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Stressors and Coping Strategies for Junior College Students in Maritime Boarding College

Abstract: One of the challenges encountered by the first year students of boarding universities is having a transition period for adapting to the needs and requirements in their new environments. Inability to make a self-adaptation can lead to unbalanced situation that results in academic, environmental, and interpersonal relationship problems as well as inner-self problems of the individuals. This study is aimed at closely viewing the stressors experienced by the students in the first year of their study, particularly during the first three months of their lives in the new environments and knowing the strategies taken by the individuals to encounter the stressors in order to anticipate the possible effects in the near future. The method used in this research is qualitative with a descriptive approach for exploring or depicting the images of stressors encountered by the students in the first three months of living in a boarding house and how they determine the coping to encounter the stressors. The results show that the stressors experienced by the students consisted of intrapersonal stressors (62.59%), interpersonal stressors (17.65%), environmental stressors (14.35%), and academic stressors (5.41%). The students tend to face the stressors by focusing on the problems (53.17%) and the emotions (46.38%). Based on the findings, it can be concluded that the most dominant stressor is the one that is related to the students' individuals.

Keywords: *intrapersonal conflict, first year students, coping strategies, stressors*

INTRODUCTION

Individuals often experience significant pressure during the transition period in college. According to Mattanah (2016), no student who can adapt perfectly all the time, but in a significant degree, adjustments are needed to be able to get a good experience. Pleasant experiences will bring health mentally, physically and psychosocially. The challenges that are often faced by new students in the first year of lectures are being away from home and being separated from their parents and the need to take responsibility related to independence in carrying out daily tasks to academic responsibilities.

Entering a new educational and social environment, individuals may experience challenges that can be felt differently from the previous year. The early years of college can be difficult for individuals. According to Pedrelli, (2015) In general, individuals can experience emotional challenges and psychiatric disorders that often occur, ranging from sleep disturbances, relational disturbances, idealism to be perfect, anxiety disorders,

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difficulty concentrating to culture shock. Ramadhanti et al., (2019) in his research stated that the stressor with the highest frequency came from education, namely class schedules that were not on time or changed, which was felt by 98.2% of respondents. Ulfa et al., (2021) found that there was a negative correlation between adjustment and academic stress in first year students. Temporary Musabiq & Karimah, (2018) states that the most types of stressors in students come from intrapersonal problems of (29.3%)

The studies above provide an overview of the stressors faced by students but have not included a description of the initial level of boarding school students. Boarding schools have more specific characteristics compared to other schools in general. In boarding schools, lifestyle and habits can be significantly different when compared to the previous level of education or to non-boarding schools. This research wants to look at the description of the dynamics of stressors in early life in dormitories that have more specific rules and habits. What kinds of stimuli are seen as stressors by respondents and how do respondents deal with these stressors through the coping strategies chosen.

Many factors influence the dynamics of early life in the hostel apart from adjusting to new rules and habits. Attachment and upbringing in the family, especially helicopter parenting where parents are too involved in taking care of the needs of their children according to them, (Pedrelli, 2015) can make it difficult for children to form independence early in life in the hostel. Likewise the level of mental health on campus is still difficult to find publications. What are the disturbances in daily aspects are still not known further and there is a generation gap, namely first year students are the generation born in the digital era (digital natives), while caregivers in the dormitory environment are generally a different generation from the current student generation. This difference can affect the educational point of view and parenting patterns in the hostel.

Based on the background above, the problem to be answered in this study is, "what are the stressors faced by students in the first three months of life in the dormitory and how do students deal with these stressors?". Through the formulation of the problem, this study aims to obtain an overview and explore the stressors experienced by students when they first enter the dormitory environment and how students deal with these stressors. The results of the research are expected to be taken into consideration in an effort to understand the adjustment of entry-level students as well as to help individuals live their first year of life in a dormitory through the development of soft skills and campus introduction programs that suit their needs and are more humane by minimizing stress.

METHODS

The method used in this study uses a descriptive qualitative approach. The research was conducted at a boarding university in the city of Semarang. The data is summarized and presented in the form of charts and graphs. The study involved 96 first year student respondents at a boarding school who were randomly assigned. All respondents were studying at the dormitories for less than three months and had not been allowed to leave the campus environment, because they were still in the character building phase. The school where the research was conducted was chosen because it required students in the first years of lectures to live in a dormitory and follow the established dormitory regulations. Respondents have diverse characteristics and come from various cities in Indonesia. The characteristics of education in dormitories as well as the heterogeneous characteristics of students allow for more perceived stressors.

The researcher asked the respondent's willingness to answer open-ended questions about what stimuli were perceived as stressors and how the respondents dealt with these stressors. Open questions allow the answers to be delivered to be more exploratory and expressive. Problems are analyzed and presented systematically so that they can be more easily understood and concluded. Almost all respondents answered more than one type of stressor. All answers are then categorized and interpreted through existing theories in

order to obtain a more complete description of the variations and dynamics of the problem. The data obtained in this study were calculated quantitatively and presented in graphical form so that it would be easier to get an overview of the research data.

RESULTS AND DISCUSSION

Based on the stress category according to Estes et al., (2013), the stressors experienced by the respondents in this study were daily hassles, namely types of stressors that require a little adjustment throughout the day in question. Researchers divided the sources of stressors faced by students according to Ross et al., (1999), namely intrapersonal, interpersonal, academic and environmental stressors. Intrapersonal stressors are related to the individual self, while interpersonal stressors are related to other people. Academic stressors are stressors related to lecture activities and accompanying problems. Environmental stressors in the form of stressors that come from the environment and are non-academic

Coping strategies are reviewed based on theory Folkman (2020) which divides coping strategies into two, namely Problem Focus Coping which requires direct problem solving, and Emotional Focus Coping, namely problems faced by managing emotional responses in dealing with stress that arises without addressing the source of the problem. This study also wanted to know how coping strategies were used by students at the initial level of lectures and when these coping strategies were carried out.

General Description Of Respondents

Most of the respondents are male, with a composition of 83 male respondents (86.46%) and 13 female respondents (13.54%). The general description of respondents based on gender can be seen in the following graph.

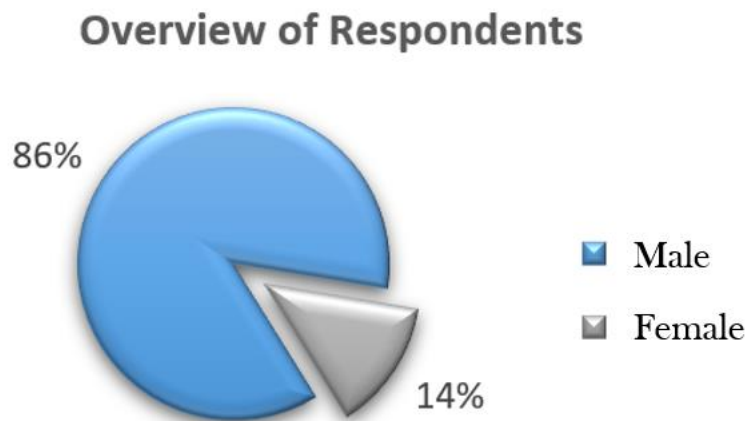


Figure 1. Overview of Respondents

Stressor Type

The types of stressors experienced by respondents in this study are presented in Table 1:

Table 1. Types of Stressors		
Stressor Type	F	P
interpersonal	75	17.65%
intrapersonal	266	62.59%
Academic	23	5.41%
Environment	61	14.35%

Based on the Table 1, it is known that students are more dominant in experiencing stressors originating from themselves with a percentage of 62.59%, followed by

interpersonal stressors of 17.65%, environmental stressors of 14.35% and finally academic stressors of 5.41%. This research is in line with research conducted by Ross et al., (1999), that the biggest source of stress comes from students related to changes in sleeping hours, the desire for recreation or rest, adjustments in eating patterns, new responsibilities and campus assignments. The following will describe each type of stressor based on the results of the research

1. Interpersonal Stressor

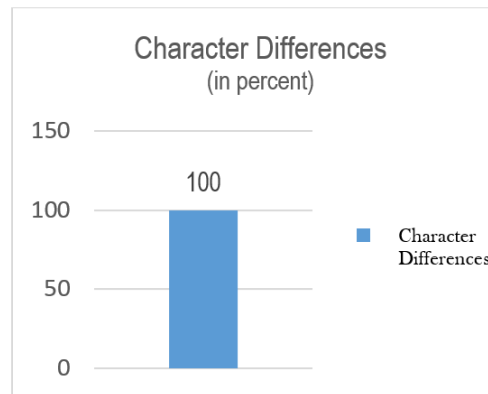


Figure 2. Character Differences

Interpersonal stressors are related to relationships or relationships with other people. Differences in character are separate stressors, considering that the dormitory residents come from various regions in Indonesia with different cultures, habits, traits and behaviors. Likewise, the age level and parenting style in different families. According to the Pedrelli (2015), helicopter parenting style, where parents are used to being present and involved too much in all the needs of the child can affect the child's independence when the child is away from parents. This needs to be a concern for parents in releasing their children when they have to study at the hostel. Not all students have the same rhythm and body tempo. Like when you are required to eat together according to a predetermined schedule, portions and speed of eating. From the research results obtained data that each individual does not have the same rhythm and speed. Resources that are limited and needed at the same time often trigger problems, for example the use of the bathroom by dormitory residents in the morning and evening or when washing clothes together. Limited time can also be a stressor that causes some individuals to panic and make things fall or be exchanged with the belongings of other residents in the dormitory.

Subsequent stressors that arise due to differences in character include the lack of concern or apathy of some individuals, differences regarding cleanliness standards, division and completion of tasks for each individual in the dormitory, differences in thoughts and contradictory characters, friends who can partly create enthusiasm. and partly makes the spirit decrease (down). Differences in language also often cause misunderstandings, as well as friends who are too dominant and pressure due to superiority that tests the individual's mentality. There needs to be good self-control so that relationships can be good. Good self-control has an influence on the success of social relationships that are forged. Low self-control can lead individuals to fall into violent and destructive behavior, as stated by Compas et al., 2017)

2. Intrapersonal Stressors

Intrapersonal stress is related to anything that is considered challenging or threatening that occurs within the individual. The distribution of intrapersonal stressors obtained from this study can be seen in Figure 3.

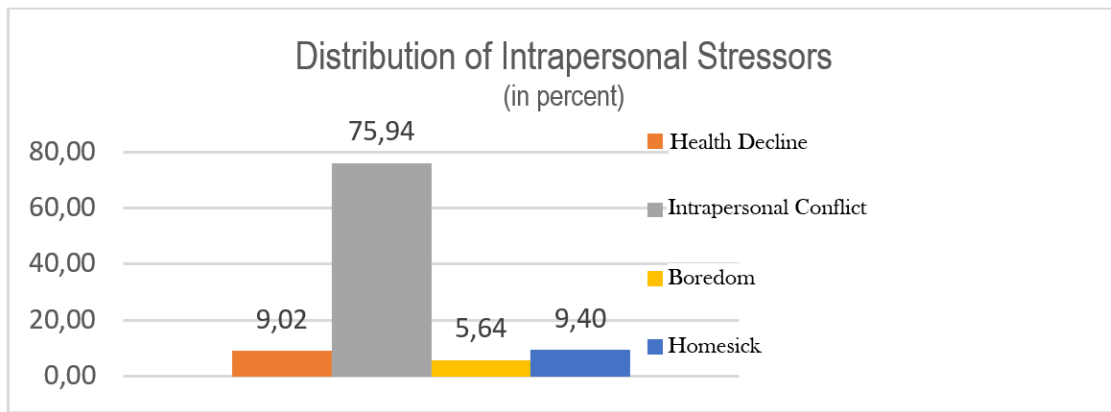


Figure 3. Distribution of Intrapersonal Stressors

Individuals are often faced with two choices. Indecision between what you want to do and beliefs about what should be fulfilled can lead to conflict within. How decisions are made and what behaviors are displayed by individuals need to consider the emotional reactions of the individuals concerned (O'Connor et al., 2002). The most dominant intrapersonal stressors were intrapersonal conflict (75.94%), homesickness (9.4%), declining health (9.02%) and boredom (5.64%). Based on the analysis of the respondents' answers, intrapersonal conflicts generally arise because of the gap between expectations and demands. The emergence of a lack of self-confidence and internal conflicts that arise about what is allowed and what is not allowed to do. Habit patterns that are different from what is usually done at home or in their home environment can also be separate stressors, such as how to eat, how to walk that must run or march together, frequency and duration shorter rest periods, difficulty getting used to rules and dorm life, loss of personal belongings, to time management and meeting personal needs.

The feeling of homesickness is not only related to homesickness for parents and family, but also for friends, friends and even pets as well as food that is usually consumed in the home environment, either cooked by the parents themselves or usually bought around the house. According to research (Prasetio et al., 2020), homesickness is related to feelings, activities, routines, food, pets, family and friends, the atmosphere of the house and its rooms. The feeling of homesickness, according to students, arises because of the desire to go home, the difficulty of communicating with family due to dormitory regulations which do not allow students to bring communication devices in the form of *mobile phones*. Some students are also worried about the condition and health of their parents at home.

Declining health is related to the shock experienced by individuals with the patterns and rhythms of activities in dormitories that are dense and feel sudden. According to respondents, the feeling of shock and the density of activities triggers fatigue. Coupled with the lack of rest time, it often causes excessive sleepiness when participating in daily activities. Tired and unfit body condition eventually lead to disease such as cough, runny nose or fever and diarrhea. Research on stress and its relationship to the level of health was carried out by (Fahri, 2020) Dr. or headache, cough or skin disease

Saturation associated with monotonous activities, lack of interaction with the outside world and lack of variety of entertainment activities in the first three months makes individuals feel that the day is going by slowly and triggers a feeling of boredom. Boredom, according to (Rahmawati et al., 2021), can reduce individual productivity which is marked by decreased motivation, anxiety and lack of focus in doing tasks.

3. Academic Stressor

Barseli et al., (2017) states that students who experience academic stress can have maladaptive perceptions of demands related to academics. Research conducted by Gao (2020), stated that 49.40% of respondents experienced stress in the moderate category. Stress occurs because of the lecture material that must be studied, the lack of feedback

from the teacher and the many assignments given and the quality of the lecturers who teach. In this study the stressors that appear related to the academic stressor category are outlined in Figure 4.

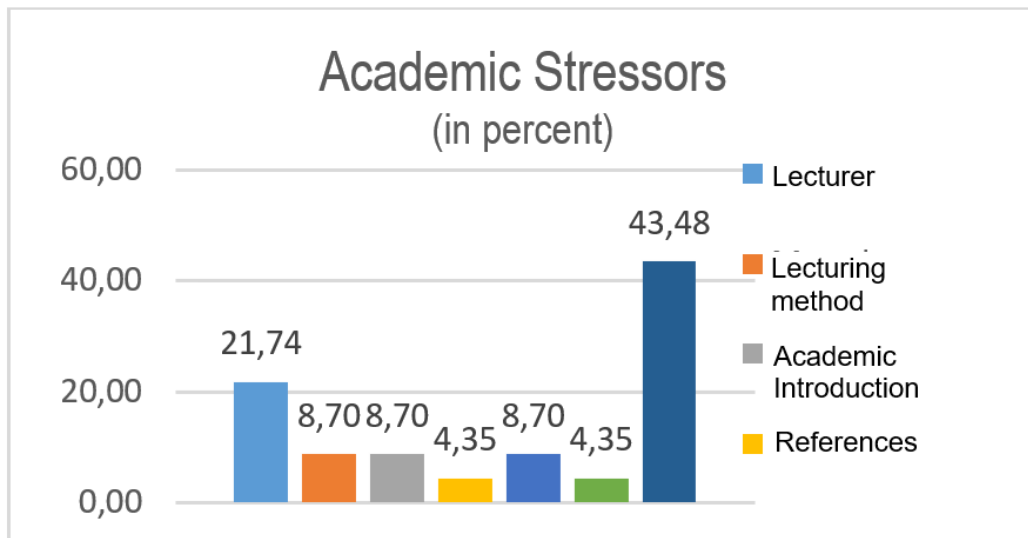


Figure 4. Distribution of Academic Stressors

The highest stressor in this study is related to study time. The density of activities makes study hours short and individuals find it difficult to manage time to study and do assignments. Sometimes, access to laptop use is also limited. The next stressor related to academics is the lecturer. Students have difficulty understanding the material when the lecturer cannot teach or the class is empty. Stressors that have the same level are learning methods, academic recognition and concentration difficulties. In the first three months, students are still making adjustments to a way of learning that is different from studying at home. According to respondents, miscommunication sometimes occurs because access to mobile phones is restricted. Academic introduction is related to new students who are not familiar with the rooms of the academic community, the impact is difficulties when having to contact lecturers or to carry out lecture activities. The foreignness of the material being studied can also be a stressor in itself because the material and learning style are very different from the material and learning in high school or previous places of study for individuals who have attended other schools. Concentration difficulties according to respondents occur when students have to study in the hallway of the dormitory which is less comfortable for learning activities. The place to study feels uncomfortable because of the traffic of fellow dormitory residents and the activities carried out during study hours, such as listening to songs while studying or talking to themselves when memorizing material. The next stressors that have the same level are unavailable references and uncomfortable learning places.

4. Environmental Stressors

According to Musabiq & Karimah, (2018), environmental stressors are stressors that come from the environment. According to the study Melaku et al., (2015), most of the respondents, namely students of the Yarsi Stikes West Sumatra Bukittinggi 2009, experienced moderate stressors, especially physical environment stressors, namely the dormitories were too crowded, the dormitory conditions were too hot and the learning facilities in the dormitories were lacking. In line with this research, the environmental stressors in this study are in the form of facilities related to services and physical environmental conditions as well as the rules and habits that apply in the hostel as described by the results of research on the following environmental stressors

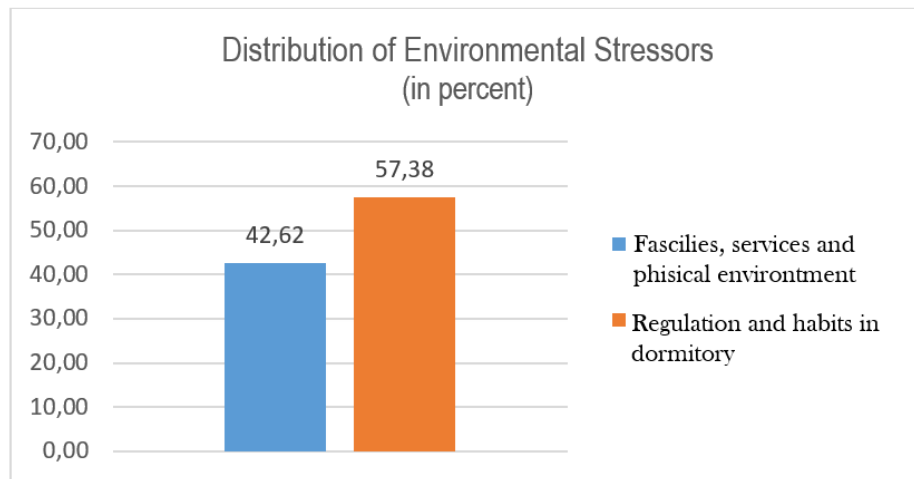


Figure 5. Distribution of Environmental Stressors

The highest perceived environmental stressor is the availability of facilities, services and the physical environment which is perceived to be different from the student's home environment. The availability of bathrooms, luggage storage and dormitory facilities feels limited when used at the same time. In addition, there are also stressors related to food, laundry and health services. Service that is felt to be unsatisfactory is a separate stressor for dormitory residents, as well as a physical environment that is different from their place of origin, especially students from highland areas who are not used to hot temperatures or weather.

Dormitory certainly has its own rules that are different from the pattern of habits at home or the neighborhood where you live. Loud alarm sounds in the morning, daily activities such as getting up early and sports and other physical exercises are interrupted by busy activities and less rest hours and almost all movements are done fast-paced. Likewise eating rules and rules in the dormitory which are required to be completely disciplined can also be a stressor for new students.

Coping Strategy

In general, Folkman (2020) dividing coping strategies into two types, namely problem-focused coping strategies and emotion-focused coping strategies. In coping strategies that focus on problems, individuals have confidence in the resources they have to solve problems constructively. Meanwhile, problem-solving strategies that focus on emotions tend to be carried out when individuals feel unable to change the stressor directly, so that emotional function modifications are made.

There are two strategies for overcoming problems by students living in dormitories, namely problem focus coping and emotional focus coping. In the problem focus coping strategy, students plan to solve problems, carry out confrontations and seek social support. Meanwhile, in the emotional focus coping strategy, students can exercise self-control, distance themselves from stressors, reinterpret stressors with positive meanings, take responsibility for their current roles and avoid stressors. Respondents use more problem solving by focusing on the problems they face with a percentage of 53.17%. The description of the respondent's coping strategy is as follows

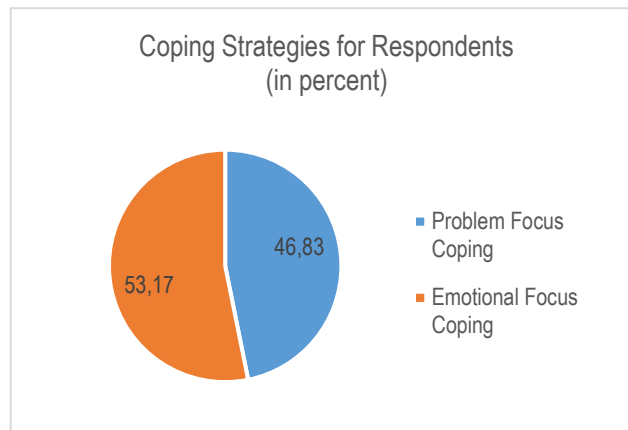


Figure 6. Coping Strategies for Respondents

1. Problem Focus Coping

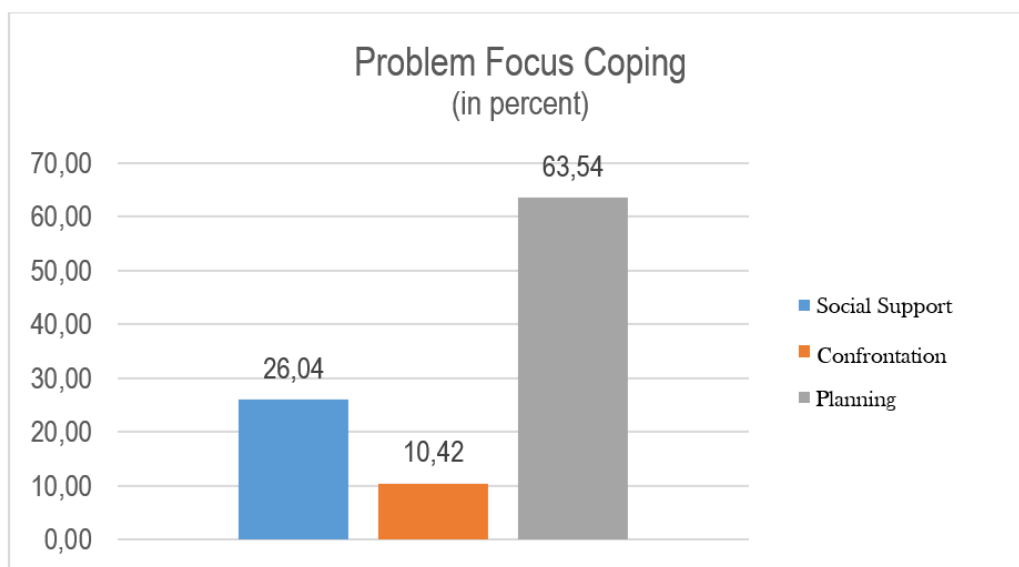


Figure 7. Problem Focus Coping

Folkman (2020) states that individuals will make certain efforts to solve problems with an analytical approach. Respondents face and solve problems by planning problem solving, such as thinking, making and preparing problem solving plans. Respondents are able to anticipate the impact of stressors with anticipatory steps, such as folding clothes in small folds and organizing them by certain categories to make it easier to find and deal with limited space. Another way is to try to start activities earlier to avoid delays and rush activities and avoid surprises like when you first lived in a hostel by waking up earlier before the alarm sounds. Bathing earlier than other friends is done to avoid using the bathroom together. In addition, students also mark personal items so that they are not exchanged for belongings of other friends. Looking for learning resources from the internet when there is time to study and accessing the internet via a laptop is done to study material on a self-taught basis when the class is empty. How to memorize names and get to know friends is done from the smallest scope, such as getting to know and understanding the character of friends from the closest environment by understanding habits, character and speech styles and behavior and feeling friends' positions and applying them when interacting. Students also use Indonesian so that the sentences conveyed are easy to understand when communicating. This strategy is useful for adding relationships so that familiarity is established in the new place of residence. To anticipate the need for body fluids, students bring tumblers and try to drink lots of water to avoid dehydration and also anticipate forgetting to drink during busy activities. Students also have critical power by conveying

directly to the service provider if they find problems such as dirty cutlery or unclean laundry. Anticipating health problems is done by exercising more diligently, wearing masks and consuming vitamins and taking advantage of free time to replace rest periods. Efforts to identify senior or regimental officers are carried out by recording tire cords to make it easier to remember and recognize the names of senior staff and regimental officers. In addition to social introductions, students also introduce dormitory rules regarding what is allowed and what is not allowed to do. Students turn on fans to reduce discomfort due to hot weather. In addition to adding comfort in the dormitory, students clean their rooms regularly. If necessary, students use sarongs when sleeping to reduce mosquito disturbance. The rest also becomes calmer because students prepare the equipment to be used the next day before going to bed. To avoid conflicts among fellow dormitory residents and speed up work, students divide tasks by mutual cooperation. The feeling of homesickness is relieved a little by establishing social relationships and joking with friends during free time to reduce boredom. Students also need to be familiar with the campus area, so as not to cause confusion, the introduction is carried out in stages so that it is easier to remember. To optimize rest time, students immediately rest as soon as possible after the evening assembly is held. To avoid obtaining food rations that are not the same, each student takes food rations according to the portion in turn so as to fulfill a sense of justice regarding food rations. To deal with lost personal items, students try as much as possible to join friends so they can use items together, for example joining a friend's Koran when they have to recite the Koran.

Folkman (2020) states that confrontation carries great risks. Confrontation is carried out by individuals by daring to reprimand friends who are selfish, not providing assistance to friends who are selfish to teach independence to these friends. In addition, students remind when there are friends who are apathetic, understand better by speaking carefully and reminding friends repeatedly, establishing cooperation, coordinating and reminding each other. Students also dare to submit complaints to officers, for example complaining about replacing dirty cutlery/drinks and food, as well as contacting and reminding lecturers regarding class hours to avoid empty classes.

According to Folkman (2020), social support can be in the form of information, assistance or emotional support. As social beings, individuals will establish good social relations with friends, staff and caregivers in the hostel to get the information needed such as patterns of habits and rules in the hostel, how to do the rules correctly, following up on problems encountered, blending in better with the social environment hostel, sharing stories with friends, asking for help when experiencing difficulties, getting enthusiasm and motivation from the close environment in the hostel and learning a lot from others about independence and self-management in the hostel

2. Emotional Focus Coping

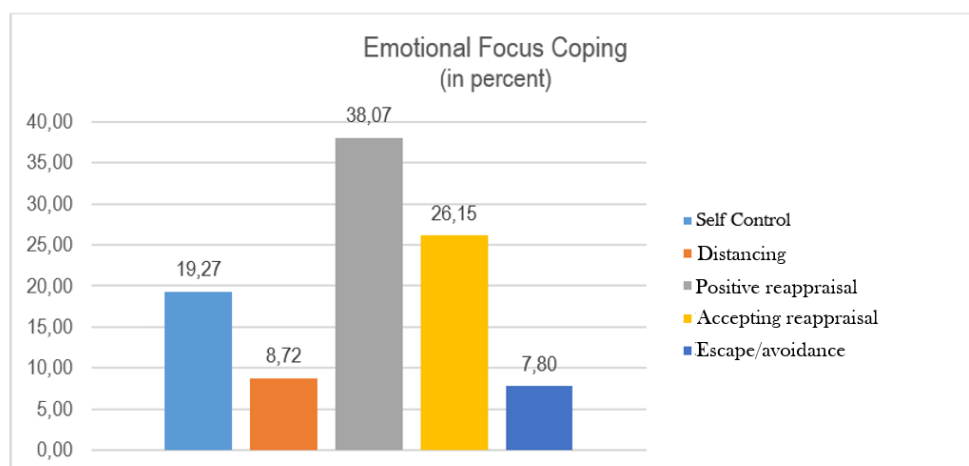


Figure 8. Emotional Focus Coping

Giving a positive assessment, according to Folkman (2020), is giving a reaction by creating a positive meaning. A positive assessment is carried out by looking for meaning, such as interpreting the diversity of the characters of the dormitory residents with the meaning that if all humans are the same, then there will be no dynamics of life. Students also begin to get used to it until they become used to it. Thinking about the positive wisdom behind an unpleasant incident can also restore enthusiasm, as well as trying to accept it by being sincere because sincerity will make the activities carried out feel light, and don't forget to be grateful, enjoy the process of achieving success by making parents happy, draw closer to Allah by worshiping and praying so that efforts to pursue education run smoothly. Apart from that, students also prayed for the health of their parents so that they would be calmer. Students also develop empathic abilities by trying to understand seniors by understanding the position of seniors when they are in the early stages of life in the dormitory, interpreting activities in the dormitory as a simulation at work later, focusing more on the activities being carried out and being more able to place positions in each situation. Changing the way of thinking and praying a lot is also an effort to achieve patience. Positive assessment is also carried out by finding new things in every activity and interpreting that corporal punishment is an effort to increase stamina and physical abilities which will be very useful in the future workplace.

Folkman (2020) states that the emphasis on responsibility is related to growing awareness of the role of self. Respondents have the responsibility to adjust and live the rules in the hostel, adapt to habits in a new environment, rearrange their lifestyle as a consequence of the choices they have made, remember their original goals and desire to make their family happy. A sense of responsibility makes individuals try to be on time, be more disciplined and learn to be more independent and try their best to accept existing responsibilities. Thinking before acting is a form of self-regulation Folkman (2020). Individuals try to increase self-control by trying to be more patient and calm, don't complain too much, carry out activities with enthusiasm and pleasure, be more restrained, don't hold grudges and forgive others and don't exaggerate problems so they don't waste time and don't create new problems either. minimize errors. Regulating feelings and filtering one's own ego is also an effort made by students so they don't get carried away by emotions when something goes wrong.

Creating distance is done individually so as not to be shackled by problems as conveyed Folkman (2020). Individuals take distance from the stressor to get calm and prepared, for example, pause to give space and time for yourself before getting up and doing activities in the morning, lie down first for 5-10 minutes when you wake up, to choose yourself and silence the stressor when the problem has not yet been resolved.

The fifth emotion-focused strategy obeys Folkman (2020), is running or running away. This effort is made by individuals to divert attention when the stressor cannot be overcome. Efforts are being made such as relieving fatigue by walking in the halls of the dormitory, looking around while singing, imagining the food provided as delicious food and small portions so that you are enthusiastic when eating, looking at family photos and looking at the sky to reduce homesickness, talking high-pitched to divert emotions, not thinking too much about the problem at hand, laughing out loud to lift the mood and singing loudly when asked to run in a group.

The main stressors during the first three months of entering the dormitory environment for new students in this study were stressors related to intrapersonal conflict. Gray et al., (2017) states conflicting goals can have negative associations with psychological well-being. The more intrapersonal conflict, the less the individual will experience life satisfaction. Intrapersonal conflict can make individuals experience symptoms related to mental health. Regarding strategies for dealing with stressors, almost all respondents made a conscious effort both cognitively and affectively in understanding the sources of the causes of existing obstacles and their direct consequences. Efforts made by individuals are

to change and familiarize themselves with the culture, culture and dynamics of the existing environment to adapt and become part of that environment. The results of this study state that intrapersonal stressors can be managed by individuals with the capabilities they have through problem-solving strategies that focus on problems. In addition, it is necessary to provide time and space for new students to get to know and adapt in advance to the existing environment by introducing a more friendly environment to instill a sense of comfort and safety both physically and psychologically. If a sense of security and comfort has been formed, it is hoped that the adaptation process will be easier and faster. In this study, it appears that most of the respondents in the first three months of life in the hostel experienced a sense of shock with the habits and patterns of life in a new environment. This suggestion is in line with research Wahed (2011), that schools and campuses must try to create a learning atmosphere that is fun, humanizes and empowers children's potential.

The campus can pay attention to building counseling systems and facilities by involving professionals, building and developing small groups to be able to help each other monitor students' mental health levels and create a supportive environment through systems and services that help students overcome stressors, especially those related to stressors experienced at the initial level of education.

CONCLUSION

The various stimuli that become stressors for students in the first three months of their new life on campus need attention from both the students themselves and the academic community. Concern is primarily about how to deal with stressors related to intrapersonal conflict. Individuals need to be assisted in dealing with these stressors, so that their potential can be actualized optimally, considering that the majority of students are able to deal with stressors by focusing on the problems they face. In other words, individuals have potential resources that can be directed to positive forms of problem solving.

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