

Perceptions of Parental Expectations and Self-Efficacy with Academic Stress in Students Working on Thesis during the Pandemic

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ABSTRACT

This study is a quantitative study that aims to determine the relationship between perceptions of parental expectations and self-efficacy with academic stress in students who are working on their thesis during the pandemic. The research subjects were 200 students. The sampling technique used purposive sampling technique. This study used three scales, namely the academic stress scale, the perception of parental expectations scale and the self-efficacy scale. The data analysis technique in this study used multiple regression analysis with the help of IBM SPSS 22.0 for windows. The results showed that there was a significant relationship between perceptions of parental expectations and self-efficacy with academic stress.

Keywords: academic stress, parents' expectations, self-fficacy

Introduction

Coronavirus, also known as Corona Virus Disease-19 (COVID-19), is a family of other coronaviruses that can infect humans and animals, which can cause mild coughs to more severe illnesses, infecting the respiratory tract causing serious respiratory diseases (World Health Organization, 2020). The spread of the COVID-19 virus is difficult to control because the virus spreads very quickly and continues to mutate, so there is no guarantee when it will end (Ministry of Health, 2020). As a result, almost all areas of life are affected, including economic, educational and social sectors (Natalia, et al., 2020). One important sector affected by the pandemic is the education sector. This sector is committed to continuing education and learning through a new system, namely Distance Learning (PJJ). Distance Learning (PJJ) is learning that is carried out using telecommunications media that allows interaction between teachers and learners (Prawiyogi, et al., 2020).

Thesis is the final assignment that needs to be completed by students as a requirement to obtain a bachelor's degree (S1) (Ghani, et al., 2023), so this encourages final year students to participate in distance learning such as the consultation process with the supervisor, seminars or final exams conducted via video conference, as well as campus administration and management processes. According to Susanti, et al. (2021), the obstacles faced by final year students while working on their thesis online are the guidance process which is carried out online (without face-to-face meetings), students' needs regarding the source books needed to add references are hampered due to the difficulty of access to the library, which increases stress and panic in students. This perceived stress occurs because students are at the end of

the lecture period and the thesis is the final calculation which is a prerequisite for completing undergraduate education (Alimah & Khoirunnisa, 2021).

According to Gadzella & Masten (2005), academic stress is the perception of individuals in dealing with academic stressors and how individuals react to stressors consisting of emotional, physical, cognitive, and behavioral reactions. In contrast to what is revealed by Mulya & Indrawati (2016) that academic stress is a feeling of anxiety or pressure both physically and emotionally, tension and worry experienced due to academic demands from lecturers and parents to get good grades, in this case individuals must be able to complete assignments on time and well, unclear homework assignment demands and an uncomfortable teaching environment. The results of research conducted by Azizah & Satwika (2021) stated that there were 14 students (17.5%) who fell into the high academic stress category, while 55 students (68.75%) fell into the moderate academic stress category, and 11 students (13.75%) fell into the low academic stress category.

A study found that one of the problems that often occurs in students when working on a thesis is the demand from parents to quickly complete the thesis (Etika & Hasibuan, 2016). The existence of high parental expectations for children who are unrealistic about their children's academic achievement can affect children's perceptions of parental expectations, eventually children cannot achieve the desired goals (Hurlock, 1980). According to Trommsdorff (2003), the perception of parental expectations is the beliefs and expectations that parents have about their children's abilities, these expectations exist in various fields including in the field, including the academic or educational field. This results in final year students having pressure in working on their thesis, causing academic stress. Research conducted by Oktavia, et al. (2019) states that there are several factors that influence academic stress, including motivation, hardiness, and self-efficacy. According to Bandura (1997) self-efficacy is an individual's belief about his ability to control himself and overcome events that affect life and obtain positive results. This is supported by the results of research conducted by Hanum, et al., (2013), the results showed that there was a very significant relationship in the negative direction between parental expectations and self-efficacy with academic stress of superior class students.

This study aims to determine the relationship between perceptions of parental expectations and self-efficacy with academic stress in students who are working on a thesis during a pandemic. The results of the study are expected to be useful both theoretically and practically for the development of psychology in general, especially in the fields of education, development and social regarding academic stress and to advance knowledge related to perceptions of parental expectations and self-efficacy and can provide information for students to understand the factors and symptoms of academic stress, and help students to be able to prevent or minimize academic stress.

Methods

This research is a correlational type of quantitative research. The population in this study were active students studying in Yogyakarta and working on their thesis during the pandemic. Respondents of this study were taken using non-probability using purposive sampling technique, research respondents were adjusted to the research criteria, namely active students studying in Yogyakarta and working on their theses during the pandemic, as well as students who fall into the early adult category with an age range of 18-24 years (Monks, et al., 2019). The results of the selection based on these research criteria obtained as many as 200 students as research samples.

Data collection in the study was carried out by providing direct google link forms that have been provided. The measuring instrument used used the Academic Stress Scale modified by the researcher from Ramadhani's (2020) academic stress measuring instrument which is arranged based on nine categories referring to the SSI (Student-life Inventory) by Gadzella and Masten (2005). This scale consists of 50 items, using a Likert scale with four answer options, namely strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS). The results of the measuring instrument trial showed that the academic stress scale had a validity value of 0.240 - 0.771 and a reliability value of 0.966.

The Perceived Expectations of Parents scale was compiled by the researcher herself based on aspects of Steinberg (2002). This scale consists of 28 items, using a Likert scale with four answer options, namely strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS). The results of the measuring instrument trial show that the perception of parental expectations scale has a validity value of 0.203 - 0.541 and a reliability value of 0.825.

The Self-Efficacy scale is compiled by the researcher himself based on the aspects of Bandura (1997). This scale consists of 30 items, using a Likert scale with four answer options, namely strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS). The results of the measuring instrument trial show that the self-efficacy scale has a validity value of 0.255 - 0.687 and a reliability value of 0.922. The data analysis technique in this study used multiple regression analysis using IBM SPSS 22.0 for windows.

Results

Description of Research Subjects

The subjects who participated in this study consisted of 200 students in Yogyakarta, while the description of the distribution of subjects in this study is as follows.

Table 1. Distribution of research subjects

Demographics	Total	Percentage
Age		
19 – 20 Years old	4	2%
21 – 22 Years old	75	37.5%
23 – 24 Years old	121	60.5%
Affiliate		
UMBY	21	10.5%
UII	21	10.5%
UGM	49	24.5%
ISI	19	9.5%
UAD	23	11.5%
UNY	24	12%
Others	43	21.5%

Based on the table above, it can be seen that of the 200 students who became subjects in this study, 4 students (2%) were in the age range of 19-20 years, 75 students (37.5%) were in the age range of 21-22 years, while 121 students (60.5%) were in the age range of 23-24 years. From the table above, it can be seen that 21 students (10.5%) study at UMBY, 21 students (10.5%) study at UII, 49 students (24.5%) study at UGM, 19 students (9.5%) study at ISI, 23 students (11.5%) study at UAD, 24 students (12%) study at UNY, and 43 students (21.5%) study at other universities in Yogyakarta.

Descriptive Analysis

Descriptive analysis conducted in this study includes hypothetical scores. The academic stress scale consists of 45 items with a score of 1 to 4, with a maximum and minimum range of 45 to 180 so that the hypothetical mean = 112.5 and the standard deviation in this study is 22.5. The research subjects were then grouped into three academic stress categorizations, namely subjects with low, moderate, and high academic stress.

Table 2. Categorization of academic stress scale based on hypothetical mean

Category	Guidelines	Score Range	Total (N)	Percentage (%)
Low	$X < (\mu - 1\sigma)$	$X < 90$	0	0%
Medium	$\mu - 1\sigma \leq X < \mu + 1\sigma$	$90 \leq X < 135$	28	14%
High	$X \geq (\mu + 1\sigma)$	$X \geq 135$	172	86%
Total			200	100%

Subject categorization based on the hypothetical mean in the table above can be seen that, as many as 28 (14%) students have moderate academic stress scores, and as many as 172 (86%) students have high academic stress. Based on the table above, it can be concluded that the categorization of the hypothetical mean, overall the research subjects have a high level of academic stress.

The perception of parental expectations scale consists of 15 items with a score of 1 to 4, with a maximum and minimum range of 15 to 60 so that the hypothetical mean = 37.5 and the standard deviation in this study is 7.5. The research subjects were then grouped into three categorizations of perceived parental expectations, namely subjects with perceptions of low, medium, and high parents.

Table 3. Categorization of perceived parental expectations scale based on hypothetical mean

Category	Guidelines	Score Range	Total (N)	Percentage (%)
Low	$X < (\mu - 1\sigma)$	$X < 30$	0	0%
Medium	$\mu - 1\sigma \leq X < \mu + 1\sigma$	$30 \leq X < 45$	114	57%
High	$X \geq (\mu + 1\sigma)$	$X \geq 45$	86	43%
Total			200	100%

Subject categorization based on the hypothetical mean in the table above can be seen that, as many as 114 (57%) students have a score of perception of moderate parental expectations, and as many as 86 (43%) students have a perception of high parental expectations. Based on the table above, it can be concluded that the categorization of the hypothetical mean, overall the research subject has a moderate level of perception of parental expectations.

The self-efficacy scale consists of 24 items with a score of 1 to 4, with a maximum and minimum range of 24 to 96 so that the hypothetical mean = 60 and the standard deviation in this study is 12. The research subjects were then grouped into three self-efficacy categorizations, namely subjects with low, medium, and high self-efficacy.

Table 4. Self-efficacy scale categorization based on hypothetical mean

Category	Guidelines	Score Range	Total (N)	Percentage (%)
Low	$X < (\mu - 1\sigma)$	$X < 48$	0	0%
Medium	$\mu - 1\sigma \leq X < \mu + 1\sigma$	$48 \leq X < 72$	174	87%
High	$X \geq (\mu + 1\sigma)$	$X \geq 72$	26	13%
Total			200	100%

Subject categorization based on the hypothetical mean in the table above can be seen that, as many as 174 (87%) students have moderate self-efficacy scores, and as many as 26 (13%) students have high self-efficacy. Based on the table above, it can be concluded that the categorization of the hypothetical mean, overall the research subjects have a moderate level of self-efficacy.

Classical Assumption Test

Before conducting hypothesis testing, researchers must first carry out a classic assumption test, to determine whether the hypothesis test in this study uses parametric or non-parametric statistics. The classic assumption tests include: normality, linearity, multicollinearity, and heteroscedasticity tests.

The results of the normality test using Kolmogorov-Smirnof on the academic stress variable data obtained a value of 0.233 with a significance level of 0.000 ($p < 0.05$), the variable perception of parental expectations obtained a value of 0.083 with a significance level of 0.002 ($p < 0.05$), as well as the self-efficacy variable obtained a value of 0.209 with a significance level of 0.000 ($p < 0.05$), meaning that the data distribution on these variables was not normal. According to Hadi (2015) if the number of subjects is above 30 ($N \geq 30$), the data remains normally distributed regardless of the initial form of distribution. Based on this explanation, the variables of academic stress, perception of parental expectations, and self-efficacy can be used in the next step, because the number of subjects in this study is 200.

The results of the linearity test between the variables of perceived parental expectations and academic stress obtained $F = 4.532$ and $p = 0.035$, meaning that the relationship between perceived parental expectations and academic stress is a linear relationship. The linearity test

on the self-efficacy variable with academic stress obtained a value of $F = 94.528$ and $p = 0.000$, meaning that the relationship between self-efficacy and academic stress is a linear relationship.

The results of the multicollinearity test on the variables of perceived parental expectations and self-efficacy obtained a tolerance value = 0.988 with $VIF = 1.002$, meaning that there is no multicollinearity in the variables of perceived parental expectations and self-efficacy. Based on visual testing by looking at the scatterplot graph, the heteroscedasticity test results show a number 0 on the Y axis, meaning that there is no heteroscedasticity in the regression model.

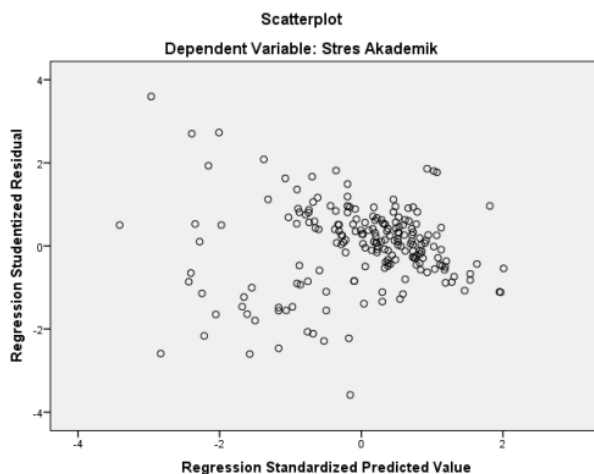


Figure 1: Heteroscedasticity test using scatterplot

Hypothesis Test

Table 5. Simultaneous regression analysis results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	15954.914	2	7977.457	44.911	.000 ^b
Residual	34992.641	197	177.628		
Total	50947.555	199			

The results of data analysis using regression showed the coefficient of $F = 44.911$ at $p = 0.000$ ($p < 0.05$) so it is significant. This means that perceived parental expectations and self-efficacy correlate with academic stress. Based on the results of this analysis, the research hypothesis which reads: “There is a relationship between perceptions of parental expectations and self-efficacy with academic stress in students who are working on their thesis during the pandemic.”, accepted.

Table 6. Partial regression analysis results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	196.381	9.421		20.846	0.000
<i>Perceived Parental Expectations</i>	0.414	0.139	0.176	2.978	0.003
<i>Self-Efficacy</i>	-1.368	0.150	-0.540	-9.129	0.000

The regression analysis results show the coefficient $t = 2.978$ with $p = 0.003$ ($p < 0.05$), meaning that there is a significant relationship in the positive direction between perceived parental expectations and academic stress. The regression analysis results also show the coefficient $t = -9.129$ with $p = 0.000$ ($p < 0.05$), meaning that between self-efficacy and academic stress there is a significant relationship in the negative direction.

Discussions

Based on the results of multiple regression analysis conducted, it was found that there is a relationship between perceived parental expectations and self-efficacy with academic stress. That is, the perception of parental expectations and self-efficacy with academic stress that occurs in the subject. This shows that the hypothesis proposed by this study is accepted. The acceptance of the hypothesis in this study shows that perceived parental expectations and self-efficacy are jointly related to academic stress. With the results of the analysis showing that the correlation between perceived parental expectations and self-efficacy with academic stress is $F = 44.911$ and $p = 0.000$, meaning that there is a correlation between perceived parental expectations and self-efficacy with academic stress.

This supports Mahmudah's research (2018) which shows the results that the relationship between parental expectations and self-efficacy with academic stress in MTA Surakarta high school students. Subjects in this study had high perceptions of parental expectations and high self-efficacy with low academic stress. Conversely, the lower the factors of perceived parental expectations and self-efficacy, the lower the effect on academic stress. Academic stress can be experienced by students due to several factors including external factors such as parents' desire for their children to have advantages in various ways and internal factors such as beliefs (Alvin, 2007). Perception of parental expectations, one of the factors in academic stress. Parents who want their children to do many things and demand to have academic achievements that are too high, while children only follow them and sometimes become conflicts within themselves. The results of this study indicate that students who have high perceptions of parental expectations feel stressed due to demands from parents. Perceptions of negative parental expectations certainly require the feelings and abilities of students to be able to control this stress.

In this case, students who have high self-efficacy will feel capable and confident in facing obstacles and consider these obstacles as a challenge that does not need to be avoided. The results of the analysis show that students in this study have good self-control when getting

demanding expectations from parents so that their academic stress is not too high. The obstacle of this study lies in the process of collecting research data, because of the busyness of the final students who are working on the thesis. So that it takes a long time of approximately 1 week to obtain research subjects totaling 200 students. Furthermore, the obstacle in preparing this thesis is finding references for the relationship between the dependent variable and the two independent variables.

Based on the results of the data analysis conducted, it was found that there is a significant positive relationship between perceived parental expectations and academic stress in students. This shows that the higher the level of parental expectations, the higher the level of academic stress, on the contrary, the lower the parental expectations, the lower the level of academic stress in students who are working on their thesis.

Academic stress is a state of students who are unable to deal with academic pressure and perceive the academic pressures received as a form of disturbance (Rahmawati & Wijayani, 2013). The cause of stress in students working on their thesis is not only related to the perception of parents' expectations of them to be able to complete their undergraduate degree. However, there are many factors that make students become stressed when working on the thesis. Other external factors include communication with the supervisor (Achroza, 2013; Fadhilah, 2013; Gunawati, 2006), difficulty in finding literature, and an uncomfortable surrounding environment (Fadhilah, 2013). Internal factors include the appearance of fatigue when working on the thesis (Fadhilah, 2013), students also experience difficulties when determining the background of the problem, theory, methodology, fear or concern about the supervisor, boredom and other factors (Puspitasari, 2013).

One of the pressures felt by students as a cause of academic stress is the perception of high parental expectations. Parents sometimes want their children to do many things and demand to have academic achievements that are too high, while children only follow them and sometimes become conflicts within themselves. The high expectations of parents that are emphasized continuously make children have a high level of stress as well. The results of this study are in line with research from Prihastuti (2014) regarding the relationship between students' perceptions of perceived parental expectations in completing undergraduate studies with stress levels in students working on theses. The assumption in the study is that students who experience academic stress because parents have principles that require them to follow them and they are forced to obey the rules and orders of their parents so that they experience stress. The results also show that there is a significant positive relationship between perceived parental expectations and self-efficacy with academic stress in students who are working on their thesis during the pandemic. This indicates that high parental expectations tend to make students experience academic stress.

Students who perceive their parents' high expectations of them to be able to complete their undergraduate degree will not make individuals depressed. This can happen because parents give demands and expectations in accordance with the wishes of the child by considering and considering the factors of the child's ability so that the child perceives parental expectations not as pressure but rather support, encouragement and positive feedback

(Nainggolan, 2007). But when parents continuously express expectations to students to complete their undergraduate degree, it will cause students to become stressed with these demands.

Based on empirical data, the perception of parental expectations scale shows that the research subjects are in the medium category totaling 114 subjects (57%), in the high category totaling 86 subjects (43%), and there are no subjects in the low category. This shows that most subjects have negative perceptions of parental expectations, individuals who have perceptions of parental expectations will feel depressed and result in academic stress.

Based on the results of data analysis conducted, it was found that there is a significant negative relationship between perceived parental expectations and academic stress in students. This means that self-efficacy has a negative influence on academic stress so that the higher the self-efficacy, the smaller the level of academic stress, and vice versa. Students who experience academic stress need an ability to get back up so they can survive and the ability to feel confident in themselves so that students are able to manage their academic stress. According to Sarafino and Smith (2017), what affects the occurrence of stress in a person is social support, self-efficacy, and one's self-control over events that occur in his life.

Self-efficacy as a person's belief about their ability to control their behavior is very influential on individual responses in dealing with stressful events. Individuals who have high self-efficacy will feel capable and confident in facing obstacles and consider these obstacles as a challenge that does not need to be avoided. Meanwhile, individuals who have low levels of self-efficacy tend to give up quickly when faced with problems to stop trying, to act effectively in everyday life (Bandura, 1997). High self-efficacy owned by students is related to the low level of stress experienced by students. This is because students have confidence in overcoming academic pressure from learning during lectures and demands from parents. Students think that the pressure they face is a challenge that must be faced and the self-belief they have is able to undergo this pressure. The results of this study are in line with research from Alimah & Khoirunnisa (2021) which states that there is a negative relationship, this means that when students get a high score on self-efficacy, the student's academic stress score will be low. This indicates that high self-efficacy tends to make students able to manage their academic stress, on the other hand, low self-efficacy makes students experience academic stress. The results of the categorization of self-efficacy in students who are working on a thesis obtained 13% (26 subjects), a medium category of 87% (174 subjects), and a low category of 0% (no subjects). So it can be concluded that self-efficacy in this study tends to be moderate.

Conclusion

Based on the research findings, it can be concluded that perceptions of parental expectations and self-efficacy are jointly related to academic stress among students working on their thesis during the pandemic. When students perceive parental expectations positively and possess high self-efficacy, their academic stress levels during thesis work tend to be low.

Conversely, when their perceptions of parental expectations are negative and their self-efficacy is low, academic stress tends to be high during thesis work.

Based on this result, parents are advised not to put too much pressure on their children with expectations in various ways that exceed their abilities. Parents are expected to provide positive support to children and it is hoped that parents are able to fully understand the capabilities of children's capabilities so that if parents have expectations of children, they must be adjusted to their abilities so that children do not feel burdened and force themselves to realize these expectations and can be comfortable in undergoing the learning process.

It is recommended that researchers who will examine the same variables should examine other factors that affect academic stress in students. There are several other factors that have not been involved in this study. And it is expected for future researchers to look for the latest and reliable references and try to choose research subjects that are different from this study. In addition, further research is expected to be more prepared in the process of collecting and collecting data so that the process of collecting respondents can be carried out smoothly and quickly. And future researchers are expected to test other variables that have not been included in this study such as personality type, social support, and social status in society.

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