

Academic Stress and Subjective Well-Being among Adolescents on Islamic Boarding School in Rural Aceh

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ABSTRACT

Subjective well-being (SWB) is something that is directly related to what a person thinks and how they feel about their life. SWB is one of the important things for adolescents, it could influence the learning process, social, and emotional relationships. However, adolescents who have low SWB will easily experience depression, fatigue and anxiety. This research aims to determine the relationship between subjective well-being and academic stress in adolescents at one of the Islamic boarding schools in Aceh, Indonesia. A cross-sectional study was conducted on adolescents in an Islamic boarding school in Aceh Province, Indonesia. There were 169 respondents were taken by using a simple random sampling technique. Data were collected using the Scale of Positive and Negative Experience (SPANE), Satisfaction with Life Scale (SWLS), and Educational Stress Scale for Adolescents (ESSA). The results of the Chi-square test analysis showed a relationship between academic stress and subjective well-being in adolescents (p -value 0.030). Therefore, academic stress is an important aspect to pay attention because it can affect adolescents' subjective well-being. It is suggested that community health centers and Islamic boarding schools to increase the involvement of adolescents in peer counsellor programs so that adolescents can have good stress management and improve stressors through health promotion.

KEYWORDS

Subjective well-being; Stress academic; Islamic boarding school; Adolescents

Received: March 19, 2024

Accepted: May 14, 2024

Published: May 28, 2024

Introduction

Well-being can be defined as a combination of good feelings and functioning including experiencing positive emotions such as happiness and satisfaction developing one's potential, having control over one's life, having goals, and having positive relationships (Ruggeri et al., 2020). Subjective Well-Being is a psychological relationship that is directly related to what a person thinks and how they feel about their life (Diener et al., 2009). Someone who has good SWB can influence their social life, have good conflict management, help others, and be an active person (Maddux et al., 2018). Someone who has good SWB will feel successful, have a greater sense of well-being that have a good social life, active person in social environments, and have good life goals.

Life satisfaction is an evaluated person about their, the person feels satisfied with their life or not, positive and negative affect are emotions and mood experience's someone such as happy, sad, angry, and others. This is proper in Diener's theory, The components of SWB are life satisfaction, positive affect, and negative affect (Diener, 2000). Life Satisfaction is a general evaluation of a person's life, while positive and negative affect are a person's mood and emotions which can reflect their reaction to events in their life, someone could make an evaluation about the whole of their life, including evaluate several domains of their life. Life satisfaction is something that everyone wishes, it could be obtained from support, adaptation, good facilities, and other things. It is compatible with Fitri's research, that adolescent life satisfaction could be from the psychological aspect of their acceptance of life and satisfaction with the environment. When adolescents feel the rules of a place are appropriate to their desire, they will feel satisfied with the environment, it could be a factor in adolescent satisfaction which becomes a standard for life satisfaction (Fitri, et al., 2021). When adolescents' school satisfaction increases, academic stress will be lower, this is directly influenced by the environment and conditions around them. Adolescents have a positive adjustment to the school environment so they will feel comfortable and able to meet academic demands so that adolescents' satisfaction with the environment can help them overcome the negative impacts of academic stress (Sari, 2017).

Academic stress is a pressure experienced by a student during the learning process where the student is unable to adapt to the burden, academic demands and full schedule to study (Reddy et al., 2018). Academic stress causes a lot of pressure or academic demands that more a person's abilities (Yusuf & Yusuf, 2020). Someone who experiences academic stress is usually unable to adapt to academic pressure and demands. It could happen because of several factors such as mindset, personality, high expectations of itself, academic, and curriculum demands.

Based on data from the Ministry of Religion in 2022, there are 26,975 dayah in Indonesia, of which Aceh Province is ranked fifth, with 1,177. However, not all of them have adequate resources such as education, access to health, basic necessities and so on. This has an impact on adolescents' daily lives, such as difficulties in learning, strict regulations, limited access to health, as well as rules and punishments as a way to change behavior that does not comply with the rules (Asniar et al., 2018). One of the problems adolescents face when they are in Islamic Boarding School is emotional stress, fatigue and sleep disorders. This has an impact on the academic process who did by adolescents (Maulina et al., 2019). The study are the same happened in The Islamic boarding school, researchers made observations from September to November 2022, found that is adolescents have a busy in full schedule, the schedule starts at 04.30 am to 11.00 pm. Adolescents said that they felt tired cause of full schedules, less time to rest, felt worried if their hopes or expectations were not achieved, such as low grades, less progress, and assignments not being completed. Adolescents looks like stressed when there are deadlines and assignments that must be done, especially when the exam schedule is full, they feel-pressure. Subjective well-being has never been measured in Islamic Boarding School. Researcher interviews with health workers in September 2022, the Islamic boarding school is one of the places that collaborates as a partner, where the health worker or public health worker team will create a group of peer counselors in the Islamic boarding school, one of the aims to improve the well-being of adolescents, to implement the program, then researchers want to measure the subjective well-being of adolescents in the Islamic boarding school. Based on the data above and the results of several studies, researchers were interested to research the relationship between subjective well-being and academic stress in adolescent in Islamic boarding school Aceh.

The conceptual framework in this research is the Health Promotion Model (HPM) developed by Pender (1996). The main assumptions of the theory reflect a behavioral perspective and emphasize a person's active role in their behavior so that they know how to modify the environment. The framework consists of three basic components, namely individual characteristics and experiences, behavioral cognition and affect, and behavioral outcomes (Allgood, 2017).

Method

The research used a cross-sectional study design. The research did in March 2023. Data was analyzed using chi-square to see the relationship between academic stress support and subjective well-being among adolescent on Islamic Boarding School in Rural Aceh. The instruments used by researchers is a questionnaire. The adolescents are willing to be a respondent and has received permission from the parent/guardian as evidenced by the signed consent form. The researcher gave a questionnaire for the respondent to answer it. The researcher waits until the respondent has finished answer the questionnaire. The researcher gave the opportunity to respondents who wanted to ask questions related to the questionnaire that they answered, each respondent was given the same opportunity.

Participants

The research population was 293 Adolescents at the Aceh Rural Islamic boarding school, respondents were 169 Adolescents selected using Taro Yamane's results, the sample was selected using simple random sampling using Microsoft Excel. Participants in this research were Adolescent at Islamic boarding schools in Aceh. The participants' criteria are adolescents willing to be respondents, got permission from their parents, they could reading and writing, adolescents were in grades one and two in the senior high school, and live or stay in at Islamic boarding schools in Aceh.

Instruments

The Research instruments used four questionnaires as follow:

1. Part A is general data on Adolescents consisting of gender, age, origin, and parents' income.
2. Part B is a questionnaire to assess adolescents' subjective well-being which consists of two questionnaires, namely The Scale of Positive and Negative Experience (SPANE) from Diener et al., (2009) and The Satisfaction with Life Scale (SWLS) from Diener et al., (1985). SWLS measures cognitive aspects (life satisfaction) which consists of 5 items with 7 answer choices. The highest total score is 35 and the lowest score is 5. SPANE to measure affective aspects (positive affect & negative affect) which consists of 12 items divided into 6 positive emotion items and 6 negative emotion items with 5 answer choices. The highest total score is 60 and the lowest score is 12. So, the results of respondents with a total x score ≥ 39 are categorized as high and <39 are categorized as having low academic stress.
3. Part C is a questionnaire of The academic stress questionnaire is the Educational Stress Scale for Adolescents (ESSA) from Sun et al., (2010) which was by Rizkita (2020). This questionnaire consists of 16 question items, the highest total score is 80 and the lowest score is 16. So that, the results of respondents total score ≥ 48 are categorized as high and < 48 are categorized as low score in academic stress.

This questionnaire has been adopted in the Indonesian version with a good level of reliability for use with Adolescents in Indonesia.

Data analysis

Data analysis was used a computerized program, the following:

1. Univariate analysis
This analysis was carried out to obtain frequency and category distribution results for each independent variable, namely: gender, age, regional origin and parental income.
2. Bivariate Analysis
This analysis aims to determine the relationship between academic stress and subjective well-being among adolescents at Islamic Boarding School in Rural Aceh.

Results

Univariate analysis

Analysis of univariate data on the demographic in this study includes gender, age, origin, and parents' income. The data can be seen in the following table:

Table 1. Frequency Distribution of demographic of respondents (n=169)

Variable	Frequency (f)	%
Gender		
Male	85	50.3
Female	84	49.7
Age		
Early adolescents (12-16 years old)	134	79.3
Lately Adolescents (17-25 years old)	35	20.7
Origin		
Urban	44	26.0
Rural	125	74.0
Parents' income		
≥UPM Aceh	61	36.1
< UPM Aceh	108	63.9

The study's results in Table 1 show that of the 169 respondents studied, the majority were early adolescents (12-16 years) as much as 79.3%, the majority gender was male 50.3%, the majority came from villages 74.0%, and income highest parents <UMP Aceh (<Rp.3,413,666.00) 63.9%.

Bivariate analysis

Analysis of bivariate data is the relationship between academic stress and subjective well-being, the result of data used a computerized program. The data can be seen in the following table:

Table 2. Relationship Between Academic Stress and Subjective Well-Being of Respondents (n=169)

Academic Stress	Subjective Well-Being						P-value
	Low		High		Total		
	n	%	n	%	n	%	
Low	23	42.6	31	57.4	54	100	0.030
High	71	61.7	44	38.3	115	100	

The results of the bivariate analysis found that 54 adolescents in the low academic stress category had high subjective well-being (57.4%), and 115 adolescents in the high academic stress category had high subjective well-being (38.3%). The results of the analysis of the relationship between academic stress and subjective well-being in Adolescents in Islamic Boarding Schools showed the p-value is $0.030 < \alpha 0.05$, meaning there is a significant relationship between academic stress and subjective well-being in adolescents in Islamic boarding schools.

Discussion

Adolescents who live in Islamic boarding schools come from different background, adolescents choose to enter Islamic boarding schools need adaptation process to their environment and learning system. The problems are that adolescents who live in Islamic boarding schools will feel less free to explore their own potential and less able to make decision, but often adolescents at Islamic boarding schools experience academic stress. Academic stress is pressure experienced by a person during the learning process, where adolescents are unable to adapt to the burden at school, academic regulations, and the busy schedule's study or busy curriculum (Reddy et al., 2018). Academic stress cause of a lot of pressure or academic demands that beyond a person's capacity (Yusuf & Yusuf, 2020). If

adolescents' school satisfaction increases, academic stress will be lower, this is directly influenced by the environment and conditions around them. When adolescents have a positive adjustment to school, they will feel comfortable and able to meet academic demands, so adolescents' satisfaction with school can help them overcome the negative impacts of academic stress (Sari, 2017).

The Islamic boarding school system focuses on religion along with the boarding school system in public schools, so that the stress experienced by adolescents in public schools with a boarding school system is higher than that of general boarding school students. Religion-based boarding schools focus on religious activities which gives students have a good level of religiosity. Religiosity has a significant relationship with coping strategies, where the relationship is positive, which means that the higher the religiosity, the better the stress management, so that the problems experienced do not put adolescents in a depressed condition. In general, there are many causes that influence stress in adolescents at boarding school, including adolescents being required to have intelligence, discipline, skills, and focus on moral values. The similarity between religious-based boarding schools and general boarding schools lies in the fact that all activities are scheduled and programmed and always under supervision (Yusfika et al., 2022). However, there are several impacts of policies and programs at boarding schools, such as breaking rules, skipping school hours, smoking, bring smartphone, dating, meeting members of the opposite sex secretly, and sleeping during class hours because they feel tired from the activities at the Islamic boarding school finished late at night. Behavior that violates the rules is carried out because students feel bored with the situation at the Islamic boarding school, for some students this feeling of boredom has an impact on decreased academic motivation, as a result students become less focused on memorizing, have difficulty understanding lessons at school, leading to a decline in academic achievement, and there are adolescents do not going to class because failed to achieve the academic and non-academic targets that they should have (Wafa & Soedarmadi, 2021).

Islamic boarding school is a type of religious education organized by the government and a group of people. Islamic boarding schools have a learning system that is slightly different from other public schools. Teaching and learning activities held in the morning, afternoon and evening. The stress experienced by adolescents in Islamic boarding schools because they feel burdened on the learning and rules in Islamic boarding schools. They feel annoyed and tired of learning activities in Islamic boarding schools that are too busy, such as avoiding and not taking part in learning time at the boarding school, neglecting learning at the boarding school with other things such as sleeping, playing, breaking the rules and regulations of the Islamic boarding school, and leaving the Islamic boarding school. The stress experienced by adolescents makes it difficult for them to do anything, such as having difficulty eating, often crying, and even often being alone, which makes it difficult for them to adapt to the Islamic boarding school environment. The stress experienced by adolescents have huge impact on their ability to adapt and carry out daily activities in the dormitory (Bau et al., 2022).

Subjective well-being is an individual's perception relate to their life experiences which involves two components are cognitive component related to life satisfaction and an affective component related to happiness and is characterized by a high level of satisfaction with life, a high level of positive emotions and a low level of negative emotions. The life of adolescents at Islamic boarding schools is described by environmental factors, the environment being one of the determinants in the process of form adolescents character. If adolescents have a supportive and positive environment, their character will be independent and religious. Adolescents have high religious values will find it to easy to manage stress. The subjective well-being of adolescents in Islamic boarding schools is influenced by many factors, several factors that influence the subjective well-being of female adolescents in Islamic boarding schools, namely social environmental factors, independence, religiosity, stress management or stress coping, and self-acceptance and the environment (A'yun et al., 2020).

Adolescent development needs to be supported by positive thinking about the Islamic boarding school environment that is instilled in the students, so that a positive feeling is also formed. The feeling of happiness, comfort, positive thoughts and feelings in the context of this research is referred to as subjective well-being. Subjective well-being is an individual's evaluation of his or her own life (Diener & Seligman, 2002). The cognitive dimension is students' satisfaction with Islamic boarding schools, refers to students' subjective cognitive perceptions of Islamic boarding school life using their internal standards related to several subdomains within Islamic boarding schools. This cognitive assessment is about students' perceptions regarding success in achieving or getting awards while at the Islamic boarding school, their satisfaction or comfort with the management of the Islamic boarding school and its facilities, subjective assessments regarding the relationship between the ustadz/ustadzah and students, subjective assessments of fellow friends, subjective assessments of students regarding the quality of learning at Islamic boarding school, students' assessment of the learning curriculum in Islamic boarding schools. Meanwhile, the affective dimension includes two types of experiences, namely positive or negative feelings experienced by students while at the Islamic boarding school. Affective dimension This refers to the frequency of adolescents' positive emotions and negative emotions experienced during Islamic boarding school (Ianah & Suprayogi, 2022).

Adolescents feel satisfied with what their parents provide for their needs while at the Islamic boarding school, are satisfied with the facilities provided by the Islamic boarding school, and enjoy the atmosphere and conditions of the Islamic boarding school with all the routines and rules therein. This is because the facilities provided by the Islamic boarding school and the provisions provided by parents to the adolescents are well met. Adolescents who attend Islamic boarding schools need more time to organize themselves. He will be required to be more independent and responsible for their life, not only for academic achievements at school but also for his activities outside of school which refer to the regulations at the boarding school. This problems relate to the psychological conditions of boarding school adolescents in the inability to face and resolve problems, experience to bully, inability to manage time, tending to follow other people's opinions/decisions and not having an awareness of one's own potential. So that the welfare of adolescents is influenced by their ability to adapt to the environment. If adolescents are not able to adapt well they will face psychological problems. Therefore, it requires the ability to accept oneself, have positive relationships with other people, be independent, experience personal growth, have goals in life, and control one's environment (Rohmatillah & Kholifah, 2021).

When adolescents feel that the rules are in accordance with their wishes, adolescents feel satisfied, but when the rules that apply in their environment place a lot of demands on adolescents, there is a possibility that adolescents become dissatisfied with the environment in which they live. Adolescents' satisfaction with the environment in which they live is a predictor in determining adolescent life satisfaction. So The life satisfaction could be seen from the psychological condition of acceptance of the life that is lived, if adolescents are able to accept themselves and feel satisfied with the environment then they will achieve life satisfaction, but if they are unable to accept themselves it will give rise to negative feelings towards life satisfaction resulting in feelings of lazy, anxiety, and depression (Fitri et al., 2021).

Analysis of the relationship between academic stress and subjective well-being found that out of 115 adolescents in the high category of academic stress had high subjective well-being (38.3%), the results of the analysis of the relationship between academic stress and subjective well-being among adolescents in Islamic boarding schools were p -value α $0.030 < 0.05$, meaning there is a significant relationship between academic stress and subjective well-being in adolescents in Islamic boarding schools.

This study has the same in the result of observations and interviews, that academic stress is the most influential in adolescents' stress conditions compared to the environment, interpersonal relationships, and personal problems (Yumba, 2008). Academic stress has an impact on life satisfaction and adolescents' emotions, as evidenced is adolescents' school satisfaction increases, academic stress will be lower, this is influenced by the environment and conditions around it. When adolescents have a positive adjustment to school, they will feel comfortable and able to meet academic demands, so that adolescents' satisfaction with school can help them overcome the negative impacts of academic stress (Sari, 2017). Subjective well-being has an impact on adolescents' moods, if their mood is positive they will get open minded, clear, and creative thinking, they could improve the learning process of adolescents for better (Achmad & Wahyudi, 2021). When adolescents' subjective well-being is low, adolescents' academic stress will be high, this is caused by school assignments, studying for exams, wishes are not achieved, and comparing other people's results with themselves (Syahidah & Farida, 2021).

The more severe the academic stress experienced by adolescents, the more severe the adolescent's depression will be. Adolescents who experience stress need coping to adapt to their stressors, both internal and external coping (Sudarsani et al., 2021). Several factors that can cause academic stress are internal factors (such as mindset and personality) and external factors (such as academic demands, a busy curriculum, and demands for social status) (Octasya & Munawaroh, 2021). It is important for every adolescents to have internal and external coping, each adolescents' coping is different, such as self-control, self-activity, planning, seeking instrumental social support, seeking emotional social support, accepting what has happened, and religiosity (Hendra et al., 2022).

Academic stress has a big impact on adolescents' perceptions of subjective well-being, one thing that often happens is continuous educational pressure which can reduce adolescents' enthusiasm for learning, this often creates undesirable risks such as delays in the academic process, fatigue, and adolescent dissatisfaction with their academic life. thus influencing life satisfaction and positive affect in adolescents (Achmad & Wahyudi, 2021).

The results of the researchers' analysis showed that 44 (38.3%) adolescents had high academic stress. The High stress academic has impacts adolescents' subjective well being, so that affecting adolescents' life satisfaction and emotions. The same thing happens in Islamic boarding school, that the pressure feel by adolescents is cause of busy schedules every day in daily activities, such as starting activity from 04.30 am to 23.00 pm, less time to rest, worries about academic score, wishes are not achieved (such as: high score, not being fluent in Arabic and English, mufradhat who is not fluent, unable to complete the tasks given), worried about making mistakes, and time of school and islamic boarding exams are scheduled to be held consecutively. This is a situational influence on adolescents so that the impact from environmental conditions. The influence includes adolescents' perceptions of choices and characteristics when these behaviors or conditions are directly exposed to adolescents. So that could become an obstacle or prevent adolescents to achieving subjective well-being.

Conclusion

There are relationship between academic stress and subjective well-being in Adolescent in Islamic Boarding School. So that academic stress affects subjective well-being, it has an impact on the learning process of adolescents. This could be a recommendation for Islamic Boarding Schools and Community Health Centers community health centers and Islamic boarding schools to increase the involvement of adolescents in peer counselor programs, so that adolescents could have good stress management and improve stressors through health promotion.

Acknowledgement

We would like to express our deepest gratitude to all adolescents who participated in this study. We are pleased to thank the principal of the Islamic Boarding School who allowed us to do this research. Thanks to our institutions, Academy of Nursing Kesdam Iskandar Muda Banda Aceh, Banda Aceh, Indonesia.

Funding

This research was funded by the researcher's fund.

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