islam Negeri Sumatera Utara. Penelitian ini menggunakan pendekatan kualitatif studi kasus dengan enam responden yang dipilih melalui teknik snowball sampling. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan metode tematik. Hasil penelitian mengungkapkan lima tema utama sumber stres, yaitu: kesulitan mengatur waktu, tugas kuliah yang bertabrakan, kurangnya dukungan keluarga, sulitnya memperoleh izin kerja, dan lingkungan kerja yang tidak mendukung. Kesulitan manajemen waktu menjadi faktor dominan yang dialami oleh seluruh responden. Dalam merespons stres, mahasiswa menerapkan dua bentuk strategi coping, yaitu problem-focused coping seperti membuat perencanaan, berdiskusi dengan atasan, serta memilah prioritas; dan emotion-focused coping seperti berserah diri kepada Tuhan, mencari dukungan emosional, serta mengekspresikan emosi melalui aktivitas relaksasi. Temuan ini menegaskan pentingnya keterampilan manajemen waktu, regulasi emosi, dan dukungan sosial sebagai fondasi

*psikologis untuk menjaga keseimbangan akademik dan pekerjaan bagi mahasiswa pekerja.*

**Kata Kunci:** *Strategi Coping, Stres, Mahasiswa Kuliah Sambil Bekerja*

## **INTRODUCTION**

Working while studying among students is an increasingly common phenomenon in the modern era, especially for those who are driven to achieve a better career path or are financially independent. This phenomenon has to do not only with economic needs, but also with the drive for self-actualization as explained by Abraham Maslow's hierarchy theory of needs, that human beings are driven to fulfill their highest potential through personal achievement. Student motivation to study while working includes various reasons, ranging from studying as a form of academic responsibility, earning one's income without burdening parents, to training independence and self-capacity. The statement is also strengthened by the fact that some of the reasons behind students undergoing college while working include the problem of limited study financing from parents, meeting daily personal needs without inconvenience to parents, looking for other experiences by working outside of lectures, channeling hobbies, and several other reasons. (Sanders, 2022) (Oktaviani, 2020)(Sutoro Tri Raharjo, 2020)(Ninghardjanti, 2021)(Sutoro Tri Raharjo, 2020)

Undergoing lectures while working at the same time is not an easy thing; this, of course, has limitations. Students often feel burdened in the lecture process, such as with many assignments. This condition, of course, causes pressure for students who choose to study while working. Studying while working also requires students to be able to do their responsibilities as best as possible, ranging from managing time between lecture hours and working hours to other responsibilities such as lectures and work assignments, according to Dudija. Difficulties in working and studying ultimately cause stress, low self-esteem, frustration, loss of self-motivation, delaying thesis preparation, and choosing not to continue their thesis because individuals who study while working tend to have higher levels of stress than students who do not work, according to Kinansih in (Subandy, 2020)(Hamidah Anzalna Rahmah, 2023)

Working students are those who combine their studies in college with work outside of academic activities in order to meet the needs of life, develop self-esteem, and gain social recognition. Workload is the amount of work or responsibility given to a person and must be completed within a certain time, as stated in the article hrpods.co.id (2023). In his research, he explained that indeed, the direct influence of workload can cause stress for individuals. (Tri Utami, 2020) (Siti Khadijah, 2024)(Maharani, 2019)(Pinatih, 2024)

Student academic stress includes students' perceptions of the amount of learning or knowledge that must be possessed and their perception of the time they have to study and develop this knowledge. Another factor that can trigger academic stress in college students is their belief in their abilities. Confidence in a person's ability to complete academic tasks can increase efforts to achieve goals, but it also has the potential to be an

obstacle to achieving academic goals. According to the statement that the cause of academic stress can come from time management in daily activities. At the same time, the research confirms that poor time management is becoming an increasingly serious problem for students, with the results of a literature review showing a strong link between academic stress and learning delay. Individuals who do not pay attention to their time management can cause all work to become uncontrollable, which leads to affecting the workload afterwards. According to Answerri in 2017, the negative impact experienced by working students is that it is difficult for students to divide their time between study programs and working hours, thus making them unable to face work and easily tired and stressed. It can be something that part-time working students feel such as study or work situations, poor learning achievement, study delays, absence of study. (Siregar, 2020) (Siti Khadijah, 2024) (Alifta, 2023) (Alifta, 2023) (Pinatih, 2024) (Vinahapsari, 2020) (Pinatih, 2024) (Tri Utami, 2020)

It can be seen that the source of stress in the individual is caused by environmental demands that if he does not meet them, there will be things that he is afraid will happen, namely fear that his studies will be disrupted on the one hand and fear of losing the job that he has been doing so far on the other hand. Facing this pressure, the student tries to take action to overcome his stress in various ways so that the impact he feels does not disturb his psychological balance in carrying out his duties. The results of the study explained that some students who study while working part-time tend to have a low level of self-regulation. This means that they have difficulty controlling and regulating themselves properly. This condition has an impact on their inability to formulate clear strategies and plans in every activity carried out to achieve the expected goals. (Nurcahyani, 2021) (Siti Khadijah, 2024)

(Atrizka, 2022) In his study, he stated that "due to the difficulty of dividing time to complete lectures and work at the same time, students who work as employees seem to experience stress, as seen in those who have thick eye bags, discouraged faces in the morning, and moods that are sometimes too sensitive, especially during exams". On the other hand, the workload, both in quantity and quality, that requires expertise gives rise to many tasks that are not proportional to the physical ability, expertise, and time available. A work environment that students do not enjoy affects the psychological situation of students and leads to stress when starting academic problems. (Maharani, 2019). Lazarus & Folkman 1984; In his research, he explained that coping is a form of process in regulating or overcoming the pressure experienced both internally and externally that is considered to exceed the limits of the individual's abilities. In also mentioning that a person who is faced with a stressful situation will be encouraged to engage in coping behavior. (Hamidah Anzalna Rahmah, 2023) (Greenberg J. , 2002) (Hamidah Anzalna Rahmah, 2023)

Students with good academic performance have good time management. And vice versa, students with less academic achievement tend to have less time management. Students who have good time management realize that managing a schedule of lectures and work

activities can help them achieve their desired goals, one of which is in the academic field, to get a good GPA. On the other hand, poor time management can cause students to be confused in determining the priority between the problems of studying and working. In addition, in Lasmi and Sukarnasih's research, time management, self-efficacy, and professionalism have a convincing influence on the performance of part-time student workers in the city of Denpasar. These findings are in line with previous research and show that the better the time management, the higher the level of self-efficacy, and the higher the level of professionalism, the better the performance of students. Meanwhile, the results of the research from the entitled " (Dianty Nur Inayah, 2023) (Siti Khadijah, 2024)(Ni Wayan Lasmi, 2024)(Kresnawan, 2021)*Problem focused coping Skill to Reduce Student Academic Stress*" proves that *problem focused coping skill* get a very high score in the degree of acceptability to reduce academic stress (*academic burnout*) to students. It explains that *problem-focused coping skills* can affect the height of the slope of *academic burnout*, which tends to be experienced by students. Based on the results of the above research, it can be concluded that students who undergo part-time jobs tend to have less than optimal self-regulation, so they experience obstacles in designing effective strategies and planning to achieve their goals. Good time management is closely related to higher academic achievement. However, the imbalance between academic and work demands can cause stress, which is manifested through physical and emotional symptoms. In addition, workloads that exceed individual capacity are also the main factors that trigger stress in student workers.

In dealing with this pressure, students generally use coping strategies, both focusing on internal and external factors. The performance of students who work part-time is influenced by several factors, such as the ability to manage time, the level of confidence in personal competence (*self-efficacy*), as well as the ability to carry out their responsibilities. One of the approaches that has proven to be effective in reducing academic stress (*academic burnout*) is *focused coping*, which allows students to deal with stress in a more targeted way, thereby improving their well-being and academic achievement. Based on the above explanation, it can be concluded that working students face complex challenges related to self-regulation, time management, workload, and academic demands. Therefore, it is important to research more deeply about the form of coping strategies they use as well as their effectiveness in reducing stress. This research is focused on students of the Faculty of Da'wah and Communication, State Islamic University of North Sumatra, to explore in depth the coping strategies that they predominantly use and how they impact academic and work balance.

## METHOD

This research uses a qualitative approach with a case study strategy. This approach was chosen because it is able to provide a deep understanding of the phenomena that occur in the subject in a real-life context. The researcher acts as the main instrument that is directly involved in the collection and analysis of data, as well as interpreting the meaning of the data obtained. The research focus is directed at specific situations or experiences

experienced by students who work while studying, to explore how they live and respond to challenges in their learning process.

The participants in this study are six active students at the Faculty of Da'wah and Communication, State Islamic University of North Sumatra, who are undergoing studies in semesters II, IV, and VI. They consisted of five women and one man from three departments, namely Islamic Counseling Guidance, Islamic Broadcasting Communication, and Da'wah Management. The selection of participants was carried out by the snowball sampling technique, starting from one initial informant who was known to have experience in undergoing lectures while working, namely a semester VI student majoring in BPI. This initial informant then recommends other students who have similar characteristics. This technique was chosen to reach participants who were difficult to identify directly, but risked resulting in data homogeneity because it was more likely that the informant would only recommend colleagues with similar backgrounds or experiences. To minimize this bias, the researcher actively ensured variation in the participants' majors, semesters, job types, and social backgrounds as shown in the respondents' identity profiles. (November 2008).

Data were collected through semi-structured interviews conducted individually and in groups. These interviews are designed to dig deeper into information by providing a space for participants to explain their experiences openly, while still referring to a list of questions that have been prepared. The interview process is carried out flexibly to adjust to the situation and comfort of the participants so that the data obtained is richer and more meaningful. Data analysis was carried out using a thematic approach. After the interview transcripts were compiled, the data were analyzed through the process of coding, grouping, and discovering patterns that emerged from the participants' narratives. The themes formed are the basis for drawing conclusions and providing interpretations of the phenomenon being studied. With this approach, the research seeks to compile a complete and meaningful picture of the learning strategies of students who work while studying, as well as the challenges and how they overcome them in the context of their daily lives.

To ensure the validity of the data, this study uses three validation strategies: (1) member check, which is reconfirming the results of interviews and data interpretation to participants to ensure the accuracy of the researcher's perception; (2) triangulation of sources, by comparing information from different participants and matching it with relevant literature; and (3) trail audit, which is the systematic recording of the research process starting from data collection, coding process, to concluding so that methodological transparency is maintained. (Creswell 2015).

**RESULTS AND DISCUSSION**

The description of the identity of the research respondents can be seen in the following table:

**Table 1.** Identity of Research Respondents

R1	R2	R3	R4	R5	R6
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<b>Initials</b>	NA	AS	AN	NO	MF	DK
<b>Gender</b>	Woman	Woman	Woman	Woman	Man	Woman
<b>Age</b>	21	21	20	19	20	22
<b>Faculty</b>	FDK	FDK	FDK	FDK	FDK	FDK
<b>Department</b>	BPI	BPI	BPI	KPI	MD	BPI
<b>Work</b>	Food Sales Efforts	Waiters	Guru	Kindergarten Teacher	Kebab Sales	WHERE
<b>Semester</b>	II	YOU	YOU	YOU	II	YOU
<b>Child to</b>	2	1	1	4	2	1

The table above displays information about six respondents identified with the initials R1 to R6. This table includes several important aspects such as initials, gender, age, faculty, major, occupation, semester, and order of children in the family. Of the six respondents, five were women (R1, R2, R3, R4, and R6), and one was male (R5). Respondents ranged in age from 19 to 22 years old, with R4 being the youngest and R6 being the oldest. All respondents came from the Faculty of Da'wah and Communication (FDK), but came from different departments: Islamic Counseling Guidance (BPI), followed by R1, R2, R3, and R6; Islamic Communication and Broadcasting (KPI) by R4; and Da'wah Management (MD) by R5. The type of respondents' work also varies. R1 runs a culinary business, R2 works as a Waiter, R3 teaches, R4 is a kindergarten teacher, R5 sells kebabs, and R6 works in the field of Wedding Organizer. This shows that even though they are still undergoing studies, the respondents are actively looking for work experience or additional income. In terms of semesters, R1 and R5 are in semester II, while R2, R3, R4, and R6 are in semester VI. In terms of the order of birth in the family, R1 and R5 are the second children, R2 and R6 are the first children, while R3 and R4 are the fourth children.

In general, this table provides a comprehensive picture of the respondents' backgrounds, both in terms of demographics, academics, and work activities. This information helps researchers understand the conditions and background of each individual who is the subject of the study. Although respondents came from the same faculty, differences in majors, occupations, and life experiences showed that respondents had unique perspectives. This diversity can influence how respondents answer questions or provide views during the research process. In addition, respondents' involvement in off-campus activities reflected an independent attitude and entrepreneurial spirit. By understanding this information, researchers can analyze the results of the research with a more thorough and contextual approach.

An overview of the sources of stress of the research respondents can be seen in the following table:

**Table 2.** Sources of Stress for Research Respondents

Sources of Stress	R1	R2	R3	R4	R5	R6
Difficulty Managing Time	✓	✓	✓	✓	✓	✓



<b>Lack of Family Support</b>		✓				
<b>Unsupportive work environment</b>				✓		
<b>Colliding coursework</b>	✓	✓	✓	✓	✓	✓
<b>Difficult to get permission from the workplace</b>			✓	✓		✓

The table above presents data on the various causes of stress experienced by six respondents, each of whom is labeled as R1 to R6. There are five categories of stress causes studied, namely: difficulty in managing time, lack of support from family, unsupportive work environment, college assignments that collide with each other, and obstacles in obtaining permission from the workplace. A checkmark (✓) indicates that the respondent feels stress from the factor. Based on the data, all respondents admitted to having difficulties in time management, making it the most dominant factor that triggers stress. This indicates that the balance between work, college, and personal life is a major challenge for respondents. Furthermore, six respondents, namely R1, R2, R3, R4, R5, and R6, mentioned that the clash of college assignments is also a considerable source of pressure, indicating that a dense and stacked academic schedule can be a burden in itself. This is in line with the opinion (Shalvendi, 2006) that dense and unruly daily activities can be a trigger for stress. In addition, as many as three R2 respondents felt a lack of support from their families, which has the potential to cause emotional burdens because they felt misunderstood or did not receive attention from the immediate environment, by the statement (Shabarcq, 2003) that support from the immediate environment, such as family, is very important in dealing with stress. Meanwhile, two respondents, namely R3, R4, and R6, experienced stress due to difficulties in obtaining permission from the workplace, which hindered their academic activities or personal affairs. Interestingly, only one respondent felt that the respondents' work environment was not supportive, which could be interpreted as providing enough comfort or not being a significant source of pressure. From the overall data, it can be concluded that the main problem faced by respondents is time management, followed by academic pressure and lack of emotional support, while the barriers from the work environment are relatively smaller. These results emphasize the importance of time management skills and the need for support from family and the workplace, especially for individuals who are juggling dual responsibilities as workers and students.

The six respondents used various coping strategies to deal with problems more positively. Respondents R1, R3, R5, and R6 rely on the support of their family and colleagues as an important help in solving problems both in the world of college and work. R2 tends to spend time with friends through hobbies and tries to complete tasks as quickly as possible without procrastinating. Meanwhile, R3 also tries to solve the problem by choosing which ones are more priority and considered more important. R4 prefers to express grievances, be patient, surrender to God, and be open to the advice of others, although sometimes they also tend to avoid problems with sleep. R1 emphasizes the importance of being grateful and managing emotions. According to Shalvendi (2006), social support from

close people such as family and friends is able to increase motivation, reduce stress levels, and encourage productivity. This is in line with *with* concept *Seeking Social Support (Problem-Focused Coping)*, which is an effort to seek emotional support or information from others. Although it doesn't always provide a direct solution, sharing your story with a trusted person can bring a sense of relief and help individuals feel supported in dealing with their problems. (Greenberg, 2002)

The Problem Focus Coping strategy is an approach to overcoming problems by actively looking for solutions. In this study, respondents showed a variety of ways to deal with challenges. R4 and R5, for example, choose to discuss with their superiors when experiencing difficulties at work, which indicates the importance of communication in solving problems. Meanwhile, R1, R2, R3, and R6 prefer to do activities they enjoy, such as listening to music or buying things they like, as a way to recover their enthusiasm and motivation when faced with the pressure of a task. This approach is in line with Lazarus's view that managing emotions can help a person stay productive and focused. On the other hand, R2, R4, and R6 choose sleep as a temporary form of escape from perceived stress. The influence of the social environment, such as seeing friends who are more advanced in preparing a thesis or getting questions from lecturers, can give rise to motivation as well as pressure. Respondents who feel this kind of pressure generally try to relieve negative emotions by taking breaks or doing other fun activities. Shalvendy (2006) states that social pressure can be a trigger to increase productivity, but it can also be considered a source of stress that needs to be avoided. In addition, R1 and R4 also show efforts in adjusting other activities so that they can focus more on the main problems, both related to work and lectures. It illustrates that (Davison, 2006)*Problem Focus Coping*: Assist individuals in dealing with problems directly and systematically to reduce anxiety and discomfort.

In dealing with stress, each individual has a different coping strategy. R2, R4, R5, and R6 show a defensive attitude and surrender when in stressful situations. According to Lazarus (in Davison, 2006), coping that is considered effective is one that allows a person to accept and tolerate circumstances that they cannot control. In addition, emotional support from the surrounding environment, such as co-workers, superiors, friends, and family, also plays an important role in this process. Such social support can foster empathy and strengthen individuals in facing life's challenges. It also states that the closest people, such as friends and teachers, can provide very meaningful encouragement. In this case, the strategy (Arnold, 1995)*Emotional focused coping* becomes relevant because individuals tend to seek emotional support to deal with stress. For example, R1 to R6 do not consider the problem to be a heavy burden, and there are times when R1 to R6 also show a tendency to deny the existence of the problem. This is in line with Lazarus' view that effective coping includes acceptance of oppressive conditions. The study also found that working students tend to use a combination of *problem-focused coping* and *emotion-focused coping*. They design a more regular schedule as well as seek advice from the people closest to them as a form of *problem-focused coping*, while *emotionally focused*



*coping*. It is done by thinking positively and not magnifying the problem. Therefore, an understanding of these different coping strategies is essential to assist individuals in managing stress and improving their mental health.

Pendekatan *emotional focused coping* is a strategy that focuses on managing individual emotions in dealing with stressful situations, as explained by Lazarus in Davison (2006). In this case, R1 to R6 demonstrated the ability to tolerate and accept difficult situations without feeling overwhelmed, indicating that they did not view the problem as heavy pressure. These strategies include a variety of ways to relieve negative emotions, such as stress or disappointment, for example, by looking for the positive side of a bad experience or keeping an emotional distance from the problem. Conversely, R1 and R6 tend to use negation as a form of coping, which, although included in the *emotion-focused coping*, is less adaptive because it can lead to unrealistic perceptions of reality. This approach can help individuals stay calm and not be overly dissolved in pressures that are out of their control. Lazarus emphasizes that effective coping allows a person to accept reality without worrying too much about things they can't change. Strategies like this can strengthen optimism and emotional well-being, although they don't necessarily solve problems directly. Therefore, it is important to distinguish between adaptive coping, such as seeking positive meaning, and maladaptive coping, such as avoidance or denial, as maladaptive strategies have the potential to worsen psychological conditions. Adaptive coping helps individuals develop resilience in the face of life's pressures and improve their ability to respond to future challenges.

## CONCLUSION

Based on the results of the study, it can be concluded that students who work face various sources of stress, such as poor time management, lack of social support, and pressure from the surrounding environment, but they can respond with various coping strategies, both focused on problem-solving and emotion-focused coping. The strategy includes concrete actions such as scheduling, discussing, and seeking social support, as well as emotional approaches such as being grateful, accepting the situation, and looking for the positive. Understanding and applying adaptive coping strategies has been proven to help students maintain their emotional stability and productivity. Therefore, it is important for students to be more proactive in managing time, building open communication with the surrounding environment, and maintaining mental health in positive and healthy ways. Social support, self-reflection, and the courage to seek professional help when needed are key to dealing with the pressures of life, so that stress can be managed without interfering with academic or work activities.

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