

SELF-EFFICACY, SELF REGULATION AND GRIT ON ACADEMIC STRESS AMONG VOCATIONAL SCHOOL STUDENTS

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ABSTRACT

This study aims to determine the data descriptions of self-efficacy, self-regulation, grit and academic stress in office management and business services (MPLB) students at SMK Negeri 16 Jakarta. The research method used in this study is quantitative descriptive method. The population in this study was 176 students in classes X, XI and XII, Department of Office Management and Business Services (MPLB). The technique for determining the sample in this study used a stratified random sampling technique using the Issac and Michael table with an error rate of 5% so that the sample in this study was 122 students. The results of the descriptive analysis from this research found that the self-efficacy variable had the largest mean value with a score of 3.762 and the lowest value with a score of 3.516. Followed by the self-regulation variable which has the largest mean value with a score of 3.811 and the lowest score is 3.525. Furthermore, the grit variable has the largest mean value with a score of 4.066 and the lowest value with a score of 3.574 and the academic stress variable has the largest mean value with a score of 3.057 and the lowest value with a score of 2.492.

Keywords: *Self-efficacy, Self-regulation, Grit, Academic stress*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui deskripsi data efikasi diri, regulasi diri, grit dan stres akademik pada siswa Manajemen Perkantoran dan Layanan Bisnis (MPLB) di SMK Negeri 16 Jakarta. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif. Populasi pada penelitian ini sejumlah 176 siswa kelas X, XI, dan XII Jurusan Manajemen Perkantoran dan Layanan Bisnis (MPLB). Teknik dalam penentuan sampel pada penelitian ini menggunakan teknik stratified random sampling menggunakan tabel Issac dan Michael dengan tingkat kesalahan 5% sehingga sampel dalam penelitian ini berjumlah 122 siswa. Hasil analisis deskripsi dari penelitian ini mendapati bahwa variabel efikasi diri memiliki nilai mean terbesar dengan skor 3,762 dan nilai terendah dengan skor 3,516. Dilanjut dengan variabel regulasi diri memiliki nilai mean terbesar dengan skor 3,811 dan nilai terendah skor 3,525. Dilanjut variabel grit memiliki nilai mean terbesar dengan skor 4,066 dan nilai terendah dengan skor 3,574 dan variabel stress akademik memiliki nilai mean terbesar dengan skor 3,057 dan nilai terendah dengan skor 2,492.

Kata Kunci: *Efikasi diri, Regulasi diri, Grit, Stres akademik*

INTRODUCTION

Education is a learning process for students in which there is a process of understanding, comprehending, and being able to think critically. Vocational High School (SMK) is a level of education that prepares students to enter the world of work with relevant knowledge and skills. One of the Office Management and Business Services Skills Programs has subjects that focus on managerial and service skills, so that students are expected to have high competence in these fields. However, in realizing these competencies, students often face various challenges, including academic pressure

Described in the journal (Tim, 2019) Many cases occur due to students not being able to manage stress. The World Health Organization reports that 800 thousand people commit suicide each year and some of these cases occur among teenagers. The same thing happened in Singapore, in a report by the Straits Times, Singapore which stated that now more teenagers from top schools are experiencing stress. IMH said that at Chils Guidance Clinics, which received 2,400 cases from 2012 to 2017, it treated children aged 6 to 18 years (Harususilo, 2019). Another case occurred in Kuala Langat, Malaysia, which was published on the Tribun News.com page, where a student at the high school level was suspected of experiencing severe stress and stabbing the guidance and counseling teacher at his school due to school rules which he considered strict (Maijar, 2019).

In this case, to see what the actual conditions are regarding academic stress at SMK Negeri 16 Jakarta. Researchers conducted pre-research by distributing a temporary questionnaire, which consisted of indicators regarding student academic stress, to 30 students.

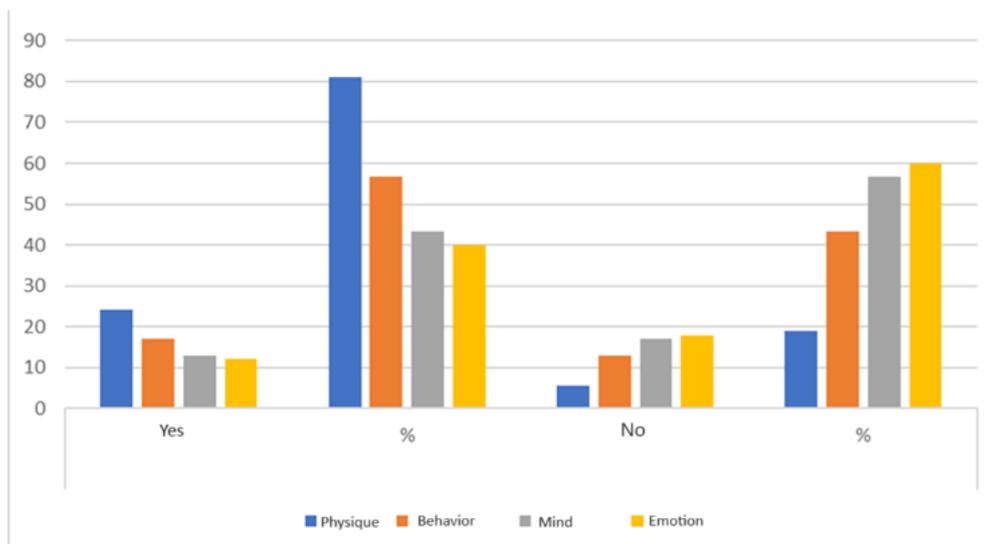


Figure I. Results of Pre-Research Questionnaires Regarding Student Academic Stress at SMK Negeri 16 Jakarta

Source: Data processed by researchers (2023)

Based on the results of pre-research on students at SMK Negeri 16 Jakarta majoring in Office Management and Business Services, it can be seen that almost the majority of students often experience academic stress with physical indicators which have physical statements that can cause academic stress which includes the body getting tired quickly, hands damp and cold , and headaches after studying with an average percentage of 24.3% answering Yes and 5.7% answering No. Apart from that, behavioral indicators such as difficulty sleeping, difficulty managing schedules, and frequent complaints with an average percentage of 56.8% answered Yes and 43.2% answered No. Furthermore, mental indicators such as difficulty remembering information and difficulty determining priorities with an average percentage of 43.3%

answered Yes and 56.7 answered No. Lastly, there are emotional indicators which include irritability and feeling ignored with an average percentage of 40% answering Yes and 60% answering No.

According to (Sari & Rahayu, 2022) explains that the emergence of academic stress can be overcome by getting support from parents or the social environment, participating in activities, and having confidence in one's abilities or what is usually called self-efficacy. Study (Santi, 2021) argue that the higher a student's self-efficacy related to their academic assignments, the lower the perceived academic stress. Additionally, research (Siddiq et al., 2021) Students who have good learning self-regulation skills do not need to feel pressured by the various academic problems they experience. Study (Nurcahyani & Prastuti, 2021) shows a negative relationship between self-regulation and academic stress in thesis students at the State University of Malang. Study (Ardis & Aliza, 2021) states that individuals with high grit will focus, persevere and never give up in all situations they face, thereby preventing students from experiencing academic stress. From this explanation, this research tries to determine and describe the influence of self-efficacy, self-regulation and grit on academic stress in vocational school students. This study aims to determine the data descriptions of self-efficacy, self-regulation, grit and academic stress in office management and business services (MPLB) students at SMK Negeri 16 Jakarta.

LITERATURE REVIEW

Self-Efficacy

According to (Khine & Nielsen, 2022) suggests that self-efficacy refers to an individual's belief in his or her ability to plan and carry out the actions necessary to achieve certain results. Strengthened according to (Bandura, 2001) in (Kundu, 2020) which suggests that self-efficacy is a common theme in relation to motivation, and is largely due to its power in predicting a person's behavior. Furthermore, according to (Bandura, 1986, 1997) in (Arias-Chávez et al., 2020) that self-efficacy as a personal capacity to overcome certain situations, is a psychological variable that determines and strongly predicts academic achievement. Based on the theory put forward by the experts above, self-efficacy is an individual's belief in his or her ability to plan and carry out the actions needed to achieve certain results.

According to (Bandura, 1997) in (Fitri, 2021) explained that there are three dimensions in determining indicators of self-efficacy, namely level (the level of difficulty of the task), strength (the individual's strength or confidence in completing the task). Generality (individual ability in various task situations). Research (Bandura, 1998) in (Santi, 2021) There are 3 dimensions of self-efficacy. First, level is the level of tasks that must be completed and a person's confidence in their ability to complete the demands of these tasks. Second, strength is a person's belief in the strength or stability of his or her abilities. Tends not to give up easily when experiencing difficulties and has the effort to face these challenges. Third, generality means that a person has a wide range of abilities to complete a task in a particular situation or condition, with self-confidence in completing the task in varying situations or conditions the task can be carried out. According to (Faizah & Panduwinata, 2022) explains that self-confidence in individuals can be seen in three dimensions, namely level, breadth and strength.

Self-Regulation

According to (Octrifianty, 2021) suggests that self-regulation is a concept that students have in thinking, behaving and directing their feelings to intervene independently in achieving learning targets. In line with that, (Brown, 1998) in (Nisva & Okfrima, 2019) explained that self-regulation is the ability to control one's own behavior and is one of the main drivers of human personality so that it can be used as a tool for adapting to changes in the surroundings. Reinforced by (Zimmerman, 2000) in (Chung & Yuen, 2022) Self-regulation refers to self-

generated thoughts, feelings, and actions that are cyclically planned and adjusted for the achievement of personal goals.

According to (Brown, 1998) in (Nisva & Okfrima, 2019) There are three aspects in determining indicators of self-efficacy, namely metacognition, motivation, behavior. According to (Faizah & Panduwinata, 2022) explains that self-regulation consists of 3 dimensions. First, metacognition is an individual's ideas regarding what is understood and not understood. Second, motivation is the desire to carry out an action through the person's response. Third, behavior, namely a person's behavior towards a stimulus. According to (Zimmerman, 2000) in (Shapira et al., 2022) explained that self-regulation in this research can be understood by involving the main elements, namely metacognition, motivation and affective behavior when doing online learning.

Grit

According to (Duckworth et al., 2007) in (Sigmundsson et al., 2021) grit is defined as “perseverance and passion to achieve long-term goals, including the stamina and will to achieve long-term goals.” work hard to achieve long-term goals. Grit is having passion and demonstrating effort to achieve goals even when struggle or failure has occurred. In line with that, according to (Duckworth et al., 2007) in (Alhadabi & Karpinski, 2020) explains that grit is behaving enthusiastically and persistently to achieve long-term targets even in the face of difficulties. Furthermore, according to (Duckworth, 2007) in (Ardis & Aliza, 2021) Grit is persistence and passion for a goal, where an individual maintains interest, puts in effort, and persists in a task for a long time.

According to (Duckworth, 2007) in (Wicaksana Seta A., 2021) explained that there are two aspects in determining grit indicators, namely consistency of interest (passion), persistence of effort (perseverance). According to (Duckworth, 2007) in (Zhao, 2023) explains grit into two elements: stability of interests and persistence in determination despite problems. According to (Duckworth, 2007, 2009) in (Kaya & Karakoc, 2022) Fortitude has two aspects, namely consistency of interest and persistence of effort.

Academic Stress

According to (Yuda et al., 2022) explained that academic stress is a situation where a student experiences mental disorders or pressure caused by learning activities at school. Strengthened by (Barseli et al., 2017) Academic stress is pressure resulting from subjective perceptions of an academic condition. Academic stress is a response that arises because there are too many demands and tasks that students have to do. Then (Faizah & Panduwinata, 2022) Academic stress is a condition felt by individuals including physical reactions, emotions, thoughts and behavior that occur due to pressure or pressure from academic conditions.

According to (Santi, 2021) explained that there are 4 aspects in determining indicators of academic stress. First, the physical aspect, a state of stress experienced by the body such as fatigue, stuttering when communicating with teachers and headaches when studying. Second, the cognitive aspect, an individual's condition in dealing with stress by thinking negatively about the possibilities that will happen and thinking about other people. others while studying. Third, the behavioral aspect, an action shown by an individual in dealing with stress, such as crying, not telling enough stories to friends and doing unnatural things when experiencing stress. Fourth, the emotional aspect, an individual's condition is facing stress and feeling helpless, as well as harboring negative feelings when studying and not wanting obstacles in learning. According to (Amalia & Nashori, 2021) The pressure that appears takes the form of negative responses such as physical reactions, behavior, thoughts and negative emotions. According to (Amy et al., 2017) When someone experiences stress, a reaction will appear from the stressor they are experiencing, here are 4 reactions, namely physical reactions characterized

by the appearance of physical fatigue (difficulty sleeping, headaches, sweaty palms). An emotional reaction characterized by the emergence of feelings of neglect, lack of satisfaction and anxiety. Behavioral reactions characterized by being aggressive, playing truant, and lying to cover up mistakes. A thought process reaction characterized by difficulty concentrating, always thinking negatively and not having priorities in life.

METHOD

The method used in this research is a quantitative approach using a survey method. The data analysis technique used in this research uses descriptive analysis techniques. The population in this study was 176 students in classes X, XI and XII, Department of Office Management and Business Services (MPLB). The technique for determining the sample in this study used a stratified random sampling technique using the Issac and Michael tables with an error rate of 5% so that the sample in this study was 122 students. Data was measured using a Likert scale on the variables of self-efficacy, self-regulation and grit.

According to (Bandura, 1998) in (Santi, 2021) there are 3 dimensions used for self-efficacy variables in this research including: (1) Level, (2) Strength, (3) General condition (generality). Furthermore, according to research (Faizah & Panduwinata, 2022) there are 3 dimensions used for self-regulation variables in this research including: (1) Metacognition, (2) Motivation, (3) Behavior. Furthermore, according to (Duckworth, 2007, 2009) in (Kaya & Karakoc, 2022) there are 2 aspects used for the grit variable in this research including: (1) Consistency of interest, (2) Perseverance in business. According to (Santi, 2021) there are 4 aspects used for academic stress variables in this research including (1) Physical aspects, (2) Cognitive aspects, (3) Behavioral aspects, (4) Emotional aspects.

According to (Sugiyono, 2022) the descriptive analysis method is statistical analysis which is usually used to analyze research results but without the intention of drawing broader conclusions. Measurements in descriptive analysis, namely frequency, central tendency (mean, median, mode), dispersion (standard deviation and variance), and correlation coefficient between the variables investigated. Descriptive statistics summarize or describe data in terms of mean, standard deviation, maximum, minimum, number, and range.

RESULTS AND DISCUSSION

Respondent Profile

In this research, researchers distributed questionnaires to 122 students of SMK Negeri 16 Jakarta. The respondent profile is differentiated based on gender and class. The following are the results of the respondent profile analysis which can be seen in the table below.

Table 1. Respondent Profile Based on Gender

Respondent Identity Variable	Category	The number of students	Percentage (%)
Gender	Man	13	11%
	Woman	109	89%
Total		122	100%

Source: Data processed by researchers (2023)

Based on the Table 1, it can be concluded that the characteristics of student respondents at SMK Negeri 16 Jakarta in terms of gender consist of 13 male respondents with a percentage of 11%. Meanwhile, the majority of respondents are mostly female, 109 students with a percentage of 89%. Next, the profile of respondents by class can be seen in the table below.

Table 2. Respondent Profile Based on Class

Respondent Identity Variable	Category	The number of students	Percentage (%)
Class	X MPLB 1	25	20.5%
	X MPLB 2	24	19.7%
	XI MPLB 1	25	20.5%
	XI MPLB 2	25	20.5%
	XII OTKP 2	23	18.8%
Total		122	100%

Source: Data processed by researchers (2023)

Based on the Table 2, it can be concluded that the characteristics of the respondents that the researcher obtained were spread across several classes in the MPLB and OTKP departments consisting of 25 students in class X MPLB 1 with a percentage of 20.5%, class X MPLB 2 students with a percentage of 24 students. of 19.7%, class XI MPLB 1 students were 25 students with a percentage of 20.5%, class XI MPLB 2 students were 25 students with a percentage of 20.5%, class .8% From this table, those involved in this research were dominated by students from classes MPLB 1, XI MPLB 1, and XI MPLB 2.

In analyzing the data, researchers carried out descriptive analysis using Microsoft Excel and the SmartPLS version 4 application. The data used in this research is primary data, namely data collected directly by researchers by distributing questionnaires to respondents via Google Form where the results are then processed using SmartPLS software. 4.0. Measurement of the variable uses score 1 as the lowest score (Strongly Disagree) and score 5 as the highest score (Strongly Agree).

Self-Efficacy

Below there is a descriptive analysis table which explains information regarding the variable statement instrument, mean, minimum value, standard deviation, as well as the number of respondents for the independent variable self-efficacy.

Table 3 Results of Descriptive Analysis of Self-Efficacy

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
X1.1	3,754	1	5	1,155	122
X1.2	3,623	1	5	1,148	122
X1.3	3,762	1	5	1,201	122
X1.4	3,566	1	5	1,008	122
X1.5	3,705	1	5	1,291	122
X1.6	3,516	1	5	1,111	122
X1.8	3,385	1	5	1,190	122
X1.9	3,590	1	5	1,129	122
X1.10	3,680	1	5	1,189	122
X1.11	3,615	1	5	1,105	122
X1.12	3,557	1	5	1,208	122
X1.13	3,639	1	5	1,181	122
X1.14	3,566	1	5	1,086	122
X1.15	3,664	1	5	1,157	122
X1.16	3,697	1	5	1,200	122
X1.17	3,713	1	5	1,191	122
X1.19	3,631	1	5	1,147	122

Source: Data processed by researchers (2023)

Based on the frequency distribution Table 3, it can be concluded that the highest mean value is found in instrument fall into the agree category. This explains that students feel confident that they will achieve the best results or the highest scores in the process of taking the exam, because they are serious about it. Furthermore, the lowest mean value is on instrument This explains that students feel uncomfortable or lack motivation when facing difficult tasks. Apart from that, it may arise due to fear of failure, mental fatigue, or lack of interest in a difficult topic. According to (Khine & Nielsen, 2022), self-efficacy refers to an individual's belief in his or her ability to plan and carry out the actions necessary to achieve certain results.

Self-Regulation

Then below there is a descriptive analysis table which explains information regarding the variable statement instrument, mean, minimum value, standard deviation, as well as the number of respondents for the independent variable self-regulation.

Table 4. Results of Descriptive Analysis of Self-Regulation

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
X2.1	3,557	1	5	1,079	122
X2.2	3,557	1	5	1,048	122
X2.3	3,557	1	5	1,188	122
X2.4	3,582	1	5	1,055	122
X2.5	3,721	1	5	1,103	122
X2.6	3,525	1	5	1,080	122
X2.8	3,664	1	5	1,053	122
X2.9	3,762	1	5	1,153	122
X2.10	3,598	1	5	1,091	122
X2.11	3,762	1	5	1,181	122
X2.12	3,762	1	5	1,079	122
X2.13	3,582	1	5	1,122	122
X2.14	3,664	1	5	1,091	122
X2.15	3,574	1	5	1,166	122
X2.16	3,582	1	5	1,158	122
X2.18	3,811	1	5	1,250	122

Source: Data processed by researchers (2023)

Based on the frequency distribution Table 4, it can be concluded that the highest mean value is found in instrument This value is in the agree category. This explains that if students find it difficult to understand the notes they have made, then students will make improvements or improvements to the notes to make them easier to understand. This shows that students have awareness and responsibility to ensure that the notes they make can help them understand the material they have studied. By tidying up notes, students can clarify and facilitate their own understanding of the material. Furthermore, the lowest mean value is on instrument This explains that students do not feel the need to review again because they feel they are already experts enough in the material. Having a feeling of unimportance or meaninglessness to review again, lack of time or other more important priorities, weaknesses in effective learning techniques that require review. But it should be noted that review can also make the new learning process easier, especially if the individual still has not completely mastered the concept. According to (Oktrifianty, 2021) self-regulation is a concept that students have in thinking, behaving and directing their feelings to intervene independently in achieving learning targets.

Grit

Then below there is a descriptive analysis table which explains information regarding the variable statement instrument, mean, minimum value, standard deviation, as well as the number of respondents for the independent variable grit.

Table 5. Results of Descriptive Grit Analysis

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
X3.1	4,033	1	5	1,194	122
X3.2	4,025	1	5	1,090	122
X3.3	3,975	1	5	1,075	122
X3.4	3,943	1	5	1,066	122
X3.5	3,926	1	5	1,110	122
X3.6	3,574	1	5	1,108	122
X3.7	3,705	1	5	1,076	122
X3.8	3,648	1	5	1,016	122
X3.9	3,836	1	5	1,082	122
X3.10	3,869	1	5	1,040	122
X3.11	3,943	1	5	1,104	122
X3.12	4,066	1	5	1,143	122
X3.13	3,902	1	5	1,127	122
X3.14	3,836	1	5	1,043	122
X3.16	3,639	1	5	1,174	122

Source: Data processed by researchers (2023)

Based on the frequency distribution Table 5, it can be concluded that the highest mean value is found in instrument X3.12 with the statement "I always try to complete tasks" with a score of 4.066, so based on table 4.3, this value is in the agree category. This explains that the students seriously apply the attitudes carried out for the main goal, namely completing the work assigned to them. This attitude shows constant commitment and dedication to every task that must be achieved in the academic sphere. Furthermore, the lowest mean value is on instrument X3.6. This explains that students feel unimportant or don't care about the goals they have set, it could also be because there are internal problems such as stress, depression, or emotional distraction, it could also be because they run out of energy or lack of time which makes individuals unfocused. Apart from that, it can also be caused by weakness in time management. If individuals are unable to control focus, then this can affect productivity. Apart from that, this condition can also affect an individual's psychological balance, so steps need to be taken to improve focus. According to (Wardani & Werinussa, 2021) grit is the perseverance and consistency possessed by a person to achieve goals in the long term and consistently always behave and work hard when faced with a lot of problems by being persistent in maintaining efforts and interest in the long term even though will face failure, challenges and difficulties in the process.

Academic Stress

Then below there is a descriptive analysis table which explains information regarding the variable statement instrument, mean, minimum value, standard deviation, as well as the number of respondents for the dependent variable academic stress.

Table 6. Results of Descriptive Analysis of Academic Stress

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
Y1	2,574	1	5	1,379	122
Y2	2,861	1	5	1,270	122
Y4	2,787	1	5	1,295	122
Y5	2,746	1	5	1,334	122
Y7	3,008	1	5	1,327	122
Y9	2,746	1	5	1,303	122
Y10	2,861	1	5	1,270	122
Y11	3,041	1	5	1,321	122
Y12	3,057	1	5	1,393	122
Y13	2,672	1	5	1,315	122
Y14	2,697	1	5	1,273	122
Y15	2,730	1	5	1,293	122
Y16	2,721	1	5	1,314	122
Y17	2,492	1	5	1,326	122
Y18	2,648	1	5	1,390	122
Y19	2,689	1	5	1,391	122
Y20	2,754	1	5	1,326	122
Y21	2,672	1	5	1,445	122

Source: Data processed by researchers (2023)

Based on the frequency distribution table above, it can be concluded that the highest mean value is found in the Y12 instrument with the statement "When I experience a lot of pressure and demands I take it out by destroying things that are near me" with a score of 3.057, so based on table 4.3, this value is included in undecided category. This explains that students feel stressed and pressured by situations or other people, they respond by destroying things around them. This suggests that the student may have problems managing emotions and stress, so he responds in unhealthy and destructive ways. Damaging surrounding items can have undesirable consequences, such as financial loss or damage to social relationships. Therefore, it is important for students to learn to manage emotions and stress in a healthier and more productive way.

Furthermore, the lowest mean value is on instrument Y17 with the statement "I am not calm when there are problems with my family" with a score of 2.492, so based on table 4.6, this value is in the disagree category. This explains that if students have a bad relationship with one of their family members, then students do not feel calm, it could be because there are problems that have not been resolved or solved, economic conditions or social status that trigger conflict, difficulties in communication between family members, even though The family is a place that should be a sea of calm and humanity, but reality makes many individuals feel stressed when involved in conflicts or problems with family members. This situation can affect physical and mental health, so steps need to be taken to resolve conflicts and improve relationships between family members. According to (Yuda et al., 2022) academic stress is a situation where a student experiences mental disorders or pressure caused by learning activities at school.

CONCLUSION AND RECOMMENDATION

Conclusion

After analyzing the influence of self-efficacy, self-regulation, grit and academic stress, in this study the following conclusions can be drawn: (1) The results of the descriptive analysis found in the self-efficacy variable obtained the highest mean value in the statement "I am sure that I will get the maximum score in my work. exam because I took it seriously" with a score

of 3.762. Next, the lowest mean value is for the statement "I don't like doing difficult tasks, because difficult tasks are definitely boring" with a score of 3.516. (2) The results of the descriptive analysis found in the self-regulation variable obtained the highest mean value for the statement "If I am confused about the notebook I made, I will tidy up the notes so they can be understood" with a score of 3.811. Next, the lowest mean score is for the statement "I do not repeat lessons taught at school" with a score of 3.525. (3) The results of the descriptive analysis found in the grit variable obtained the highest mean value for the statement "I always try to complete tasks" with a score of 4.066. Next, the lowest mean value is the statement "Sometimes I don't focus on the goals I want to achieve and am often distracted by unimportant things" with a score of 3.574. (4) The results of the descriptive analysis found in the academic stress variable obtained the highest mean value for the statement "When I experience a lot of pressure and demands, I vent by destroying things that are near me" with a score of 3.057. Next, the lowest mean value is for the statement "I am not calm when there are problems with the family" with a score of 2.492.

Recommendations

From the research conducted, researchers have great hopes, especially in improving the lowest indicators in each research variable such as the strength indicator in self-efficacy by developing a program that has the aim of strengthening students' confidence or belief in their own abilities which is the highest indicator in reflect self-efficacy variables, such as holding regular meetings to discuss problems faced by students and setting goals that are appropriate to their abilities.

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