

Academic procrastination, family social support and academic stress: Literature review

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ABSTRACT

Academic stress on students is increasing during the covid 19 pandemic. How academic stress on students increases from time to time. Academic procrastination and family social support are factors associated with academic stress. This study aims to determine the direct effect of academic procrastination and family social support on academic stress in students through the literature review method. The researcher limited the search for literature studies by focusing on national and international students and peer-reviewed articles published from 2008 to 2020. Research journals were screened with a focus on journals related to topics of academic procrastination, family social support and academic stress. The search began in October 2020 and ended in May 2021. 20 journals were eligible for inclusion. There are 13 national journals and 7 international journals. The results of the study found that academic procrastination and family social support directly affect academic stress in students.

Keywords: academic stress; academic procrastination; family social support

Introduction

The world is currently entering the era of society 5.0, which is a technology-based concept of a human-centered society. The rapid development of technology, including the role of humans being replaced by the presence of intelligent robots, is considered to be able to degrade the role of humans. The current era of society 5.0 is a continuation of the era of the industrial revolution 4.0, a digital era in all things, which has an impact in various fields, including education. In Indonesia, the implementation of the industrial era 4.0 is still not complete. Digital transformation, which is developing very quickly, has changed people's habits, including students. The teaching and learning process both at school and at university is distracted by current technological developments.

Students who are ready for development will find it easier to follow the educational process well, but for students who are not ready for developments, they will be more depressed with the coursework they are working on. The progress of the times does not necessarily make students diligent in doing assignments from lecturers, but for students who are not ready for development, they are busy playing games, watching YouTube, and playing other applications that are connected to the internet online, so they forget the time and don't do college assignments. Not yet finished with the industrial era 4.0 and the era of society 5.0, the community is faced with the Covid-19 pandemic, which seems to be an acceleration for changing learning for students, from face to face to online.

The Covid-19 pandemic was announced by the World Health Organization (WHO) on March 11, 2020 as a health emergency and threatens the survival of the community. The Covid-19 virus has a very fast spread of the virus, while vaccines as an effort to control the spread of the virus are not yet accessible to the public. An effective way to do this is to take preventive steps in the form of imposing physical and social distance restrictions by reducing community mobility (Reluga, 2010). At the

beginning of the Covid-19 pandemic, the government also imposed work from home and teaching and learning activities were carried out from home or online learning. This has an impact on students, problems that occur to students such as assignments from lecturers that are increasingly piling up, more assignments that students do when studying online, and a narrow time limit in collecting lecture assignments, this causes academic stress on students (Desmita, 2009).

In general, every individual can experience stress, one of which is academic stress experienced by students. Students are the younger generation who are studying at the college they have chosen. In the University, students will study theory in accordance with the majors they choose. Not only learning in academic terms, but students also learn to organize, socialize, and learn to be successful leaders for the future career path. Over time, students are considered as highly intellectual groups and can change the state of this nation with their thoughts (As'ari, 2007). In addition, students will also be faced with problems to map and find the best solution for these problems. However, students are often burdened by their own problems, the number of activities that must be carried out, poor time management which causes stress to students if the demands are not resolved (Sarafino & Smith, 2011).

According to Govaerts & Grégoire (2004) academic stress is a condition of individuals who experience pressure because they feel they are unable to handle and complete academic tasks. According to Sarafino & Smith (2011) there are four dimensions of stress, namely biological aspects, cognitive aspects, emotional aspects and social behavioral aspects. Research conducted by Harahap et al., (2020) with the subject of 300 students from the BKI Faculty of Tarbiyah and Teacher Training at UINSU Medan, it was found that 39 students (13%) had a high level of academic stress, as many as 225 students (75%) have academic stress levels in the medium category, and as many as 36 students (12%) have academic stress levels in the low category. Another research conducted by Andiarna & Kusumawati (2020) on undergraduate students on the island of Java as many as 285 respondents, 228 female respondents (80%) and 57 male respondents (20%). It was found that the level of academic stress during the online learning process when viewed in terms of gender, more than 90% experienced severe academic stress. Women (96%) had higher stress levels than men (93%). Based on these results, it can be concluded that most students experience academic stress.

Students should not consider the tasks given by the lecturer as a burden which results in academic stress. Students should get used to regular learning and be able to determine their learning strategies to achieve good results, and consider assignments as the student's responsibility, so that students can focus and do the best work (Montalvo & Torres, 2004). Research conducted by Indriyani & Handayani (2018) shows that there is a significant negative relationship between academic stress and achievement motivation in students who study while working. This shows that students who have low academic stress will have high achievement motivation. Another study conducted by Gatari (2020) found that there was a significant negative relationship between academic stress and academic flow in students, these results indicate that the higher the level of academic stress on students, the lower the level of academic flow felt by students. Conversely, the lower the academic stress on students, the higher the academic flow felt by students.

Nist-Olejnik & Holschuh (2016) explained that the factors that influence academic stress are: writing exams, or public speaking anxiety, procrastination and high academic standards. Academic procrastination is an important internal factor that influences academic stress. Students who experience academic stress tend to be affected by skills in time management between study and other activities. This is in line with the research conducted by Sagita et al., (2017) that academic procrastination has an influence on academic stress, the higher the academic procrastination, the higher the academic stress on student's, and vice versa.

Academic procrastination is a type of procrastination carried out on formal tasks related to academic tasks (Ferrari et al., 1995). There are three aspects of procrastination according to (Tuckman, 1990), namely: a general self-description of the tendency to deal with things, a tendency to avoid

unpleasantness and to have difficulty doing unpleasant things, and a tendency to blame others for one's own predicaments.

Procrastination is an activity to delay action in carrying out an activity from one time to another. According to Silver (Ferrari et al., 1995) in the academic sphere procrastination is explained as the behavior of delaying academic tasks until the end of the available time limit. The behavior of procrastinating this task has an effect on academic stress experienced by students. Students who experience academic stress tend to be affected by poor time management between studying and other activities. Students complain because they can't divide their time when they have to do assignments, so that time that should be useful is wasted.

The behavior of delaying tasks experienced by students is the result of errors in thinking, the presence of irrational thoughts on tasks such as fear of failure in completing tasks that have been given by the lecturer. According to Silver (Ferrari et al., 1995) someone who does procrastination sometimes does not intend to avoid or does not want to know the task at hand. However, these students only procrastinate to do them so that it takes time in working on these tasks and the hope of getting optimal results cannot be achieved properly, so students experience academic stress.

Furthermore, the external factor selected in this study is family social support. According to Smet (1994), there are five factors that influence stress, namely: internal variables, personality characteristics, social cognitive variables, social environment relationships including social support received and integration in interpersonal relationships and coping strategies. Social support is an important external factor that influences academic stress. According to Sarafino & Smith (2011) social support is something that refers to the feeling of pleasure felt by individuals because of help or assistance from others, caring so that when individuals receive such assistance they will feel accepted, valued, and loved by the group.

Pierce in (Kail & Cavanaugh, 2019) reveals that when individuals experience a problem and are in a crisis situation, social support in the form of mentoring, emotional, and informational can help individuals to deal with it. So, when students experience academic stress, social support in the form of emotional and informational assistance can help individuals to deal with it. This is in line with research conducted by Wistarini & Marheni (2019) that family social support has an effect on students' academic stress levels. Family social support plays a role in reducing academic stress on students.

Family social support is a form of support such as attention, comfort, appreciation, acceptance, and assistance when needed that comes from the family (Sarafino & Smith, 2011). According to Sarafino & Smith (2011) there are four aspects of social support, namely: appreciation support, informative support, emotional support and instrumental support. The family is the main source of support for children, so family social support has an important role in what students feel. Students can get family social support from their parents, siblings and other closest relatives.

According to Sarafino & Smith (2011) social support is something that refers to the pleasure felt by individuals because of help or assistance from others, caring so that when individuals receive such assistance they will feel accepted, valued, and loved by the group. Family social support will have a happy effect on students, because they feel the help or assistance from their families, students will feel happy, feel accepted, feel valued and loved by their families. Research conducted by Ernawati & Rusmawati (2015) shows the same thing that social support from the family, namely more specifically parental social support, has an influence on students' academic stress.

The purpose of this study was to determine the effect of academic procrastination and family social support on academic stress in students.

Method

The method used in this research is literature study. The researcher limited the search for literature studies by focusing on the subject of national and international students and peer-reviewed

articles published from 2008 to 2020. The researcher chooses journals in 2008 to 2020 because that year is the era of the industrial revolution 4.0 and the era of society 5.0, which is related to academic stress problems in this study. Research journals were screened with a focus on journals related to the topics of academic procrastination, family social support and academic stress. The search began in October 2020 and ended in May 2021. Twenty journals were eligible for inclusion. There are 13 national journals and 7 international journals. The data obtained were compiled, analyzed, and concluded so as to obtain conclusions regarding the study of literature.

Research Findings

Based on the results of a review in 20 study published in the year 2008 to 2020 found that related to the topics of academic procrastination, family social support and academic stress as follows:

No	Author	Journal	Year	Title	Research Result
1.	Vivien S. Huan a , Yeo Lay See a , Rebecca P. Ang a & Chong Wan Har	Educational Review. (60) 2.	2008	The impact of adolescent concerns on their academic stress	The results of this study reveal that there is a positive relationship between the personal attention of boys and girls, and their academic stress arising from self-expectations and other expectations. For the most part, these studies support the idea that adolescents' academic stress is partly influenced by their personal problems.
2.	Scott E. Wilks	Advance in Social Work. 9 (2), 106- 125.	2008	Resilience amid academic stress: the moderating impact of social support among social work students.	The sample reported moderate levels of academic stress and social support, and a fairly high level of resilience. Academic stress negatively related to social support and resilience. Social support positively influenced resilience. Academic stress accounted for the most variation in resilience scores. Friend support significantly moderated the negative relationship between academic stress and resilience.
3.	Scott E. Wilks & Christina A. Spivey	Social Work Education Vol. 29, No. 3	2010	Resilience in Undergraduate Social Work Students: Social Support and Adjustment to Academic Stress	The sample reported moderate levels of academic stress, social support, and resilience. Academic stress significantly ($p < 0.05$), negatively influenced social support and resilience. Social support systems exerted significant, positive influence with each other and with resilience. No social supports mediated the negative stress effect on resilience. Friend support moderated the academic stress– resilience relationship. Implications for social work educators and field agency practitioners regarding enhancement of supportive peer relationships among undergraduate students are discussed.
4.	Beheshtifar M., Hoseinifar, H. & Moghadam, M.N.	European Journal of Economics, Finance and Administrative Sciences, 38, 59-63.	2011	Effect Procrastination on Work-Related Stress.	Stress cannot be taken out of work but it can be recognized and reduced. Procrastination as a main source to work-related stress can take away from workplace.

5.	Krishan Lal	American International Journal of Research in Humanities, Arts and Social Sciences Vol. 5, No. 1	2014	Academic Stress Among Adolescent In Relation To Intelligence And Demographic Factors	There exists no significant difference in academic stress of average and low I.Q. students. There exists a significant difference in academic stress of male and female students. There exists no significant difference in academic stress of rural and urban institutions students. There exists no significant difference in academic stress of Government and private senior secondary school students.
6.	Lilis Ernawati, Diana Rusmawati	Jurnal Empati. (4) 4, 26-31	2015	Parental Support and Academic Stress on Vocational High School Students Using the 2013 Curriculum.	Based on the results of research conducted, that there is a significant negative relationship between parental social support and academic stress in students of SMK N 11 Semarang who use the 2013 curriculum.
7.	Hantoro Adhi Mulya & Endang Sri Indrawati	Jurnal Empati. (5) 2.	2016	The Relationship Between Achievement Motivation and Academic Stress in First Year Students of the Faculty of Psychology, Diponegoro University, Semarang.	The results obtained from hypothesis testing indicate that there is a negative and significant relationship between achievement motivation and academic stress for the first batch of students of the Faculty of Psychology, Diponegoro University, Semarang.
8.	Fauzah Marhamah , Hazalizah binti Hamzah	Jurnal Psikoislamedia. (1) 1. ISSN: 2503-3611	2016	The Relationship Between Social Support And Academic Stress Among First Year Students At Syiah Kuala University	The results revealed that the sample reported moderate levels of social support and academic stress. Students with high level of social support, reported low level of academic stress.
9.	Dony Darma Sagita, Daharnis, Syahniar	Jurnal Bikotetik. (01) 02.	2017	Relationship of Self Efficacy, Achievement Motivation, Academic Procrastination and Student Academic Stress.	There is a negative and significant relationship between self-efficacy and academic stress for BK FIP UNP students. There is a negative and significant relationship between achievement motivation and academic stress of BK FIP UNP students. There is a positive and significant relationship between academic procrastination and academic stress of BK FIP UNP students. There is a significant relationship between self-efficacy, achievement motivation, and academic procrastination with the academic stress of BK FIP UNP students simultaneously.

10.	Mirna Purwati, Amalia Rahmandani	Jurnal Empati. (7) 2.	2018	The Relationship Between Attachment To Peers And Academic Stress In Urban And Regional Planning Engineering Students, Diponegoro University, Semarang.	There is a significant negative relationship between peer attachment and academic stress on Urban and Regional Planning Engineering students at Diponegoro University.
11.	Ni Nyoman Imas Pradnyanita Wistarini dan Adijanti Marheni	Jurnal Psikologi Udayana. 164-173. e-ISSN: 26544024; p-ISSN: 23545607	2018	The role of family social support and self-efficacy on academic stress for new students of the Faculty of Medicine, Udayana University batch 2018.	Based on the results of the multiple linear regression test, it can be seen that family social support and self-efficacy play a role in reducing academic stress for new students of the Faculty of Medicine, Udayana University batch 2018.
12.	Irma Finurina Mustikawati, Prima Maharani Putri	Herb-medicine journal. (1) 2. ISSN: 2620-567X	2018	The Relationship Between Attitudes Towards Task Loads And Academic Stress Of Medical Faculty Students.	There is a positive relationship between academic stress and attitude towards the workload. The higher the level of academic stress, the more positive the attitude towards the task load will be.
13.	Indah Indria, Juliarni Siregar, Yulia Herawaty	An-Nafs: Jurnal Fakultas Psikologi. (13) 1.	2019	The Relationship Between Patience And Academic Stress In Students In Pekanbaru.	There is a significant negative relationship between patience and academic stress on University X students in Pekanbaru. The higher the student's patience, the lower the student's academic stress and vice versa, the lower the patience, the higher the student's academic stress.
14.	Shalini G Nayak, PhD	International Journal of Caring Sciences. Vol. 12, No. 3	2019	Impact of Procrastination and Time-Management on Academic Stress among Undergraduate Nursing Students: A Cross Sectional Study	Procrastination and poor time management skills can lead to academic stress among the students. Academic stress can lead to poor physical and mental health, losing self-confidence and academic failure.
15.	Jesús de la Fuente, Francisco Javier Peralta-Sánchez, Jose Manuel Martínez-Vicente, Paul Sander,	Frontiers in Psychology. Volume 11.	2020	Effects of Self-Regulation vs. External Regulation on the Factors and Symptoms of Academic Stress	The results confirmed that the level of self-regulation and the level of regulatory teaching jointly determined the level of stress factors and symptoms of university students. Once again, a five-level heuristic of possible combinations was configured to jointly determine university students' level of academic stress. We concluded that the combination of different levels of student

	Angélica Garzón-Umerenkova and Lucía Zapata			in Undergraduate Students.	regulation and regulation from the teaching process jointly determines university students' level of academic stress. The implications for university students' emotional health, stress prevention, and well-being are established.
16.	Ayu Dwi Nindyati	Jurnal Psikologi Sains dan Profesi (JPSP). 4 (2).	2020	Emotional Intelligence and Student Academic Stress: The Role of Gender as a Moderator in an Empirical Study at Paramadina University.	The results showed that gender did not act as a moderator in the relationship between emotional intelligence and student academic stress. However, this study also shows that gender and emotional intelligence have a direct role in the emergence of academic stress. In addition, information was obtained that in terms of gender, female academic stress was higher than male. It can also be explained that the group of respondents with high emotional intelligence tends to show low academic stress.
17.	Ade Chita Putri Harahap, Dinda Permatasari Harahap, Samsul Rivai Harahap.	Biblio Couns : Jurnal Kajian Konseling dan Pendidikan. 3 (1).	2020	Analysis of Academic Stress Levels in Students During Distance Learning During the Covid-19 Period.	It is known that of the 300 students who were used as research samples, there were 39 students (13%) who had a high level of academic stress, 225 students (75%) had a moderate level of academic stress, and 36 students (12%) have a level of academic stress that is in the low category. It was concluded that the majority of students experienced academic stress during distance learning amidst the COVID-19 pandemic.
18.	Funsu Andiarna, Estri Kusumawati	Jurnal Psikologi. 16 (2).	2020	The Effect of Online Learning on Student Academic Stress During the Covid-19 Pandemic.	There is a significant effect of online learning on student academic stress during the covid-19 pandemic. The COVID-19 pandemic has made online learning an option to support the government in implementing physical distance to prevent crowds from occurring in order to prevent the spread of the COVID-19 virus.
19.	Sri Utami, Anna Rufaidah, Afiatin Nisa.	TERAPUTIK Jurnal Bimbingan dan Konseling. (4) 1. 20-27	2020	Contribution of self-efficacy to student academic stress during the Covid-19 pandemic for the April-May 2020 period.	The results showed that self-efficacy had a significant effect on student academic stress during the Covid-19 pandemic for the April-May 2020 period. The contribution shown by self-efficacy was negative in the sense that when self-efficacy increased, academic stress would decrease.
20.	Giur Hargiana & Tia Sintiawati	Jurnal Kesehatan. 9 (1). pISSN: 2301-783X, eISSN: 2721-8007	2020	Relationship between gadget dependence and academic stress in nursing students.	The results of the study found that 66.4% of students experienced moderate academic stress and 69.9% of students experienced dependence on gadgets in the moderate category. Dependence on devices and academic stress have a mutually influencing relationship, someone with high gadget dependence will have high academic stress and vice versa. Recommendations from this study students need to be aware of the behavior in using gadgets.

Discussion

Findings from the literature review of the academic procrastination, family social support and academic stress on students is there are 20 journals that explain academic stress, academic stress can be influenced by social support (Wilks, 2008) (Wilks & Spivey, 2010) (Marhamah & Hamzah, 2016), parental social support (Ernawati & Rusmawati, 2015), family social support (Wistarini & Marheni, 2019), self-efficacy (Sagita et al., 2017) (Wistarini & Marheni, 2019) (Utami et al., 2020), resilience (Wilks, 2008) (Wilks & Spivey, 2010), personal problems (Huan et al., 2008), procrastination (Beheshtifar et al., 2011) (Nayak, 2019), academic procrastination (Sagita et al., 2017), achievement motivation (Mulya & Indrawati, 2016) (Sagita et al., 2017), attitude towards the workload (Mustikawati & Putri, 2018), patience (Indria et al., 2019), time management skills (Nayak, 2019), online learning (Andiarna & Kusumawati, 2020) and dependence on devices (Hargiana & Sintiwati, 2020). Social support, parental social support and family social support have a significant negative relationship with academic stress, the higher the social support, parental social support, family social support, the lower the academic stress on students. Likewise with self-efficacy, resilience and achievement motivation there is a significant negative relationship with academic stress, the higher the self-efficacy, resilience and achievement motivation, the lower the academic stress on students.

Procrastination, academic procrastination and time management skills have a significant positive relationship with academic stress. Procrastination and time management skills can lead to academic stress among the students. Academic stress can lead to poor physical and mental health, losing self-confidence and academic failure. Likewise, attitude towards the workload and personal problems has a significant positive relationship with academic stress. Meanwhile, patience has a significant negative relationship with academic stress on students. Online learning and Dependence on devices have a significant negative relationship with academic stress. Dependence on devices and academic stress have a mutually influencing relationship, someone with high gadget dependence will have high academic stress and vice versa. Recommendations from this study students need to be aware of the behavior in using gadgets.

There are 3 journals that explain academic procrastination with academic stress (Beheshtifar et al., 2011) (Nayak, 2019) (Sagita et al., 2017). There is a positive and significant relationship between academic procrastination and academic stress on students. Procrastination can lead to academic stress among the students. Academic stress can lead to poor physical and mental health, losing self-confidence and academic failure. While discussing family social support with academic stress there are 5 journals (Wilks, 2008) (Wilks & Spivey, 2010) (Marhamah & Hamzah, 2016) (Ernawati & Rusmawati, 2015) (Wistarini & Marheni, 2019). Social support negatively related to academic stress. There is a significant negative relationship between parental social support and academic stress in students. Students with high level of social support, reported low level of academic stress. It was also explained that, based on the results of the multiple linear regression test, it can be seen that family social support play a role in reducing academic stress on students.

Conclusion

The results of the literature review of journals, there are that explain academic stress, academic stress can be influenced by social support, parental social support, family social support, self-efficacy, resilience, personal problems, procrastination, academic procrastination, achievement motivation, attitude towards the workload, patience, time management skills, online learning, and dependence on devices. Variables that have a negative relationship with academic stress are social support, parental social support, family social support, self-efficacy, resilience, achievement motivation and patience. Variables that have a negative relationship with academic stress are procrastination, academic procrastination, Personal problems, attitude towards the workload, time management skills, online learning and dependence on devices. There is a positive and significant relationship

between academic procrastination and academic stress on students. Procrastination can lead to academic stress among the students. Academic stress can lead to poor physical and mental health, losing self-confidence and academic failure. While family social support is negatively related to academic stress. It is known that family social support plays a role in reducing academic stress on students. Students with high level of family social support, reported low level of academic stress.

Suggestions for Future Research

The results of the literature review of journals, there is no research that discusses the three variables directly, namely academic procrastination, family social support and academic stress. For further research, it is recommended to further research the effect of academic procrastination and family social support on academic stress in students. The results of this study are expected to be a reference in conducting further research, especially those related to academic procrastination, family social support and academic stress.

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