

The role of guidance and counseling service in helping students with academic stress

Nurussakinah Daulay*

Universitas Islam Negeri Sumatera Utara
Medan, Indonesia

Ade Chita Putri Harahap

Universitas Islam Negeri Sumatera Utara
Medan, Indonesia

M. Harwansyah Putra Sinaga

Universitas Islam Negeri Sumatera Utara
Medan, Indonesia

*Corresponding Author. e-mail: nurussakinah@uinsu.ac.id

Received: August 19, 2022; Revised: September 20, 2022; Accepted: October 10, 2022

Abstract

This paper aims to urge the role of guidance and counseling services in helping students with academic stress in Indonesia. This article is a literature review, so the type of data used by the author in this article is data obtained from a literature study by looking for theoretical references that are relevant to the issues. There are 21 studies that have discussed that academic stress can be minimized with the help of counseling services. Several literature have shown that five out of nine guidance and counseling services have been shown to contribute positively to academic stress, such as: 1) information services using stress management techniques; 2) group guidance services using mind mapping techniques, problem solving methods, rational emotive behavior therapy approaches; discussion techniques; self-instruction techniques; 3) individual counseling services; 4) group counseling services; 5) orientation service. The findings provide an empirical foundation regarding the importance of evidence-based practices on guidance and counseling services in reducing students' academic stress symptoms both physically and psychologically. Moreover, students can achieve psychological well-being.

Keywords: *academic stress, literature review, counseling services.*



This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Overall, the goal of national education is noble, which seeks to develop quality human resources. However, in the process of their journey, some students turned out to have problems due to their inability to adapt to various demands in the academic field. Students experience boredom in learning, piling up school assignments, a less pleasant social environment, and experiencing a decline in grades and achievements. These conditions lead to academic stress. Academic stress is mental distress related to some anticipated frustration associated with

academic failure (Lal, 2014). Not only that, students experience difficulties in carrying out academic activities because of the heavy burden and various drastic changes they experience after entering a new level of school or college (Jayakumar & Sulthan, 2013). Student responses to pressing school demands that cause feelings of discomfort, tension and changes in behavior can also be interpreted as academic stress (Desmita, 2010).

According to Fathiyah (2020), the factor of students experiencing academic stress is caused by too much material to be studied, the needs of outstanding students, academic demands reinforced by pressure from parents, schools to peers, and inadequate facilities and infrastructure. This is also confirmed by other research that infrastructure is inadequate (Awino & Agolla, 2008), the need for students to display academic achievement as well as possible (Charaif, 2015), lesson activities are more tightly scheduled (Wahyuningtyas, 2019), self-efficacy and self-efficacy. low achievement motivation (Sagita, Daharnis & Syahniar, 2017).

Likewise, when online learning takes place during a pandemic, it turns out that it is felt to pose challenges and obstacles for students. Various obstacles during online learning are considered a source of stress, such as completing a lot of tasks but in a relatively fast time (Andiarna & Kusumawati, 2020).), unstable internet network constraints (Lubis, Ramadhani, Rasyid, 2021), lack of focus in participating in online learning (Andiarna & Kusumawati, 2020), and interspersed with the completion of household chores (Harahap et al, 2020).

Academic stress is the main problem towards success in academics, and deserves full attention from various parties. Research on the condition of students experiencing academic stress is a study that continues to be in demand, especially when the Covid-19 event hit and its impact. In an effort to overcome students' problems in their academic fields, assistance from school counselor is needed. What can be done is to provide the right information related to managing emotions, tips for controlling anxiety, tips for doing good assignments, time management, and preparing yourself when you will take part in the teaching and learning process in the classroom (Ade, Halim, Zikra, 2019). The important role of school counselor in developing guidance and counseling service practices to improve the quality or potential of students in anticipating the emergence of student academic stress by accommodating factors from academic stressors (Barseli et al, 2020).

Discussions about academic stress should start with an understanding of stress. Stress is an unavoidable part of life. On the one hand stress for individuals is normal and necessary in order to survive in life. On the other hand, if stress continues with quality and quantity that exceeds the individual's capacity to cope, then the positive side of stress decreases and increases the negative side, causing various problems for individuals both in the short and long term (Akram & Kahn, 2012).).

Stress that specifically discusses in an academic context is called academic stress, namely the pressures that occur within students caused by competition and academic demands (Barseli, Ifdil, Nikmarijal, 2017). Expectations to achieve academic achievement increase, both from parents, teachers and peers. These expectations are often not in accordance with the abilities of students, causing psychological pressure that affects learning achievement at school (Barseli, Ifdil, & Fitria, 2020).

The study of academic stress continues to be an interesting theme to be researched, this is also revealed from the increasing number of research linking the academic stress variable to one of the important variables, both as an independent variable (IV) and dependent variable (DV), such as research on how students manage the academic stress he felt during the pandemic (Barseli, Ifdil, Fitria, 2020); online learning which eventually leads to academic stress (Andiarna, & Kusumawati, 2020); analysis of students' academic stress conditions due to online learning (Harahap, 2020); various roles of positive psychological variables, such as self-efficacy (Utami, Rufaidah, & Nisa, 2020), hardiness (Azizah & Satwika, 2021), mindfulness (Maulinda & Rahayu, 2021), social support (Salmon & Santi, 2021) can help students to minimize the emergence of academic stress.

Counseling guidance is a process of assistance or assistance provided by a counselor (counselor) to individuals (clients) through face-to-face meetings or reciprocal relationships between the two, so that clients have the ability or skills to see and find problems and be able to solve their own problems (Tohirin, 2007). . Furthermore, based on the book *General Guidance and Counseling Services* by ABKIN (2013) it can be interpreted as professional assistance services for students both individually, in groups and classically, so that students are able to direct themselves and develop optimally in the fields of personal life development, social life, abilities learning, and career planning, through various types of support services and activities, based on the norms that apply through the learning process.

To help clients, there are ten types of services in counseling guidance (Harahap, 2021), namely: 1) Orientation Services, services that aim to introduce new students or individuals to the new environment around them; 2) Information Services, services by providing information needed by students/individuals to receive and understand various information about themselves, their social and learning conditions and careers that are useful for themselves in a directed manner; 3) Distribution Placement Service, a service that seeks to assist students/individuals in obtaining the right placement and distribution in classes, study groups, specializations in a precise and focused manner; 4) Content Mastery Service, a service that seeks to assist students in mastering certain content, especially competence or habits in doing or doing something useful for their lives both at school, family, and the wider community; 5) Individual Counseling Service, is a service that is carried out by a school counselor to a client in the context of alleviating a client's personal problem; 6) Group Guidance Service, is a service that utilizes group dynamics to discuss various current/currently hot topics that are being discussed which are useful for the self-development of students/clients; 7) Group Counseling Services, is a group process that has special value for diagnostic and therapeutic aspects in solving problems; 8) Consulting Services, are services provided by counselors to clients that enable clients to gain insight, understanding and ways to deal with third party conditions and/or problems; 9) Mediation Services, services in assisting students/clients/service targets in solving problems and improving relations with other parties; 10). Advocacy services, are services in providing assistance to regain their rights that are not considered and/or received treatment.

Method

This paper is a literature review by tracing scientific works (such as journals) that have been published. Literature review is a written summary of articles from journals, books, and other documents that describe theories and information both past and present, organizing the literature into topics and documents needed (Creswell, 2014). There are several steps that the researchers took, namely: First, search for articles at <https://scholar.google.co.id/> using keywords, namely: academic stress, counseling guidance services, counseling guidance, counseling guidance teachers; Second, the choice of articles used is articles published in the last five years, namely from 2017-2022, with the aim of getting articles with the latest data; Third, the researcher selects the research according to the theme and purpose of this paper; Fourth, analyze and formulate research findings. The data that has been obtained is then analyzed using descriptive analysis methods, by describing the facts which are then described, and reviewed with explanations (Habsy, 2017).

Findings and Discussion

Based on the research search, it was found that research related to the urgency of counseling guidance services in dealing with students' academic stress, and summarized in the following table:

Table 1. Research Results on the Rose of Counseling Guidance Services on Academic

Researcher	Title	Method	Results
Mahardika (2016)	Development of group guidance programs to improve students' ability to manage stress	Literature review	Group guidance with the help of mind mapping techniques, can help individuals to develop ideas in discussing the topic of stress management
Astutik (2018)	Effectiveness of information services to improve students' stress management skills	Experimental method with one group pretest-posttest design. The research participants were 40 high school students in class X	There is no significant effect between information services on the level of students' stress management abilities. Because, in information services, a student is provided with services together with his classmates, this makes students feel awkward to express their problems to the guidance counselor, so that in this study information services were deemed less able to have a positive effect on student academic stress.
Khusaina (2019)	<i>Reducing school stress problems through problem solving group guidance services.</i>	Quasi Experimental Design Method. Research participants: 62 students of SMPN class VIII	Quasi Experimental Design Method. Research participants: 62 students of SMPN class VIII
Warno,Umar, Arlizon (2015)	The effect of group guidance services on reducing students' stress levels	Experimental method. Research participants 30 junior high school students.	There is a significant difference in the decrease in students' stress levels before and after being given group guidance services.
Konadi, Mudjiran, Karneli (2017).	The effectiveness of the rational emotive behavior therapy approach through group guidance to overcome students' academic stress	Quasi-experimental method with The Non-Equivalent Control Group design. Research participants were 50 high school students.	There is a significant difference in the decrease obtained based on the average score of academic stress in the experimental group before being given treatment (pretest) and after being given treatment (posttest) with the REBT approach through group guidance, where the posttest average score decreased from the pretest average score. The REBT approach through group guidance is effective in reducing students' academic stress.
Armila (2020).	Group guidance in dealing with stress	Method: literature review	Group guidance services in minimizing academic stress, through three functions of group guidance, namely: informative function, development function, preventive and creative function.
Arlena, Prasetya. (2022)	Development of website-based information service media for students' academic stress	This type of research is Research and Development with the Brog & Gall method. Research participants 34 SMK students.	Website-Based Information Service Media Development for Students' Academic Stress at SMK N 2 Sewon Bantul Yogyakarta Worth to use.
Prayuli (2018)	Group Counseling Services with a behavioral approach to reduce academic stress	Type of research: descriptive qualitative. Participants: 8 SMK students.	Group service is able to reduce nervousness, reduce stress during exams, be able to accept one's own abilities, and reduce academic stress.
Candiawan (2021)	The relationship between emotional stability and academic stress on students and its implications for	Type of research: mix method, which is quantitative by measuring emotional stability through a	Emotional stability is quite stable and academic stress is in the moderate category, so that the implementation of counseling services through personal guidance is better.

Researcher	Title	Method	Results
	personal guidance services	Questionnaire, and the role of personal guidance services through literature review.	
Muarif (2020)	The effectiveness of group counseling with assertive training techniques to reduce academic stress on students	Quasi experimental design method is nonequivalent control group design. Participants: 14 high school students.	There is an effect of group counseling with assertive training in reducing the academic stress level of high school students.
Badri (2020)	The role of individual counseling services in reducing academic stress for new students.	Type of research: qualitative phenomenology. Participants: three new students who have high stress from 291 survey results of new students.	Individual counseling services reveal: 1) the factors that influence new students to experience stress, namely: needing adjustment, many tasks, adaptation to the learning system in universities, relationship patterns with teachers; 2) the role of individual counseling services, helping to build self-confidence and motivating students.
Rambe (2021)	Student academic stress during online learning and its implications for guidance and counseling	Type of research: qualitative.	The results of this study indicate that stress occurs because students are unable to overcome the difficulties and obstacles encountered in the online learning process. Implications in guidance and counseling Services: 1) Information Services; 2) Individual Counseling Services; 3) Group Guidance Services; 4) Group counseling services.
Lubis (2021)	Orientation service efforts in preventing student academic stress	Type of research: PTBK. MTsN Medan student participants	The decrease in academic stress on 12 students in the first cycle has changed by 50%, but has not reached the expected target of 75%. In cycle II there has been a change of 84%, and has reached the expected target. This shows that the academic stress experienced by students in class VII-2 has decreased after orientation services were provided to students.
Fitria & Putri (2022)	Group guidance model with art therapy to reduce student academic stress taking online lectures in pandemic conditions	The method used is research and development with analysis, design, development, implementation and evaluation (ADDIE) approach	Group guidance using art therapy can also be used to reduce academic stress experienced by students because with art therapy group members can express what they feel through pictures and coloring. In group guidance activities with Art Therapy, the group leader's ability to interpret the results of art therapy is needed.
Rachman (2018)	The relationship between the habit of listening to music and adolescent academic stress and its implications for guidance and counseling services	Research method: correlation. Participants were 318 high school students.	There is a strong and significant relationship between the habit of listening to music and students' academic stress with the direction of the correlation coefficient being negative. This study recommends basic personal services that contain content understanding academic stress and positive music listening habits when dealing with academic stressors.
Suriatika & Nursalim (2019)	Individual counseling with a rational-emotive behavior	Research method: quasi-experimental design, pre-	Individual counseling with a rational emotive behavior therapy approach can reduce students' academic stress.

Researcher	Title	Method	Results
Mutmainnah (2018)	therapy approach to reduce students' academic stress Group counseling with self-management techniques to reduce students' academic stress.	experimental design in the form of one-group pre-test and post-test design and the selection of research subjects using simple matching Research method: quasi-experimental using pre-test and post-test control group design.	Research results: 1) general profile of academic stress; 2) The formulation of the group counseling program with self-management techniques can be seen in the process of implementing group counseling which consists of 7 (seven) sessions and is based on daily journals and worksheets filled in by students on each group counseling session; 3) group counseling intervention with effective self-management techniques to reduce students' academic stress.
Ritonga (2021)	Implementation of group counseling to overcome students' academic stress	Type of research: PTBK. MTsN Medan student participants	The results of this study can be seen based on the first cycle that has been carried out by the researcher in the second meeting, where in the first meeting there has been no visible changes experienced by students who are indicated by academic stress. In the second meeting, there is a decrease in academic stress which is 67% in this case the result of the implementation of group counseling services. in the first cycle has reached the expected target of 51-74%.
Fadhlaturrahmah (2021)	Reality group counseling services in reducing student academic stress during the pandemic	Type of research: literature review	Group counseling services with This reality approach can be given to students who experience academic stress, especially during the Covid-19 pandemic. This group counseling service is a counseling service that is provided based on group dynamics and uses a reality approach to reduce student academic stress
Rahman (2021)	Guidance and Counseling service strategy about reducing academic stress during the covid 19 pandemic	Method: Literature review.	Classical and group guidance services can prevent students from being able to avoid stressful situations that they are willing to experience, but if students are in a stress phase, the school counselor can carry out individual counseling processes..
Ade (2019)	Student academic stress and its implications in guidance and counseling	Method: quantitative.	Description of student academic stress: based on physiological aspects (lace), based on psychological aspects (moderate), based on aspects of attitude (low), meaning that students' academic stress conditions tend to be low. Implications in counseling services, such as: information services, individual counseling services, group guidance services, group counseling services.

Based on the literature review, it was found that research related to the urgency of counseling guidance services was found. Several studies have proven the important role of counseling guidance services in being able to bring out positive things in themselves, because the purpose of counseling is to help each individual in developing themselves optimally and according to the stage of development. Overcoming the difficulties encountered in the study, and being able to adapt according to the positive demands of the environment in which they live (Evi, 2020).

The urgency of counseling guidance services which are generally carried out by school counselor in educational institutions strive together to help clients, especially students, find their strengths and potential, minimizing the problems they experience. Various positive impacts of this counseling guidance service in bringing out student strengths, especially helping in the academic field, including reducing academic stress (Erfantinni, Purwanto & Japar, 2016); strive for academic self-efficacy (Setiawan, 2015); motivate academic honesty (Gunawan, 2020); help scientific thinking skills (Hami, 2016); improve academic hardiness (Mahfud, Jafar & Sunawan, 2017); raises learning motivation (Nitami, Daharnis & Yusri, 2015); develop academic self-concept (Sumini, Saputra & Suardiman, 2020); academic confidence (Makaria, Rachman & Rachmayanie, 2019); awareness of academic responsibilities (Juita, Susanti & Permatasari, 2021).

Thus, the importance of responding to and providing information regarding the negative impact of academic stress has also been proven from various previous studies, including the purpose of this paper. Why does academic stress need to be investigated further? because in addition to causing difficulties for students in learning, it is also proven from various journals of its negative impacts, such as: increased academic procrastination (Sagita, Daharnis, & Syahniar, 2017); decreased student learning outcomes (Barseli, Ahmad & Ifdil, 2018); decreased self-efficacy (Siregar & Putri, 2019); reducing achievement motivation (Mulya & Indrawati, 2017); reduce students' self-adjustment ability (Saniskoro & Akmal, 2017); does not optimize students' subjective well-being (Julika & Setiyawati, 2019); declining academic help seeking (Putri, Mayangsari & Rusli, 2020).

Conclusion

Based on the findings and discussion of the results of the study. This paper provides the benefit that the importance of counseling guidance services in bringing out positive things for students. The urgency of counseling guidance services which are generally carried out by school counselor in educational institutions strive together to help clients, especially students, find their strengths and potential, minimizing the problems they experience. The need for students to be able to optimize themselves requires the help of school counselor, especially by providing various counseling and guidance services. Based on the results of the literature review that has been explored, the role of counseling guidance services in contributing to academic stress over the last five years in Indonesia, as many as twenty-one studies show the urgency of counseling guidance services. It turned out that from the ten counseling services, namely: 1) Orientation Services; 2) Information Services; 3) Distribution Placement Service; 4) Content Mastery Services; 5) Individual Counseling Services; 6) Group Guidance Services; 7) Group Counseling Services; 8) Consulting Services; 9) Mediation Services; 10). Advocacy Services, there are five services that are quite often found empirically in overcoming the problem of student academic stress, namely: 1) information services with stress management techniques; 2) group guidance services using mind mapping techniques, problem solving methods, rational emotive behavior therapy approaches; with discussion techniques; with self-instruction techniques; 3) individual counseling services; 4) group counseling services; 5) orientation service.

References

- Ade, Abdul Halim, and Zikra Zikra. (2019). "Students Academic Stress and Implications in Counseling." *Jurnal Neo Konseling* 1.3, hal. 4
- Andiarna, F., & Kusumawati, E. (2020). Pengaruh pembelajaran daring terhadap stres akademik mahasiswa selama pandemi Covid-19. *Jurnal Psikologi*, 16(2), 139-149.
- Azizah, J. N., & Satwika, Y. W. (2021). Hubungan Antara Hardiness Dengan Stres Akademik Pada Mahasiswa Yang Mengerjakan Skripsi Selama Pandemi COVID 19. *Jurnal Penelitian Psikologi*, 8(1), 212-223.
- Barseli, Mufadhal, Ifdil Ifdil, and Nikmarijal Nikmarijal. (2017), Konsep stres akademik siswa. *Jurnal Konseling dan Pendidikan* 5.3, hal. 147.
- Barseli, M., Ifdil, I., & Fitria, L. (2020). Stress akademik akibat Covid-19. *JPGI (Jurnal Penelitian Guru Indonesia)*, 5(2), 95-99.
- Barseli, M., Ahmad, R., & Ifdil, I. (2018). Hubungan stres akademik siswa dengan hasil belajar. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 4(1), 40-47.
- Barseli, M., Ifdil, I., Mudjiran, M., Efendi, Z. M., & Zola, N. (2020). Pengembangan modul bimbingan dan konseling untuk pengelolaan stres akademik siswa. *Jurnal Konseling Dan Pendidikan*, 8(2), 72-78.
- Evi, T. (2020). Manfaat bimbingan dan konseling bagi siswa SD. *Jurnal Pendidikan dan Konseling*, 2(1), 72-75.
- Erfantinni, I. H., Purwanto, E., & Japar, M. (2016). Konseling kelompok cognitive-behavior therapy dengan teknik cognitive restructuring untuk mereduksi prokrastinasi akademik. *Jurnal Bimbingan Konseling*, 5(2), 119-125.
- Harahap, A. C. P., Harahap, D. P., & Harahap, S. R. (2020). Analisis tingkat stres akademik pada mahasiswa selama pembelajaran jarak jauh dimasa Covid-19. *Biblio Couns: Jurnal Kajian Konseling dan Pendidikan*, 3(1), 10-14.
- Lubis, H., Ramadhani, A., & Rasyid, M. (2021). Stres akademik mahasiswa dalam melaksanakan kuliah daring selama masa pandemi Covid 19. *Jurnal Psikologi*, 10(1), 31-39.
- Gunawan, I. M. S. (2020). Meningkatkan kejujuran akademik mahasiswa melalui konseling kelompok values clarification. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 6(1), 48-57.
- Hami, E. (2016). Korelasi Antara Kemampuan Berpikir Ilmiah Dengan Prestasi Akademik Mahasiswa Jurusan Bimbingan Dan Konseling. *Istiqra: Jurnal Pendidikan dan Pemikiran Islam*, 3(2).
- Julika, S., & Setiyawati, D. (2019). Kecerdasan emosional, stres akademik, dan kesejahteraan subjektif pada mahasiswa. *Gadjah Mada Journal of Psychology (GamaJoP)*, 5(1), 50-59.
- Juita, B. D., Susanti, R. H., & Permatasari, D. (2021). Upaya Meningkatkan Tanggung Jawab Akademik Mahasiswa Manggarai Universitas PGRI Kanjuruhan Malang Melalui Konseling Kelompok Realita. *JKI (Jurnal Konseling Indonesia)*, 6(2), 56-61.
- Mahfud, A., Jafar, M., & Sunawan, S. (2017). Dampak Konseling Kelompok Cognitive Behavior Therapy dengan Teknik Stress Inoculation Training terhadap Toleransi Distres Akademik melalui Hardiness. *Jurnal Bimbingan Konseling*, 6(1), 94-100.
- Makaria, E. C., Rachman, A., & Rachmayanie, R. (2019). Korelasi Kepercayaan Diri dan Efikasi Diri Akademik Mahasiswa Program Studi Bimbingan Dan Konseling Angkatan 2018. *JKI (Jurnal Konseling Indonesia)*, 5(1), 1-5.

- Maulinda, D., & Rahayu, M. S. (2021). Pengaruh Mindfulness terhadap Stres Akademik pada Siswa SMAN X Cianjur di Masa Pandemi COVID-19. *Jurnal Riset Psikologi*, 1(2), 100-108.
- Mulya, H. A., & Indrawati, E. S. (2017). Hubungan antara motivasi berprestasi dengan stres akademik pada mahasiswa tingkat pertama Fakultas Psikologi Universitas Diponegoro Semarang. *Jurnal Empati*, 5(2), 296-302.
- Nitami, M., Daharnis, D., & Yusri, Y. (2015). Hubungan motivasi belajar dengan prokrastinasi akademik siswa. *Konselor*, 4(1), 1-12.
- Noor, T. (2018). rumusan tujuan pendidikan nasional pasal 3 undang-undang sistem pendidikan nasional No 20 Tahun 2003. *Wahana Karya Ilmiah Pendidikan*, 3(01).
- Perry, A. & Hammond, N. (2002). Systematic Review: The Experience Of A Phd Student. *Psychology Learning And Teaching*, 2(1), 32-35
- Praptiana, R., & Rozikan, M. (2014). Pengaruh layanan konseling kelompok dengan pendekatan behavioral terhadap perilaku prokrastinasi akademik siswa. *Empati-Jurnal Bimbingan dan Konseling*, 1(1).
- Putri, C. P., Mayangsari, M. D., & Rusli, R. (2020). Pengaruh Stres Akademik terhadap Academic Help Seeking pada Mahasiswa Psikologi UNLAM dengan Indeks Prestasi Kumulatif Rendah. *Jurnal Kognisia*, 1(2), 28-37.
- Setiawan, M. A. (2015). Model konseling kelompok dengan teknik problem solving untuk meningkatkan self-efficacy akademik siswa. *Jurnal Bimbingan Konseling*, 4(1).
- Sagita, D. D., Daharnis, D., & Syahniar, S. (2017). Hubungan Self Efficacy, Motivasi Berprestasi, Prokrastinasi Akademik Dan Stres Akademik Mahasiswa. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, 1(2), 43-52.
- Saniskoro, B. S. R., & Akmal, S. Z. (2017). Peranan penyesuaian diri di perguruan tinggi terhadap stres akademik pada mahasiswa perantau di Jakarta. *Jurnal Psikologi Ulayat*, 4(1), 96-106.
- Salmon, A. G., & Santi, D. E. (2021, June). Dukungan Sosial Dengan Stres Akademik Mahasiswa Perantau Dalam Pembelajaran Daring Di Masa Pandemi Covid-19. In *Seminar Nasional Psikologi UM* 1(1), 128-135.
- Siregar, I. K., & Putri, S. R. (2019). Hubungan Self-Efficacy dan Stres Akademik Mahasiswa. *Consilium: Berkala Kajian Konseling Dan Ilmu Keagamaan*, 6(2), 91-95.
- Sumini, S., Saputra, W. N. E., & Suardiman, S. P. (2020). Efektivitas konseling kelompok ringkas berfokus solusi untuk mengembangkan konsep diri akademik Siswa. *Counsellia: Jurnal Bimbingan dan Konseling*, 10(2), 97-108.
- Wahyuningtyas, K. A. (2019). *Gambaran Tingkat Stres Akademik Siswa Full Day School Pada Kelas VIII Di SMP Wahid Hasyim Dinoyo*. (Skripsi). Poltekkes RS dr. Soepraoen
- Warno, W., Umari, T. U., & Arlizon, R. A. (2015). *Pengaruh Layanan Bimbingan Kelompok Terhadap Penurunan Tingkat Stres Siswa Kelas VIII SMP IT Al-Ikhsan Boarding School Riau* (Doctoral dissertation, Riau University).
- Utami, S., Rufaidah, A., & Nisa, A. (2020). Kontribusi self-efficacy terhadap stres akademik mahasiswa selama pandemi Covid-19. *Terapeutik: Jurnal Bimbingan Dan Konseling*, 4(1), 20-27.