



Received: 09-05-2023
Accepted: 19-06-2023

ISSN: 2583-049X

Adversity Quotient and Academic Self-Efficacy as Predictor Academic Stress on Grade 10 Students in Vocational High School (SMK) “X” North Toraja

¹ Agnes Christine Rantererung, ² Christiana Hari Soetjningsih, ³ Susana Prapunoto
^{1, 2, 3} Faculty of Psychology, Satya Wacana Christian University, Salatiga, Central Java, Indonesia

Corresponding Author: **Agnes Christine Rantererung**

Abstract

This study aims to determine the effective contribution of Adversity Quotient and Academic Self-efficacy as predictors of academic stress in grade 10 students at SMK “X”. The research method used is a quantitative approach with a total population of 671 students in grade 10 and a total of 170 students. The scale used to collect data in this study is the Adversity Quotient Scale to measure student adversity quotient, the Academic Self-efficacy Scale (TASES) to measure student academic self-efficacy, and the Educational Stress Scale for Adolescents (ESSA) to measure student academic stress. The data analysis used is multiple linear regression analysis technique to test whether the independent variables have an influence on the dependent variable simultaneously or partially. The results of the F-test

calculations show that simultaneously there is a significant influence between the adversity quotient and academic self-efficacy on academic stress. The results of the calculation of the T-test on the adversity quotient variable show that the adversity quotient independent variable partially has an influence on academic stress. The results of the calculation of the T-test on academic self-efficacy variables show that the independent variable academic self-efficacy has partially an influence on academic stress. The effective contribution of each independent variable to the dependent variable, namely the adversity quotient for academic stress, is 20.14%, while academic self-efficacy for academic stress is 16.00%.

Keywords: Adversity Quotient, Academic Self-Efficacy, Academic Stress, SMK Students

Introduction

Education is one of the most important needs in improving the welfare of human life. Education is a basic human need that must be met, education plays an important role in the formation of good or bad in a normative size. Education levels in formal settings in Indonesia start from Kindergarten (TK), Elementary School (SD), Junior High School (SMP), Senior High School (SMA) or Vocational High School (SMK) and Higher Education. Education in schools can meet some of the needs of students and determine the quality of their lives in the future. However, in the process of education at school, students often experience stress due to their inability to adapt to the environment or school routines.

According to Govarets and Gregoire (in Ernawati & Rusmawati, 2015) ^[8] stress that occurs in the school or education environment is usually called academic stress. Sun *et al.*, (2011) ^[17] defines academic stress as a manifestation of a sense of pressure caused by the burden of schoolwork, worry about grades, personal expectations and learning pressures. This is in line with Desmita's opinion (in Barseli & Ifdil, 2017) ^[6] which states that academic stress is stress caused by academic stressors. Academic stressor is stress originating from the learning process or matters related to learning activities such as: pressure to move up a grade, length of study, cheating, multiple assignments, getting test scores, decisions to determine majors or careers as well as exam anxiety and stress management.

Reported various phenomena that occur in students in Indonesia regarding academic stress, the survey shows 44% of students feel stressed facing exams and assignments, while 12% filled with turmoil due to fear of not going to class (Rahayu and Djabbar, 2019) ^[13]. In addition, there are cases in Sumedang where dozens of SMK students got drunk because they mixed glue with cough medicine liquid and alcohol in a boarding house after being examined by the police, the student admitted to being stressed before facing the national exam (Rahayu & Djabbar, 2019) ^[13]. From this phenomenon, it can be seen that when students cannot overcome the academic stress they have, it can be fatal for these students and can damage their future. To get an overview of academic stress on students, the researcher did initial survey or preliminary research to 30 first grade students at SMK “X” Toraja Utara on September 26, 2022. As for the results of the survey, students felt anxious/anxious, irritable, decreased memory, difficulty making decisions, confused thoughts, easy to daydream, difficulty concentrating, difficulty

sleeping, and decreased appetite. The reason the researchers chose grade 10 students was because based on interviews with teachers at the school, grade 10 students tended to be prone to academic stress because it was caused by several factors such as the new learning environment in terms of the transition from junior high school to vocational high school. There are quite a lot of task demands to be completed so that it makes students feel pressured. Selection of majors that are not appropriate in the sense that when selecting majors the majors are parents or relatives, with the consideration that the majors chosen have more job opportunities, so students feel uncomfortable or unable to participate in the learning process because they do not match their interests which are desired.

Based on the results of a survey with students and interviews with teachers at SMK "X" in North Toraja, there are indications of symptoms of academic stress experienced by the grade 10 students. Yusuf (in Azmy *et al.*, 2017) ^[5] explains that, when individuals experience stress, reactions to the stressors they experience such as; 1). Physical reactions characterized by the appearance of physical fatigue such as difficulty sleeping, feeling headaches, palms often sweating; 2). Emotional reactions are characterized by the emergence of reactions from feelings that feel neglected, have no satisfaction, anxiety; 3). Behavioral or behavioral reactions are characterized by being aggressive, truant, and lying to cover up mistakes; 4). Thinking process reactions are characterized by difficulty concentrating, perfectionism, negative thinking so that they have no priority in life.

Students are expected to be able to adapt to academic stressors so they can avoid academic stress. Because when student experience academic stress and are unable to manage it, can have an impact on their learning achievement. So that someone, in this case a SMK student, avoids failure in dealing with academic stress because of a change or academic demands,

but managed to deal with stress and finally formed a tolerance for stress then the individual is required to have the ability to understand, recognize, as well as manage the difficulties or problems they face so that the individual does not experience distress. This is where the role of adversity quotient (AQ) is needed by students to deal with various stressors that result from academic demands. Stoltz, (2000) ^[16] argues that the adversity quotient plays an important role in predicting how far a person is able to survive in the face of adversity and how much is his ability to overcome these difficulties. Adversity quotient plays an important role in predicting how far a person is able to survive in the face of adversity and how much is his ability to overcome these problems.

Adversity quotient has a very big influence in dealing with failure, difficult conditions and when someone feels pressured. Phiing and Hui (in Aryono *et al.*, 2017) ^[4] that adversity quotient is an individual's ability to know and conquer obstacles for individuals. Anggawira and Andika (2019) ^[2] in their research regarding the relationship between adversity quotient and stress experienced by students from the results of the correlation test showed that adversity quotient and stress had a negative relationship, this means that when students have a high adversity quotient, these students will not be vulnerable to stress. Adversity quotient can also help individuals improve their abilities and persistence by focusing on their own principles and dreams to face various challenges in everyday life. The higher a

person's adversity quotient level, the greater his confidence and optimism in solving existing problems. The stress experienced by students has an impact on the effectiveness and motivation of student learning so that it affects student achievement which decreases.

If students have the ability to deal with various difficulties experienced, the various difficulties that exist are not easy to make them feel depressed and stressed rather it increasingly forms tolerance to stress because the individual is able to deal with stress effectively. Oon (in Wulandari & Rachmawati, 2014) ^[20] explains factors that can affect stress, namely factors that come from the person (internal) or the individual concerned and internal factors that can affect a person's stress, one of which is self-confidence (self-efficacy). Self-efficacy in the educational context called academic self-efficacy. According to Sagone & Caroli, (2014) ^[14] academic self-efficacy is a person's self-confidence in controlling circumstances in everyday life so that they feel themselves efficient in an academic context. Academic self-efficacy is also the attitude of a person who shows that he is capable of carrying out academic tasks which are marked by a level of self-ability, learning and acting in various fields or situations, as well as self-strength to achieve goals (Warda, Istia'dah, & Sulistiana, 2020) ^[19].

Research Utami *et al.*, (2020) ^[18] shows that self-efficacy has a significant effect on academic stress. In addition, the research of Hardianto, Erlamsyah, and Nurfahanah, (2016) ^[10] revealed that in general students of SMA Negeri 2 Solok Selatan has a level of academic self-efficacy in the high category. According to Santrock (in Hardianto *et al.*, 2016) ^[10] students who have high self-confidence in academics will feel able to master a skill or carry out a task, will be more prepared to participate, work hard, more tenacious in the face of adversity and reach higher levels. With students having good academic self-efficacy they are not easy to experience or feel stressed when faced with difficulties in their education.

In order to avoid academic stress, students need to have and develop adversity quotient and academic self-efficacy within themselves. Because having an adequate adversity quotient will help students in dealing with various difficult conditions so they don't feel stressed easily, whereas having academic self-efficacy students have confidence that they are able to make various efforts to deal with obstacles related to the difficulties they are experiencing. Based on classification symptom stressed according to Harjana can be seen that student Which interviewed by researcher show an indication of stress covers symptom in a manner physical, emotional, and intellectual.

There are indications of stress experienced by students having an impact or risk on student academic achievement which can decrease if it is not immediately addressed. Based on this explanation, researchers are interested in researching the influence of adversity quotient and academic self-efficacy as predictors of academic stress in grade 10 students of SMK "X" in North Toraja. Because based on previous research there is no research that addresses the relationship between adversity quotient and academic self-efficacy simultaneously (together) as a predictor of academic stress in grade 10 students of SMK "X" in North Toraja. The hypothesis in this study is that simultaneously and partially adversity quotient and academic self-efficacy are predictors of academic stress in grade 10 students of SMK "X" in North Toraja.

Research Method

This research refers to the type of quantitative research, using multiple linear regression analysis techniques. Multiple linear regression analysis is used to test whether the independent variables have an influence on the dependent variable simultaneously or partially.

The population in the study were first grade students of SMK "X" in North Toraja, totaling 671 students. The sampling technique in this study used proportionate stratified random sampling, namely sampling that provides equal opportunities for each element (member) of the population to be selected as a sample member of 170 students.

Collecting research data using a Likert scale with alternative answers provided by researchers, namely; very unsuitable, not suitable, somewhat suitable, suitable, very suitable. The scale used to measure the academic stress variable was modified from the Educational Stress Scale for Adolescents (ESSA) compiled by Sun *et al.*, (2011) [17] consisting of 16 items. The scale used to measure variables adversity quotient, namely the Adversity Quotient scale developed by Serianti *et al.*, (2020) [15] s currently developed based on the aspect of adversity quotient Stoltz, (2000) [16] consists of 39 items. The scale used to measure academic self-efficacy variable is The Academic Self-efficacy Scale (TASES) developed by Sagone and Caroli Then adapted and modified by Darmayanti *et al* (2021) [7] into the Indonesian version consisting of 24 items.

Results and Discussion

Results

Respondents in this study were first grade students of SMK "X" in North Toraja. Respondent data in this study can be seen in the following table:

Table 1: Description of Respondent Data

Gender	Number of Respondents	Percentage (%)
Man	149 students	87.6%
Woman	21 students	12.4%
Total	170	100%

Table 1 provides information that the respondents in this study totaled 170 students where the male sex totaled 149 people with a percentage of 87.6% and women totaled 21 people with a percentage of 12.4%.

Table 2: Category Academic Stress Score

Category	Intervals	N	Presentation (%)
Very high	67.2 < x < 80	1	0.6%
Tall	54.4 < x < 54.4	31	18.2%
Currently	41.6 < x < 67.2	97	57.1%
Low	28.8 < x < 41.6	41	24.1%
Very low	-	-	-
Total		170	100%

Table 2 shows information about the academic stress of grade 10 students at SMK "X" in North Toraja, which has various categories, namely the very high category 0.6%, the high category 18.2%, the medium category 57.1%, the low category 24.1%.

Table 3 shows the information that the adversity quotient of grade 10 SMK "X" students in North Toraja has various categories, namely the very high category 11.2%, the high

category 32.9%, the medium category 41.8%, the low category 14.1%.

Table 3: Adversity Quotient Score Category

Category	Intervals	N	Presentation (%)
Very high	163.8 < x < 195	19	11.2 %
Tall	132.6 < x < 163.8	56	32.9%
Currently	101.4 < x < 132.6	71	41.8%
Low	70.2 < x < 101.4	24	14.1%
Very low	39 < x < 70.2	-	-
Total		170	100%

Table 4: Academic Self-efficacy Score Category

Category	Intervals	N	Presentation (%)
Very high	100.8 < x < 120	27	15.9%
Tall	81.6 < x < 100.8	65	38.2%
Currently	62.4 < x < 81.6	53	31.2%
Low	43.2 < x < 62.4	25	14.7%
Very low	24 < x < 43.2	-	-
Total		170	100%

Table 4 shows information that brings academic self-efficacy for grade 10 students of SMK "X" in North Toraja have various categories, namely the very high category 15.9%, the high category 38.2%, the medium category 31.2%, the low category 14.7%.

Hypothesis Test

Hypothesis testing was carried out using a two-variable multiple regression test. The two variables in question are two independent variables, namely adversity quotient and academic self-efficacy.

Table 5: Simultaneous Significance Multiple Regression Test Results (Test F)

Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regression	3643003	2	1821501	47,224	.000 a
residual	6441,491	167	38,572		
Total	10084494	169			

a. Predictors: (Constant), Academic Self-efficacy (X2), Adversity Quotient (X1)

b. Dependent Variable: Academic Stress (Y)

Table 5 shows that the calculated F value is 47.224 with a significance value of 0.000 (p < 0.05) which means that there is a significant influence of the adversity quotient and academic self-efficacy together on academic stress. From the calculation results, the hypothesis in this study is accepted.

Table 6: Multiple Regression Test Results of Partial Significance (Test Q)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	std. Error	Betas		
1	(Constant)	71,487	2,565		27,875	.000
	Adversity Quotient (X1)	-.108	.025	-.361	-4,373	.000
	Academic Self-efficacy (X2)	-.124	.034	-.298	-3,617	.000

a. Dependent Variable: Academic Stress (Y)

Table 6 shows that the calculated T value adversity quotient -4.373 with a significance level of 0.000 ($p < 0.05$). These results indicate that the adversity quotient independent variable partially has an influence on academic stress. calculated T value academic self-efficacy -3.617 with a significance level of 0.000 ($p < 0.05$). These results indicate that the independent variable academic self-efficacy partially has an influence on academic stress.

Coefficient of Determination (R^2)

Analysis of the coefficient of determination (R^2) conducted to determine the extent of the influence of adversity quotient and academic self-efficacy on academic grade 10 students of SMK "X" in North Toraja. Based on statistical data processing, the following results are obtained:

Table 7: Analysis of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.601 ^a	.361	.354	6,211

a. Predictors: (Constant), Academic Self-efficacy (X2), Adversity Quotient (X1)

Table 7 above shows an R value of 0.601 , thus it can be said that there is an influence of adversity quotient and academic self-efficacy on academic stress with a coefficient of determination (R^2) of 0.361 . Thus, the adversity quotient and academic self-efficacy variables influence changes in the academic stress variable by 36.1% , while the remaining 63.9% is influenced by other variables not examined in this study. From the results of the analysis, it is known that the variable adversity quotient and academic self-efficacy can be used as predictors of academic stress.

Predictor Contribution

The predictor contribution is used to find out how much the effective contribution of each independent variable is. The effective contribution (SE) is a measure of the contribution or influence of the independent variable on the dependent variable in the regression analysis. The sum of the effective contribution (SE) of all independent variables is equal to the sum of the R Square values (coefficient of determination) (Nasruddin *et al.*, 2021) [11]. From the calculation above, it can be seen that the effective contribution of the adversity quotient variable to academic stress is 20.1% , while academic self-efficacy towards academic stress is 16.00% . Based on the results of the effective contribution analysis, it is known that the adversity quotient variable gives a greater contribution to academic stress. So, the total contribution of each independent variable to the dependent variable is 36.1% .

Discussion

Based on the results of the data analysis that has been obtained, the hypothesis in this study which states that simultaneously and partially the adversity quotient and academic self-efficacy are predictors of academic stress on acceptance of efficacy. This can be seen from the results of the F test calculation which shows that simultaneously there is a significant influence between adversity quotient and academic self-efficacy on academic stress in grade 10 students of SMK "X" in North Toraja, so it can be said that the higher the adversity quotient and academic self The efficacy that students have, the lower the academic stress

they will experience and vice versa when the adversity quotient and academic self-efficacy of students are low, the higher the academic stress that students will experience.

Sun *et al.*, (2011) [17] defines academic stress as a manifestation of a sense of pressure caused by the burden of schoolwork, worry about grades, personal expectations and learning pressures. This is in line with Desmita's opinion (in Barseli & Ifdil, 2017) [6] stating that academic stress is stress caused by academic stressors. Academic stressors are stress experienced by students that comes from the learning process or matters related to learning activities such as: pressure to move up grades, length of study, cheating, lots of assignments, getting repeat scores, decisions to determine majors or careers as well as exam anxiety and management stress. Alvin (in Adawiyah & Ni'matuzahroh, 2016) [1] suggests that the factors that cause academic stress are caused by two factors, namely internal factors and external factors. Internal factors that cause academic stress are mindset, personality, and beliefs, while external factors that cause academic stress are denser lessons, pressure to achieve high achievements, and encouragement of social status.

Judging from the partial determination, it is known that the adversity quotient variable has a greater contribution to student academic stress in this study. When students have a good or high adversity quotient, these students will have low academic stress. These results are in line with the research results of Prasetyawan and Ariati (2018) [12] which show that a diversity intelligence has a negative relationship with academic stress where the higher the adversity intelligence an individual has, the lower the academic stress they experience. Adversity quotient plays an important role in predicting how far students are able to survive in the face of difficulties and how much ability they have to overcome these problems. Adversity quotient can also help students improve their ability and persistence by focusing on their own principles and dreams to face various challenges in everyday life related to their education.

Of the four aspects in the adversity quotient variable, it was found that the aspects that contributed the most to academic stress were the aspects of origin and ownership (9.64%). From this aspect, it can be seen that the individual's involvement in a difficulty and the extent to which the individual, in this case the student, acknowledges the consequences of the difficulties they face and is responsible for mistakes or failures when faced with a problem in their life related to their education. Adversity quotient has a very large influence in dealing with failure, difficult conditions and when someone feels pressured, this is in line with the opinion of Phiing and Hui (in Aryono *et al.*, 2017) [4] that adversity quotient is an individual's ability to recognize and conquer obstacles for individuals. The higher a person's adversity quotient level, the greater his confidence and optimism in solving existing problems.

Partially academic self-efficacy also influences academic stress, where when students have good or high academic self-efficacy these students will have low academic stress. These results are in line with research by Antari *et al.*, (2021) [3] which revealed that the higher the academic self-efficacy, the lighter the academic stress experienced by students. According to Santrock (in Hardianto *et al.*, 2016) [10] students who have high self-confidence in academics will feel able to master a skill or carry out a task, will be more prepared to participate, work hard, more tenacious in the face of adversity and reach higher levels. With students having

good academic self-efficacy they are not easy to experience or feel stressed when faced with difficulties within their educational scope.

Of the four aspects of the academic self-efficacy variable, it was found that the aspect that contributed most to academic stress was the other-oriented problem-solving aspect (13.49%). Others-oriented problem solving or problem solving that is oriented towards others is related to the role of involvement of other people (such as friends, teachers, academic staff, and so on) in solving problems/obstacles experienced in the school context (Sagone & Caroli, 2014)^[14]. From this it can be seen that academic stress is prone to be experienced by students when they do not get support from certain parties when experiencing difficulties in the context of their education. With the support or involvement of other people (such as friends, teachers, academic staff, and so on) it will build students' academic self-efficacy, which shows that they are capable of carrying out academic tasks which are characterized by their level of self-ability, learning and acting in various fields, or situations, as well as self-power to achieve goals (Warda *et al*, 2020)^[19].

Students are expected to be able to adapt to academic stressors so they can avoid academic stress. Because when students experience academic stress and are unable to manage it, it can have an impact on their learning achievement. As the results of research from Guyana *et al*, (2016)^[9] stated that students who can manage stress will be able to improve learning. In order for a person, in this case a vocational school student, to avoid failure in dealing with academic stress due to a change or academic demand, but to be successful in dealing with stress and finally to form a tolerance for stress, the individual is required to have the ability to understand, recognize, as well as manage the difficulties or problems they face. So that the individual does not experience distress.

As discussed in the previous paragraph, adversity quotient and academic self-efficacy have an influence on academic stress where when students have good adversity quotient and academic self-efficacy, these students will have low academic stress. Stoltz, (2000)^[16] argues that the adversity quotient plays an important role in predicting how far a person is able to survive in the face of adversity and how much is his ability to overcome these difficulties. Adversity quotient plays an important role in predicting how far a person is able to survive in the face of adversity and how much is his ability to overcome the problems he is experiencing. This is because when students have good adversity quotient, these students will avoid failure in dealing with academic stress where these students can manage difficult situations into something positive because they have control or control in controlling and managing an event that can cause academic stress. By having a good adversity quotient, students can also find out where the causes of the academic stress they are experiencing are coming from and what consequences can arise from this academic stress so that these students can deal with the difficulties that arise.

Furthermore, when students have good academic self-efficacy, these students will have low academic stress. Students who have high academic self-efficacy will make a harder effort to overcome all difficulties, where these students will try to mobilize all abilities and determine or plan what actions are needed to achieve the desired situation in this case regardless of the academic stress they

experience. According to Sagone and Caroli, (2014)^[14] academic self-efficacy is a person's self-confidence in controlling circumstances in everyday life so that they feel themselves efficient in an academic context.

Meanwhile, when students have low adversity quotient and academic self-efficacy these students will have a tendency to experience academic stress. This can happen because students who have a low adversity quotient do not have control or the ability to use their intelligence to see and deal with a difficulty they are experiencing. Meanwhile, when students have low academic self-efficacy these students do not have the ability related to their self-confidence to carry out and complete a task in an academic context. So that when students experience difficulties related to the learning process, such as the number of assignments, demands for high scores from parents or teachers, tests or exams for each subject, the inability to achieve self-standards that have been set in the academic context, these students will easily experience academic stress. Through this research, it was found that there was an update on the topic under study, regarding adversity quotient and academic self-efficacy, which are predictors of academic stress, where it can be seen that adversity quotient is more dominant in influencing student academic stress. Another strength of this research is that the overall number of respondents is adequate and the researchers are strongly supported by the school to collect data at that location, although this research is not free from limitations where the number of female samples is smaller than the number of male samples so that it cannot be compared to the academic stress of students, female with male students.

Conclusions and Suggestions

Based on the description and results of statistical analysis, it can be concluded that simultaneously and partially adversity quotient and academic self-efficacy are predictors of academic stress in grade 10 students of SMK "X" in North Toraja, with an effective contribution of the adversity quotient variable to academic stress of 20.14% while academic self-efficacy towards academic stress of 16.00%.

The suggestions given by the researcher are as follows:

Educational institution suggested make an activity that can build or develop students' adversity quotient and academic self-efficacy by holding training or creativity and innovation development programs by inviting professionals to become resource persons, in this case, can be initiated by counseling teachers.

It is recommended for future researchers to add other variables that can trigger a decrease in student academic stress such as self-concept, learning motivation, personality type, peer support, and parental support. In addition, it is recommended for future researchers when they want to research the same topic, further researchers should add a sample of women in their research so that a comparison can be seen between the academic stress levels of male and female students.

References

1. Adawiyah W, Ni'matuzahroh. Terapi spiritual emotional freedom technique (seft) untuk menurunkan tingkat stres akademik pada siswa menengah atas di pondok pesantren. *Jurnal Ilmiah Psikologi Terapan*. 2016; 4(2):228-245. Doi: <https://doi.org/10.22219/jipt.v4i2.3523>

2. Anggawira, Andika. Hubungan adversity quotient dan stres pada siswa kelas XII yang akan mengikuti ujian nasional di SMAN 1 Padang. *Psyche*. 2019; 12(1):64-69. Doi: <https://doi.org/10.29165/psikologi.v12i1.66>
3. Antari I, Widyaningrum R, Priyanti SM. The correlation between academic self-efficacy and academic stress during the covid-19 pandemic. *Jurnal Kesehatan Madani Medika*. 2021; 12(2):215-226. Doi: <https://doi.org/https://doi.org/10.36569/jmm.v12i2.223>
4. Aryono SY, Machmuroch, Karyanta NA. Hubungan antara adversity quotient dan kematangan emosi dengan toleransi terhadap stres pada mahasiswa pecinta alam Universitas Sebelas Maret. *Jurnal Wacana*. 2017; 9(2):12-27.
5. Azmy AN, Nurihsan AJ, Yudha ES. Deskripsi gejala stres akademik dan kecenderungan pilihan strategi koping siswa berbakat. *Indonesian Journal of Educational Counseling*. 2017; 1(2):197-208. Doi: <https://doi.org/10.30653/001.201712.14>
6. Barseli M, Ifdil I. Konsep stres akademik siswa. *Jurnal Konseling Dan Pendidikan*. 2017; 5(3):143-148. Doi: <https://doi.org/10.29210/119800>
7. Darmayanti KKH, Anggraini E, Winata EY, Mardianto MFF. Confirmatory factor analysis of the academic self-efficacy scale: An Indonesian version. *Jurnal Pengukuran Psikologi Dan Pendidikan Indonesia (JP3I)*, 2021. Doi: <https://doi.org/10.15408/jp3i.v10i2.19777>
8. Ernawati L, Rusmawati D. Dukungan sosial orang tua dan stres akademik. *Jurnal Empati*. 2015; 4(4):26-31.
9. Guyana C, Witarsa, Achmadi. Pengaruh manajemen stres terhadap hasil belajar siswa dalam pembelajaran akuntansi SMK Negeri 1 Pontianak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*. 2016; 5(5). <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/15221/13408>
10. Hardianto G, Erlamsyah E, Nurfahanah N. Hubungan antara self-efficacy akademik dengan hasil belajar siswa. *Konselor*, 2016. Doi: <https://doi.org/10.24036/02014312978-0-00>
11. Nasruddin AM, Lestari D, Rahmatia. Pengaruh kepercayaan diri dan kecerdasan emosional terhadap kemampuan penyelesaian soal cerita matematika siswa kelas VIII SMP Negeri 4 Baubau. *Jurnal Akademik Pendidikan Matematika (JAPM)*. 2021; 7:1-15. <https://www.ejournal.lppmunidayan.ac.id/index.php/matematika>
12. Prasetyawan AB, Ariati J. Hubungan antara adversity intelligence dan stres akademik pada anggota organisasi mahasiswa pecinta alam (mapala) di Universitas Diponegoro Semarang. *Empati*. 2018; 7(2):236-244.
13. Rahayu EW, Djabbar MEA. Peran resiliensi terhadap stres akademik siswa SMA. Naskah Prosiding Temilnas XI IPPI, 2019, 20-21. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Peran+Resiliensi+Terhadap+Stres+Akademik+Siswa&btnG=
14. Sagone E, Caroli ME. De. Locus of control and academic self-efficacy in university students: The effects of Self-concepts. *Procedia-Social and Behavioral Sciences*, 2014. Doi: <https://doi.org/10.1016/j.sbspro.2013.12.689>
15. Serianti NW, Suarni NK, Gading K. Pengembangan skala adversity quotient peserta didik SMK. *Jurnal Bimbingan Konseling*. 2020; 1(1):38-46. Doi: <https://doi.org/10.24036/XXXXXXXXXXXX-X>
16. Stoltz PG. Adversity quotient; Mengubah hambatan menjadi peluang. In Grasindo, 2000.
17. Sun J, Dunne MP, Hou X, Yu, Xu A, Qiang. Educational stress scale for adolescents: Development, validity, and reliability with Chinese students. *Journal of Psychoeducational Assessment*, 2011. Doi: <https://doi.org/10.1177/0734282910394976>
18. Utami S, Rufaidah A, Nisa A. Kontribusi self-efficacy terhadap stres akademik mahasiswa selama pandemi covid-19 periode April-Mei 2020. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*. 2020; 4(1):20-27. Doi: <https://doi.org/10.26539/terapeutik.41294>
19. Warda FS, Istia'dah FN, Sulistiana D. Profil efikasi diri akademik siswa SMK serta implikasi terhadap layanan bimbingan dan konseling. *Empati-Jurnal Bimbingan Dan Konseling*, 2020. Doi: <https://doi.org/10.26877/empati.v7i2.6282>
20. Wulandari S, Rachmawati MA. Efikasi diri dan stres akademik pada siswa sekolah menengah atas program akselerasi. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*. 2014; 19(2):146-155. Doi: <https://doi.org/10.20885/psikologika.vol19.iss2.art5>