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The Relationship Between Self-Management and Problem-Focused Coping with Academic Stress Among Graduate Students in Professional Psychology Programs in Surabaya

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ABSTRACT

Higher education aims to help students develop their potential, but graduate students often face challenges such as thesis completion, academic demands, social pressures, and internal obstacles, triggering academic stress. This study examined the relationship between self-management and problem-focused coping with academic stress among 92 professional psychology master's students in Surabaya, using a correlational quantitative method. Data were collected via Likert-scale instruments: the academic stress scale, self-management scale, and problem-focused coping scale. Results revealed a significant negative relationship between self-management and academic stress, indicating that lower self-management abilities correlate with higher academic stress. Similarly, a significant negative relationship was found between problem-focused coping and academic stress, showing that lower coping skills are associated with greater academic pressure. These findings suggest that self-management and problem-focused coping both play crucial roles in managing academic stress among graduate students.

Keywords: *Students, Academic Stress, Self-Management, Problem Focus Coping*

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INTRODUCTION

Law Number 20 of 2003 concerning the National Education System, Article 1 Paragraph 1, states that education is a planned and directed effort to create a learning environment and learning process so that students can actively develop their potential. This is aimed at enabling them to possess spiritual strength, religiosity, self-control, personality, intelligence, noble character, as well as the skills needed in personal, societal, national, and state life. This goal can be achieved by students through formal education levels, ranging from elementary to postgraduate studies. Achieving education at the postgraduate level is not an easy task and is often full of challenges, as individuals must undergo education for two years and are required to complete a final project or thesis as a graduation requirement. A thesis is an academic paper written by postgraduate students as a result of in-depth research conducted independently to demonstrate analytical, critical, and theoretical capabilities in their field of study. Completing a thesis aims to train students to

take initiative in designing research, conducting research, and writing research reports, with the hope that they can summarize and apply the knowledge they have acquired to critically, logically, and creatively solve problems in their field of expertise, using analytical skills based on available data and information. Completing a thesis requires students to have perseverance, time management, and good self-management skills to accomplish their final project successfully.

Unfortunately, for most postgraduate psychology students, completing a thesis is not as easy as it seems. Many postgraduate psychology students face both external and internal obstacles, such as a lack of confidence, difficulty communicating with supervisors, inability to manage time effectively, and the burden of other tasks or exams. Moreover, with the enactment of Law Number 23 of 2022 on Psychology Education and Services, there are new demands to implement the Partnership Program and Professional Education (PKPP) to strengthen psychology professional education. Another significant change regulated by this law is the shift of the Professional Psychology Master's Program (Mapro) to a more structured professional education pathway, similar to specialist and subspecialist programs, aimed at improving the quality and professional standards of psychologists.

These changes pose additional challenges, especially for postgraduate psychology students. In addition to adapting to the new system, professional psychology master's students are also pressed for time to complete their studies, which often leads to confusion in managing their time and increases stress levels. Furthermore, internal obstacles such as declining motivation and increased boredom when working on their thesis are commonly experienced by students (de la Fuente et al., 2020). On the other hand, external demands from their environment and family, financial issues, and pressure from family members to graduate on time, as well as career preparations after graduation, often cause postgraduate students working on their thesis to experience significant stress.

Academic stress is a significant issue among postgraduate students, with various studies highlighting its prevalence and contributing factors. Zegeye et al. (2018) reported that 46.2% of postgraduate students experience stress, with academic stress as the primary factor. Similarly, Ahuja et al. (2022) found that 84.8% of postgraduate students face academic stress, driven mainly by exam pressure, perceived workload, short preparation times, and peer competition. In Indonesia, Sari & Coralia (2019) revealed that 67.2% of psychology students at Unisba experience high academic stress. Globally, academic stress affects 38-71% of students, with prevalence rates in Asia ranging from 39.6-61.3% (Koochaki, 2009; Habeeb, 2010; Ambarwati et al., 2017). Newcomb-Anjo et al. (2017) noted that 51% of Canadian final-year students experience academic stress, while a U.S. survey by the American College Health Association linked academic stress to college dropout and lower grades in 32% of students (de la Fuente et al., 2020). In Indonesia, Maulana (2024) reported a prevalence of 36.7-71.6%, with Frenzel et al. (2018) highlighting that 47.4% of thesis-completing students at Semarang State University experience stress due to academic pressures and performance demands.

Interviews conducted with five students revealed that four students complained about the heavy workload and tight deadlines, exams, and parental expectations to

graduate on time. These conditions led to psychological and physical symptoms, such as anxiety, headaches, and poor sleep patterns, which subsequently caused energy depletion and digestive disorders. A study by Agolla & Ongori (2009) mentioned that a heavy workload and tight deadlines are the main causes of academic stress. Students experiencing increased stress often face physical and mental health issues and show a decline in academic performance (Ayuningtas, Jumhur, & Fardani, 2021). Academic stress experienced by students can have both positive and negative impacts. Positive effects include increased creativity and motivation for self-development, as long as the stress remains within the individual's capacity (Glozah, 2014). However, excessive stress can lead to negative outcomes, such as decreased academic performance, a higher risk of mental health disorders, and physical health problems (Pascoe et al., 2019). Severe stress can also lead students to engage in negative behaviors, such as smoking, alcohol consumption, risky sexual behavior, or substance abuse (Widianti, 2007). Although stress is necessary for personal growth, its impact depends on individual health, personality, previous experiences with stress, coping mechanisms, stressor intensity, self-management, and emotional regulation abilities (Potter & Perry, 2005).

Several previous studies suggest that one of the factors that can reduce academic stress is self-management. According to Gie (1995), self-management is an internal drive that enables individuals to control their abilities to achieve positive outcomes. In an academic context, this skill becomes challenging as students face various tasks and demands requiring effective self-management. With effective self-management, students can plan their activities more systematically, set priorities, and use appropriate strategies to cope with academic pressure (Santoso & Prapunoto, 2024).

Research conducted by Rochani et al. (2024) and Djoar (2024) explains that students' ability to manage themselves, such as time management, emotional regulation, and responsibility, can help reduce stress and even increase motivation for academic achievement. Students who can manage themselves well experience more controlled stress and become more motivated to achieve academic goals. Research by Pontes et al. (2024) and Delvia et al. (2023) also shows a significant negative correlation between self-management and academic stress. This means that the better an individual's self-management skills, the lower their level of academic stress. The ability to manage various aspects of life, such as academic tasks and social pressures, helps reduce emotional burdens, thereby alleviating stress. This prepares students to better handle academic pressure and reduces the risk of experiencing stress. Self-management plays a crucial role in reducing academic stress among students. Students who can effectively manage their time, emotions, and academic tasks are more prepared to face the various pressures that arise during their education. Developing self-management skills is key to helping students achieve better mental well-being and academic success.

In addition, coping strategies also play an important role in managing stress. These strategies refer to how individuals confront or handle stressful situations (Hanifah et al., 2020). Taylor (2012) defines coping as the thoughts and behaviors used to manage the internal and external demands of stressful situations. Lazarus and Folkman (1984) divide

coping strategies into two components: Problem-Focused Coping (PFC) and Emotion-Focused Coping (EFC). PFC focuses on addressing the problem by directly tackling the stressor. Carver et al. (1989) state that problem-focused coping involves solving problems to modify the source of stress. Thus, problem-focused coping can be summarized as an effort to manage stress by directly addressing the stressor. This coping strategy has positive effects on students, helping them resolve issues causing stress (Valentsia & Wijono, 2020). This finding is supported by research conducted by Pitaloka & Mamahit (2021), which found that the use of problem-focused coping among students of the Faculty of Psychology and Guidance at Atma Jaya Catholic University of Indonesia (2016-2019 cohorts) was relatively high, at 54.6%, in managing academic stress.

METHOD

The subjects of this study are professional psychology master's students in Surabaya. The population used in this research consists of male and female students enrolled in the Professional Psychology Master's Program in Surabaya. According to information from the psychology faculty in Surabaya, the active population totals 120 students. In this study, data collection was conducted using the incidental sampling technique. Incidental sampling refers to a method of sample selection where anyone who happens to meet the researcher can be used as a sample if the subject fits the criteria as a data source (Sugiyono, 2017). The sample size was calculated using the Krejcie and Morgan table with a 5% margin of error, resulting in a minimum required sample size of 92 students.

FINDING AND DISCUSSION

RESEARCH RESULT

Table 1. Uji Analisis Regresi Simultan

Variable	F	P	Description
<i>self management, problem focus coping and academic stress</i>	12,648	0,000	Signifikan ($p < 0,01$)

Sumber: Output SPSS versi 27.0

Table 2. Uji Analisis Regresi Parsial

Variable	t	p	Description
<i>Self Management</i>	-2,056	0,043	Signifikan ($p < 0,05$)

Source: Output SPSS versi 27.0

Table 3. Uji Analisis Regresi Parsial

Variable	T	p	Description
<i>Problem Focus Coping</i>	-2,663	0,009	Signifikan ($p < 0,05$)

Source: Output SPSS versi 27.0

Table 4. Sumbangan Efektivitas

Variable	Koefisien β	Cross Product	Regresi	SE Total
<i>Self Management</i> and academic stress	-0,246	-15477,435		
<i>Problem Focus Coping</i> and academic stress	-0,314	-16904,000	9110,833	0,221

Source: Output SPSS versi 27.0

The first hypothesis in this study is that self-management and problem-focused coping have a simultaneous relationship with academic stress in students. The results of the hypothesis test for self-management and problem-focused coping with academic stress show an F value of 12.648 with a significance value of 0.00 ($p < 0.01$). Therefore, the hypothesis that self-management and problem-focused coping have a simultaneous relationship with academic stress is accepted.

The second hypothesis in this study, which examines the relationship between self-management and academic stress in professional psychology master's students, showed a t-value of -2.056 and a p-value of 0.043 ($p < 0.05$). This indicates that the second hypothesis is accepted, and it can be concluded that there is a significant negative correlation between self-management and academic stress in professional psychology master's students.

The next partial analysis test, which is the relationship between problem-focused coping and academic stress in professional psychology master's students, showed a t-value of -2.663 and a p-value of 0.009 ($p < 0.05$). This means that the third hypothesis in this study is accepted, indicating a significant negative correlation between problem-focused coping and academic stress in professional psychology master's students.

Based on the calculations above, it can be concluded that the effective contribution of the self-management variable to academic stress in students is 9.23%. Meanwhile, the effective contribution of the problem-focused coping variable to academic stress in students is 12.87%. It can be concluded that problem-focused coping has a more dominant effective contribution to academic stress in students. The total effective contribution of both the self-management and problem-focused coping variables to academic stress in students is 22.1%.

DISCUSSION

The first hypothesis explains that self-management and problem-focused coping have a simultaneous relationship with academic stress among professional psychology master's students. This implies that students with lower self-management and problem-focused coping tend to experience higher levels of academic stress. It highlights the importance of self-management and the ability to address problems constructively in reducing the stress experienced by students, particularly those pursuing a professional psychology master's degree, which involves significant academic demands.

A lack of self-management can negatively impact students, especially when dealing with academic pressures and complex educational demands. When students are unable to manage their time effectively, set priorities, or handle stress efficiently, they are likely to face challenges such as difficulty completing tasks on time, preparing adequately for exams, or finishing research projects. This can lead to a decline in academic performance and an increase in academic stress (Santoso & Prapunoto, 2024).

Without problem-focused coping, students may also be more likely to avoid or procrastinate in addressing problems. Consequently, the academic issues they face may worsen, ultimately affecting their mental health, such as increasing the risk of anxiety, depression, and emotional exhaustion. For instance, students may feel overwhelmed by growing academic burdens, such as overlapping deadlines, packed exam schedules, and the demands of completing complex research or final projects. When students lack self-management, they may struggle to manage their time effectively, exacerbating this pressure. On the other hand, without problem-focused coping, students may feel overwhelmed and unsure of how to start addressing their problems, leading them to procrastinate on assignments or avoid responsibilities.

The importance of applying self-management in students cannot be overstated, as this ability serves as the foundation for handling various academic demands. For example, research by Sun et al. (2011) emphasizes the significance of coping strategies in managing academic stress. It shows that students who lack good self-management skills are more likely to experience high academic stress. This means that students need strategies or methods to reduce academic stress, such as the ability to set and achieve goals. Students who can clearly define short- and long-term goals tend to be more focused in their academic activities. For example, a student with a short-term goal of completing weekly assignments can create a specific daily schedule for reading literature and writing reports. Meanwhile, for long-term goals such as completing a thesis, students can break the process into planned stages, such as completing a proposal, collecting data, and analyzing results. This approach helps students avoid procrastination, feel more organized, and reduce stress from accumulated tasks.

Consistency in effort and a positive attitude can also help students reduce academic stress. Students who consistently fulfill their academic responsibilities, such as regularly completing assignments on time, attending lectures, and reviewing materials daily, are more organized in handling their study load. For instance, a student who spends one hour daily reviewing lecture notes and preparing for exams will be better prepared than a student who studies last minute.

The ability to manage time effectively also plays a crucial role in reducing academic stress, enabling students to complete tasks on time without feeling rushed or pressured. Good time management helps them avoid procrastination, which is often a source of stress. For example, a student who creates a daily or weekly schedule to allocate time for studying, completing assignments, resting, and personal activities will feel more organized and better able to maintain a balance between academics and personal life.

Students who effectively manage resources such as time, energy, and social support are also more likely to reduce academic stress. Efficient resource management allows them to complete academic tasks more effectively, alleviating burdens that can lead to stress. For example, students who know when and how to seek help from lecturers or peers when facing difficulties with assignments or specific subjects can reduce the pressure they experience.

Self-regulation is another critical factor in reducing academic stress. Students who can manage their emotions and maintain focus are better equipped to handle academic pressures calmly. For instance, a student who can control anxiety and frustration during exams or challenging tasks by taking deep breaths or practicing relaxation techniques will be better able to think clearly and solve problems effectively.

Making sound and wise decisions can also influence the level of academic stress students experience. Students who can make informed decisions about their studies, such as prioritizing tasks, deciding when to seek help, or setting realistic deadlines for completing work, tend to be more organized and less burdened by unnecessary pressures. For example, a student who breaks down a large task into smaller, manageable parts and completes them gradually will feel more in control and less rushed, reducing feelings of overwhelm and stress.

Improving skills in students is essential for reducing academic stress. Adequate skills enable students to plan and prioritize tasks, tackle challenges constructively, and maintain a balance between personal life and academics. For example, time management skills allow students to complete tasks efficiently without feeling rushed, while problem-solving skills help them find appropriate solutions when facing obstacles in their studies.

Moreover, strengthening students' character is vital for reducing academic stress and enhancing overall well-being. Strong character traits such as perseverance, discipline, and a positive attitude help students stay focused and motivated despite academic challenges. For instance, a disciplined student is more likely to complete assignments on time without procrastinating, which can reduce stress caused by task accumulation.

One of the other factors that affect academic stress, according to Taylor (2003), is internal factors, including personality, optimism, psychological control, self-esteem, and coping strategies. These factors play an important role in determining how individuals respond to and manage the pressure that arises from academic demands. Therefore, in this study, coping strategies, especially problem-focused coping, are closely related to how students can effectively manage academic stress. The aspects and indicators of problem-focused coping according to Carver et al. (1989) include active coping, planning, suppression of competing activities, restraint coping, and seeking instrumental social support. By applying these aspects, students can be more effective in facing academic pressure. This means that if students want to reduce academic stress, they can apply organized and directed methods.

Students who take direct action to solve problems tend to be able to reduce the academic stress they experience. This helps students feel more in control and confident in facing academic challenges because they focus on the source of the problem. For example,

students who immediately create a study schedule after receiving exam information or look for ways to improve unsatisfactory results will feel more prepared and able to reduce stress related to deadlines or academic performance.

Furthermore, wise thinking when facing situations allows students to be calmer and more objective in making decisions. Wise thinking helps them see the problem from various perspectives, assess the situation rationally, and avoid impulsive reactions that may worsen stress. For example, when facing a deadline, a student with wise thinking may prioritize the most important tasks first, manage time well, and maintain a balance between rest and hard work. By doing so, they can reduce mental tension, improve work effectiveness, and alleviate academic stress.

Students who consider various alternative strategies before acting tend to be more effective in dealing with academic problems and reducing stress. By considering various solution options, students can choose the approach that best fits their situation without feeling rushed or pressured in decision-making. For instance, when facing a large task or challenging project, a wise student will evaluate different options, such as whether they need to work alone or ask a friend for help, or whether they should start with the most difficult or the easiest part.

Students who can formulate specific steps to face the sources of problems or stress are also more prepared to handle academic challenges. By outlining the steps to be taken, students can create an organized and focused plan, so they don't feel overwhelmed or confused. For example, when facing many tasks and exams that are approaching deadlines, students can break the work into smaller parts, organize study time with clear priorities, and complete tasks one by one according to the schedule that has been made.

Having an alternative plan can also help students reduce academic stress. When facing difficulties or obstacles in their studies, having a backup plan provides a sense of security and control over situations that might not go as expected. By considering various possibilities and backup solutions, students can reduce the anxiety that often arises when the initial plan fails. For example, if a student has difficulty gathering data for research, they might consider backup plans such as finding other data sources, using different methods, or asking for help from a supervisor.

Another step to reduce academic stress is to avoid external distractions. Distractions like unnecessary conversations, interruptions, or social situations that divert attention can disrupt students' focus. For instance, students who are studying for exams or working on major assignments can choose to study in a quiet room or use earphones to reduce noise. Additionally, limiting phone or social media use can also help avoid unnecessary distractions.

Students who are able to act at the right time and avoid hasty decisions tend to be more effective in managing academic stress. The ability to recognize the right time to act, such as starting tasks earlier, asking for help before problems escalate, or taking breaks when feeling tired, helps them stay organized and reduce feelings of being overwhelmed. For example, students who start exam preparation several weeks in advance or complete

parts of a major assignment bit by bit will feel more in control and ready when the deadline approaches.

Additionally, utilizing social resources can help students reduce or cope with the problems they face. Support from friends, family, or professors can offer new perspectives, practical help, and emotional support, which are invaluable in managing academic stress. For instance, a student struggling with thesis work or facing a stressful exam might discuss the issue with a classmate who has similar experiences or seek guidance from their advisor. This way, they can feel more supported and confident in tackling academic challenges.

This is supported by empirical data showing a mean score for academic stress of 115.17, compared to a hypothetical mean of 93. This indicates that students tend to experience a high level of academic stress, emphasizing the importance of applying effective coping strategies such as self-management and problem-focused coping to help reduce the negative impact and manage academic stress. The effective contribution scores for self-management and problem-focused coping to academic stress were 9.23% and 12.87%, respectively, with the remaining factors influenced by other variables. This strengthens the first hypothesis that self-management and problem-focused coping are simultaneously correlated with academic stress in psychology students.

The second hypothesis of this study is that self-management has a negative relationship with academic stress in students. This means that as students' self-management decreases, their academic stress tends to increase, and vice versa. This aligns with research by Novitasari & Cahyaningrum (2021), Delvia et al. (2023), Pontes et al. (2024), Rochani et al. (2024), and Santoso & Prapunoto (2024). As a result, some students are more vulnerable to high academic stress, such as frequent feelings of anxiety and lack of confidence in completing tasks.

However, students with higher self-management tend to experience less academic stress because they can handle pressure through proper planning and time management (Delvia et al., 2023). This means self-management plays a crucial role in reducing academic stress. Students who manage themselves well, including time management, emotional regulation, and effective coping strategies, are more likely to face academic demands successfully, reducing the stress they experience. For example, a student who effectively manages their time will create a structured study schedule, balancing tasks, exams, and other activities (Delvia et al., 2023).

Every student has a different self-management capability, depending on their experiences, personality, and environmental support. Thus, self-management can serve as a form of catharsis, as managing oneself effectively allows students to channel and address their emotions or stress constructively (Rochani et al., 2024). For example, students facing high academic pressure might use self-management techniques like meditation, exercise, or journaling to relieve stress. This data is supported by the difference between the empirical mean (83.65) and the hypothetical mean (69), which shows that students' self-management mean score is higher.

The third hypothesis in this study is that problem-focused coping can predict a negative relationship between problem-focused coping and academic stress. This means

that as students' problem-focused coping skills decrease, their academic stress increases. Conversely, if their problem-focused coping skills are high, academic stress tends to decrease. This is also supported by research by Minchekar (2017), Mujahidah et al. (2019), Saputri and Wulanyani (2019), Rachmawati et al. (2023), Permatasari (2023), and Sholihah et al. (2023). The assumption is that as students' problem-focused coping abilities decrease, their academic stress will increase, and vice versa.

The lack of adequate problem-focused coping can lead to higher academic stress. This is consistent with a study by Sholihah et al. (2023), which showed that lower problem-focused coping leads to higher academic stress. Conversely, students with higher problem-focused coping have lower academic stress. As a result, individuals with lower problem-focused coping are more likely to feel overwhelmed and use less adaptive coping strategies, such as avoiding the problem or focusing only on negative emotions. Problem-focused coping optimally contributes to helping students facing high academic stress by helping them identify the sources of stress, design concrete solutions, and take appropriate actions to solve the problems (Rachmawati et al., 2023).

This strategy enables students to focus more on problem-solving rather than just managing the symptoms of stress, thus allowing them to handle academic pressure more effectively. Unfortunately, completing a thesis is not as easy as it may seem for many psychology graduate students. Each student has different problem-focused coping skills depending on their abilities, knowledge, social support, and personal resources. Some students may quickly identify the main issues they face, plan steps to resolve them, and seek the necessary support. However, for other students, major challenges arise when they struggle to plan effective actions, face distractions, or procrastinate on completing tasks. These differences in problem-focused coping abilities significantly impact how they manage academic stress, affecting the progress and quality of their thesis work.

The lower effective contribution of each variable in this study is reflected in the fact that problem-focused coping has a greater contribution (12.87%) to academic stress than self-management (9.23%), and the total effective contribution of both variables to academic stress is 22.1%. The total effective contribution of self-management and problem-focused coping in reducing academic stress shows that both variables play an important role, although there are still other factors outside this study that contribute to academic stress by 77.9%. This indicates that interventions focusing on developing self-management skills and applying problem-focused coping strategies can be a strategic approach to help students manage academic stress more effectively. Other factors contributing to academic stress in students can be categorized into internal and external factors. Internal factors include personality, optimism, psychological control, motivation, and self-efficacy, while external factors include excessive tasks, competition among students, worries about exams, social support, financial problems, and the academic environment (Jeyasingh, 2022).

Personality plays an important role in determining how one handles stress. Individuals with strong personalities tend to manage pressure more effectively. One aspect of personality that plays a role is hardiness, which is the ability to endure and stay positive in difficult situations. Hardiness involves three main components: commitment, self-

confidence, and adaptability. Commitment allows someone to persist despite obstacles, self-confidence helps individuals feel they can control situations, and adaptability encourages flexibility when facing changes or challenges.

Optimism also serves as a protective factor against academic stress. Optimistic students tend to view stressors as challenges to overcome rather than threats. This positive outlook not only helps them reduce the negative effects of stress but also protects them from excessive mental pressure. Additionally, emotional regulation and psychological control are important factors. Students with good psychological control can maintain emotional balance, enabling them to handle academic demands more effectively.

Self-esteem plays a significant role in managing academic stress. Students with high self-esteem are more confident in facing challenges, leading to less stress. In contrast, low self-esteem can make an individual feel inadequate, increasing academic stress. Likewise, motivation and confidence in completing academic tasks greatly affect students' ability to handle stress. Strong motivation helps students stay focused on their goals despite various pressures. Meanwhile, self-efficacy, or belief in one's ability, provides an additional push to overcome academic challenges. Students with low self-efficacy are more vulnerable to stress because they feel incapable of completing tasks well.

On the other hand, external factors contributing to academic stress include excessive workloads, which make students vulnerable to stress due to the amount of work that needs to be completed within a limited time. The increasing academic load, such as tight deadlines, complex material, and the pressure to maintain high-quality work, can create significant pressure. Additionally, competition among students can be a major source of stress, as they feel they must compete to achieve better academic performance than their peers. The pressure to obtain top grades, receive awards, or secure better career opportunities often causes students to feel stressed and anxious.

Concerns about exams are a major source of academic stress for many students, as they experience anxiety leading up to exams. This tension often arises from the pressure to achieve good grades, which can influence future academic and career opportunities. This worry stems not only from the fear of failure but also from the fear of being unprepared due to time constraints or difficulty in understanding the material. This condition often worsens anxiety, which in turn affects their overall academic performance, creating a cycle of stress that is hard to break.

Social support or poor relationships between students and peers, professors, and family can add to the stress they experience. Discomfort in social interactions, both on and off-campus, can lead to feelings of loneliness, isolation, and emotional neglect. Conflicts with classmates or professors can create tensions that disrupt concentration and academic performance, while tensions with family, such as unrealistic expectations or lack of support, can add to the existing mental burden.

Economic conditions, such as lack of pocket money, are also a significant factor in increasing academic stress for students. When students struggle to meet basic needs, such as purchasing study materials, food, or transportation, it creates anxiety and worry, distracting them from focusing on their studies. The pressure to work part-time to meet

financial needs can also reduce the time they should spend studying or resting, potentially exacerbating their stress levels.

Lastly, the academic environment, such as a tight semester system and insufficient resources at educational institutions, plays a key role in creating academic stress for students. A tight semester system, with overlapping deadlines and piling tasks, increases pressure on students to complete all academic responsibilities within a limited timeframe. Therefore, the findings of this study reinforce the crucial role of self-management and problem-focused coping as determining factors in the psychological well-being of students, particularly for graduate students in psychology programs who face significant academic stress.

CONCLUSION

College students are individuals pursuing higher education who often experience stress due to conflicts, one of which is academic stressors. Academic stress is influenced by various factors, including self-management and problem-focused coping. The purpose of this study is to analyze self-management and problem-focused coping as predictors of academic stress among professional psychology master's students, examine the correlation between self-management and academic stress, and assess the correlation between problem-focused coping and academic stress. The analysis was conducted using multiple linear regression. The respondents consisted of 92 professional psychology master's students in Surabaya.

The study yielded the following results. First Hypothesis: Self-management and problem-focused coping are simultaneously related to academic stress among students. The combined effective contribution of self-management and problem-focused coping to academic stress is 22.1%, while the remaining 77.9% is influenced by other factors.

Second Hypothesis: Self-management has a negative relationship with academic stress among professional psychology master's students. This means that lower self-management is associated with higher academic stress, whereas higher self-management corresponds to lower academic stress. The effective contribution of the self-management variable is 9.23%, supporting the hypothesis that self-management is a predictor of academic stress among professional psychology master's students.

Third Hypothesis: Problem-focused coping has a negative relationship with academic stress among students. This indicates that lower problem-focused coping is associated with higher academic stress, whereas higher problem-focused coping corresponds to lower academic stress. The effective contribution of the problem-focused coping variable is 12.87%, reinforcing the hypothesis that students with strong problem-focused coping skills can better predict lower levels of academic stress among professional psychology master's students.

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