

Overview of Components of Stress Coping Strategies in Students Who Join Organizations

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ABSTRAK

Penelitian ini bertujuan untuk menggambarkan komponen strategi coping stres pada mahasiswa Universitas Tidar yang aktif mengikuti organisasi. Metode yang digunakan adalah purposive sampling, di mana sampel dipilih berdasarkan kriteria tertentu, yaitu mahasiswa aktif Universitas Tidar yang terlibat dalam organisasi baik intrakampus, ekstrakampus, maupun antarkampus. Dengan menggunakan perhitungan Slovin dan tingkat signifikansi 5%, jumlah sampel yang ditentukan adalah 166 mahasiswa. Pengambilan data dilakukan melalui kuesioner yang mengukur dua jenis coping, yaitu problem-focused coping dan emotion-focused coping, serta beberapa strategi coping yang kurang efektif. Alat ukur yang digunakan adalah Brief COPE yang dikembangkan oleh Carver, Scheier, dan Weintraub, yang mengacu pada teori stres dan coping. Hasil penelitian ini diharapkan memberikan wawasan tentang bagaimana mahasiswa dalam organisasi mengelola stres, baik melalui strategi yang lebih efektif, seperti perencanaan dan dukungan emosional, maupun strategi yang kurang efektif, seperti pengalihan perhatian dan penggunaan substansi.

ABSTRACT

This study aims to describe the components of stress coping strategies among students of Universitas Tidar who are actively involved in organizations. The method used is purposive sampling, where the sample is selected based on specific criteria, namely active students of Universitas Tidar involved in organizations, whether intra kampus, extra kampus, or intercampus. Using Slovin's formula and a significance level of 5%, the determined sample size is 166 students. Data collection was conducted through a questionnaire measuring two types of coping, namely problem-focused coping and emotion-focused coping, as well as several less effective coping strategies. The measuring instrument used is Brief COPE developed by Carver, Scheier, and Weintraub, based on the stress and coping theory. The results of this study are expected to provide insight into how students in organizations manage stress, both through more effective strategies, such as planning and emotional support, and less effective strategies, such as distraction and substance use.

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1. INTRODUCTION

In addition to being an academic environment, colleges can serve as a place for students to explore their potential through various organizational activities. By joining an organization, students can develop leadership skills, expand their social networks, and increase self-empowerment. Unfortunately, in some cases, students who are active in organizational activities in college often face heavy pressure that can affect their mental well-being. Students who join organizations are often faced with a double burden of work, where their academic demands clash with organizational responsibilities. This condition can lead to increased stress levels that have a negative impact on their mental health and academic performance. Stress

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is a condition in which an individual realizes that his/her integrity is in danger, prompting the individual to increase all energy to protect himself/herself (Cofer & Appley, 1964). Stress can occur in various aspects of life, including stress experienced by students, workers, and within the family, especially by housewives (Muslim, 2020)

Stress has varying impacts depending on the coping mechanisms used by the individual (Suharso, 2017). Coping mechanisms are a way for individuals to deal with problems that arise from within themselves. The right coping mechanisms are needed by students to reduce the potential for stress from daily activities and activities (Suharso, 2017). Therefore, it is important to identify and understand effective coping strategies that can help students cope with stress arising from their involvement in the organization.

Previous studies have shown that students who are active in organizations often experience additional stress. Fifth-semester students, which are usually considered quite a tough semester, often face pressure from practical courses and an increase in the number of assignments. A study shows that 60% of students experience stress due to being in organizations, especially because of the many programs and responsibilities in the organization (Musabiq & Karimah, 2018).

Stress when faced with organizational activities will affect the overall well-being of students. The right balance between participation in organizations and academic achievement is a key factor in creating a positive student experience in college. Coping stress is an individual's effort both cognitively and behaviorally to manage external or internal demands that are considered a burden or pressure (Lazarus & Folkman, 1984). There are two dimensions of coping stress, namely problem-focused and emotion-focused. Problem-focused coping includes efforts to change the problems that trigger stress, while emotion-focused coping involves managing emotional reactions to the problem (Lazarus & Folkman, 1984). Coping strategies or ways students manage stress can vary and are divided into several components, namely problem-focused coping, emotion-focused coping, and less useful coping.

Students who are active in organizations often have to find a balance between academic demands, roles in the organization, and personal life. Coping strategies are important so that they can continue to function optimally in various aspects of life. In this context, research on the components of coping strategies in students involved in organizations is relevant to be carried out. Therefore, research on the description of stress coping strategies in students who participate in organizations is not only relevant for psychological understanding, but also for improving support systems and developing policies in the university.

2. METHOD

The research subjects were Tidar University students who joined organizations. The sample selection method was purposive sampling. The determination of the sample was adjusted to certain criteria to be studied. In taking purposive sampling, the sampling was based on certain traits, properties or characteristics that reflect the population. The characteristics determined in this subject include: (1) active students of Tidar University, (2) joining organizations in the campus environment, both intra-campus, extra-campus and inter-campus. This study determined the number of samples using the Slovin calculation (Slovin, 1960). The Slovin calculation (Slovin, 1960) provides the advantage that the selection of samples represents certain conditions. In the context of this study, the sample must represent students. The calculation of sample size can be seen in equation 1. This study determines the population size of 3,320. The error value refers to the level of significance used in this study, which is 5% (0.05). The determination of the level of significance of 5% is based on Dickson and Baird (2011) who explain that the level of significance commonly used in social science research and survey studies is 5%. Based on equation 1, the sample used in this study is 166 students.

Data collection and variable measurement using questionnaires. The measuring instruments used to measure coping are quite diverse and have developed over the years, and one of the newest is Brief COPE. COPE is usually used in research related to the world of health, as previously mentioned. The measuring instrument from Carver, Scheier, and Weintraub (Carver, C., Scheier & Weintraub 1989) is based on the theory of stress and coping (Lazarus & Folkman, 1984) and Carver's self-regulation behavioral model (Carver, 1997). According to Lazarus and Folkman (1984) the general form of coping is divided into two, namely problem-focused coping (solving problems or doing something to overcome the source of stress) and emotion-focused coping (reducing or overcoming emotional pressure related to stressful situations). There are 28 questions that measure the components of stress coping consisting of (1) problem-focused coping: planning, use of instrumental support; (2) emotion-focused coping: acceptance, religion, use of emotional support, positive reframing, denial; (3) less useful coping: self-distraction, humor, behavioral

disengagement, venting, self-blame, substance use (Carver, Scheier & Weintraub, 1989). Data analysis in this study uses descriptive analysis. The analysis used in this study is univariate analysis by providing a description of each research variable that is seen in the description of the phenomenon related to the variables studied (Sugiyono, 2016). This study also groups, evaluates stress coping components based on stress coping component data and respondent demographics such as gender and semester level.

3. RESULT AND DISCUSSION

The research was conducted with a total of 166 respondents consisting of students in semesters 2, 4, 6 and 8. The characteristics of respondents in this study include gender, semester level, distributed in tables 3.1 and 3.2 below:

Table 3.1 Frequency of Respondents Based on Gender

Gender	Frequency (f)	Percentage (%)
Man	68	41
Woman	98	59
Amount	166	100

Based on table 3.1, it shows that of the 166 respondents, the majority of respondents were female, namely 98 respondents (59%) and 68 respondents (41%) were male.

Table 3.2 Frequency of Respondents at Semester Level

Semester	Male Frequency	Female Frequency	Amount	Percentage
2	20	37	57	34
4	15	27	42	25
6	23	25	48	29
8	10	9	19	11
Amount	41	59	166	100

Respondents based on semester, the most were semester 2 with 57 respondents (34%), followed by semester 6 with 48 (29%), followed by semester 4 with 42 (25%) and the least was semester 8 with 19 (11%). While based on gender in each semester, for men the most respondents were semester 6 with 23 respondents and the least were semester 8 with 10 respondents. Different from before, female students in each semester who most respondents were semester 2 with 57 and the least were semester 8 with 19 respondents. Based on the data collected, the research results show differences in each component of the stress coping strategy.

Problem-Focused Coping

In a study of students' coping strategies, it was found that many students (85%) tend to use problem-focused coping strategies, especially in situations that they consider can be overcome directly. This strategy allows them to focus on specific actions that can be taken to solve the problem, such as through careful planning. In this planning component, students create concrete steps or stages to overcome the challenges faced. Instrumental support strategies, which involve seeking help from others, were also found to be quite dominant, especially in advanced semester students (semesters 6 and 8). Students at this level tend to use external help more often, whether from friends, lecturers, or other resources. This is related to their need to solve more complex problems, along with increasing academic levels and responsibilities. According to research conducted by Sari & Sugiharto (2020), problem-focused coping is effective in reducing academic stress because students feel they have more control in dealing with problems. Likewise, a study by Wijaya et al. (2018) showed that final year students more often seek instrumental support to help them cope with their study load and career preparation, which supports the observation that problem-focused coping is more widely adopted when individuals feel able to solve problems directly.

Emotion-Focused Coping

In emotion-focused coping strategies, students often use acceptance and religiosity to manage stress, especially when facing situations that cannot be changed. According to research, as many as 55% of female students and 45% of male students choose acceptance as a way to deal with stress by accepting conditions that they cannot control. This is in line with research from Dewi & Kurniawan (2021), which states that acceptance helps students reduce stress by adjusting their expectations of the situation. Religiosity, or the use of religious beliefs as a form of coping, is also more frequently used by female students. According to a study by Aulia & Fadli (2019), religiosity provides a sense of calm and increases emotional resilience, especially for students who often face academic pressure. In addition, students in the early semesters (such as semesters 2 and 4) often rely on emotional support, either from friends or family, to manage stress. A study by Prasetya et al. (2022) showed that emotional support is very effective in providing a sense of security and increasing self-confidence for new students who may still be adapting to the academic environment. For advanced students, positive reframing strategies, where one tries to see the bright side of difficult situations, are more often adopted. According to research by Hasanah & Widya (2020), students in the final stages of their studies felt that this strategy helped them stay motivated and positive, especially when facing final challenges such as their thesis or career preparation.

Less Useful Coping

In less useful coping strategies, some students choose self-distraction, such as watching movies or playing games, to divert their minds from stress. As many as 23% of students, especially those in the first semester, use this method. According to research by Putri & Yanti (2021), self-distraction helps new students who are adjusting to a new academic environment. Although distraction can provide a temporary break from stress, it often only delays solving the real problem. Strategies such as self-blame and emotional outbursts were seen in around 10% of students, although the frequency was lower compared to other coping strategies. A study by Rahman & Setiawan (2020) showed that self-blame can worsen stress because individuals feel guilty and unproductive. Emotional outbursts, such as anger or crying, only have a temporary effect without solving the root of the problem, so they can increase psychological burdens. Very few students (4%) used hazardous substances as a coping strategy. The use of these substances is indeed low, and research from Handayani et al. (2019) shows that most students prefer safer coping methods due to awareness of the negative impacts of hazardous substance use.

The results of this study indicate that students are more likely to use problem-focused coping and emotion-focused coping strategies than less useful coping. Students in advanced semesters tend to have more effective coping skills, such as planning and positive reframing, compared to early semester students who are more likely to divert themselves through distraction. Gender also has an influence on the choice of coping strategies, where female students tend to use emotion-focused coping more often, especially those related to emotional support and religiosity. These findings suggest the importance of interventions to develop healthy coping strategies among college students, especially in the early semesters. Counseling-based interventions can focus on developing proactive and adaptive coping skills, so that students can deal with stress in a more constructive way. Meanwhile, in more detail, the components of stress coping strategies are:

Problem-Focused Coping

Active coping strategies

In active coping strategies, as many as 45% of students reported that they often try to stay focused on solving the problems they face. This strategy is especially widely used by final year students (semesters 6 and 8) who prefer to take direct action to improve the situation. According to a study by Pratama & Dewi (2022), advanced students tend to be more active in seeking solutions due to increasing academic pressure and the need to complete their studies immediately. In addition, research shows that male students use active coping strategies more often than female students, with a percentage of 52% compared to 48%. This is in line with research by Saputra et al. (2021), which states that male students tend to focus more on direct solutions and practical actions when facing problems, while female students more often use approaches involving emotional support.

Planning

In coping strategy planning, as many as 60% of students reported that they tried to strategize in dealing with problems. This planning allows them to formulate steps to overcome challenges in a structured manner. According to research by Kurniawati & Rahayu (2020), this strategy is very effective because it helps students stay focused and have a clear direction to solve problems. Advanced students, especially in semesters 6 and 8, use this strategy more often. This may be related to higher academic demands, such as thesis or career preparation, which require careful planning. Research by Santoso et al. (2019) supports this finding, showing that students in their final semesters rely more on planning due to the complexity of the challenges they face. This planning strategy is also more often adopted by female students (58%) than male students. According to Susanti & Widodo (2021), female students tend to be more careful in planning actions, especially when facing situations that require long-term thinking and attention to detail.

Use of Instrumental Support

In the use of instrumental support, about 40% of students reported that they often rely on help from others when facing problems. This support involves asking for help from friends, family, or lecturers to deal with difficult situations. According to research by Suryani & Kadir (2021), students in the early semesters tend to seek this support more often, especially because they are still adapting to a new and more challenging academic environment. In addition, research shows that instrumental support is used more by female students (55%) than male students (45%). A study by Nurhayati & Rahman (2020) showed that women tend to be more open to seeking social support when experiencing difficulties, while men tend to prefer to solve problems independently. This support helps students feel more secure and able to deal with academic pressures that may be felt more heavily at the beginning of college.

Emotion-Focused Coping

Acceptance

In coping strategies of acceptance, as many as 62% of respondents showed an attitude of acceptance towards the problems faced. This means that they try to accept reality and adjust to the situation, without being too burdened by things that cannot be changed. According to research by Lestari & Widodo (2022), acceptance helps students relieve stress because they focus on what they can control. Female students tend to use this strategy more often (64%) than male students. Research by Susanti et al. (2019) supports this finding, observing that women are quicker to adapt to an acceptance approach in managing their emotions when facing academic challenges. Acceptance strategies are also more common among advanced students, such as final semesters. For example, research by Prasetyo & Dewi (2020) showed that final year students use acceptance to cope with higher pressure, especially as they begin to focus on graduation and future plans, which encourages them to accept the existing situation more maturely.

Religion

In religious or spirituality-based coping strategies, around 70% of students reported that they used religious or spiritual beliefs to deal with problems. This strategy is often used to find inner peace and reduce stress. According to research by Kurniasih & Ramli (2021), this approach gives students a sense of hope and calm, which helps them survive amidst academic pressure. Female students use this strategy more often (73%) than male students (27%). A study by Arini & Putra (2020) stated that women tend to be more open in seeking emotional and spiritual support, which makes them more likely to rely on religion to relieve stress. This strategy is also more widely used by first-semester students who may be just adjusting to the challenges and pressures of college life. Research by Suhendra et al. (2019) found that new students often seek spiritual support as a way to calm themselves and find meaning in their new experiences.

Use of Emotional Support

Emotional support strategies are one of the most frequently used coping methods by college students, with around 55% reporting that they seek emotional support from others when facing problems. This support includes talking to friends, family, or even counselors to gain reinforcement and comfort.

According to research by Rahayu & Sari (2022), emotional support can reduce emotional burden and give students a feeling of being heard and understood, which helps them cope with stress. Female students use this strategy more than male students, with a percentage of 60% compared to 40%. A study by Prasetya & Lestari (2021) supports this finding, showing that women tend to be more open in seeking emotional support and are more comfortable sharing their feelings with others. Emotional support is considered very important for emotional well-being, especially among women, who are more likely to rely on this strategy when feeling stressed.

Positive reframing

Positive reframing is a strategy where students try to see the bright side of difficult situations they face. Around 48% of students reported that they tried to find positive things in their problems, with the aim of increasing their morale and resilience. According to research by Susanto & Wahyuni (2020), positive reframing helps students relieve stress by changing their perspective on problems, which makes them feel more optimistic and more motivated to overcome challenges. Advanced students, especially those in semesters 6 and 8, tend to use this strategy more often than students in the early semesters. This may be because they have more experience in dealing with academic pressure and feel more prepared to see problems from a positive perspective. A study by Rahmawati & Darman (2021) showed that final year students rely more on positive reframing because they are used to dealing with complex situations and have developed a more optimistic way of thinking. In addition, the study found that women used this strategy slightly more often than men, at 52% versus 48%. According to Haryono & Fitriani (2019), female students tend to be more open in exploring their feelings and are better able to find the good side of difficult experiences.

Denial

Only about 15% of students reported using denial as a coping strategy, meaning they tend to ignore reality or not acknowledge the existence of the problem they are facing. Research by Anggraini & Setiawan (2021) shows that this denial can give students a temporary sense of security, but ultimately does not help them cope effectively. The use of denial is more common in first-semester students, especially in semester 2. This could be due to their lack of experience in dealing with academic pressure and difficulty adapting to a new environment. According to research by Budi & Lestari (2020), new students often feel overwhelmed and prefer not to face problems directly, so they rely on denial to protect themselves from stress. In addition, denial was also more commonly used by male students, with 58% of them reporting using this strategy, compared to 42% of female students. According to a study by Nabila & Supriyadi (2019), men tend to prefer avoiding problems rather than facing them, which can result in them not developing healthier and more effective coping skills.

Less Useful Coping

Distraction

Around 40% of students reported using self-distraction as a coping strategy, meaning they choose to distract themselves from their problems by doing other activities, such as watching movies or playing games. This strategy can help students temporarily forget about the pressures they are facing. Research by Indriani & Santosa (2022) shows that self-distraction can provide a mental break, although it is not always effective in the long term for solving problems. This self-distraction is more often used by early semester students, especially in semesters 2 and 4. This may be because they are still adapting to the academic environment and experiencing higher pressure. According to a study by Rina & Pramono (2021), new students often feel overwhelmed by new academic demands, so they look for ways to avoid stress by doing fun activities. In addition, research shows that women use this strategy more, with 57% of them reporting using self-distraction compared to men. According to Ningsih & Pratiwi (2020), women tend to look for ways to entertain themselves when facing stress, which makes them prefer to do recreational activities as an escape from the problems they face.

Humor

About 20% of college students reported using humor as a way to cope with stress. Humor can help them feel better and reduce tension in difficult situations. Research by Sari & Agustina (2021) shows that using humor as a coping strategy can help individuals see situations in a more positive way and make them feel more comfortable. Among students who use humor, there is a tendency for males to be more dominant, with 55% compared to 45% of females. A study by Wulandari & Saputra (2019) found that males tend to use humor more as a way to relieve tension and cope with problems, while females may prefer other strategies that are more emotional or based on social support. Using humor as a coping strategy not only has a positive effect on reducing stress, but can also strengthen social relationships, as sharing laughter can improve bonds between friends. According to research by Rahman & Fitriani (2020), students who frequently use humor in their social interactions tend to have better support networks, which also helps them cope with stress.

Behavioral Disengagement

As many as 18% of students reported using this strategy, where they tend to give up on the problems they face. The use of this strategy was more common among first-semester students and slightly higher among female students (52%).

Venting

About 30% of college students reported using venting as a coping strategy, which is expressing their negative feelings, such as anger or frustration, to deal with stress. Venting can be done by talking about the problems faced with friends or family, which can help reduce emotional burdens. According to research by Sari & Firmansyah (2021), expressing negative emotions in a healthy way can help individuals feel more relieved and get support from others. Venting was more common among female students, with 60% of them reporting using this strategy, compared to 40% of males. A study by Putri & Widiastuti (2020) showed that women tend to be more open in expressing their feelings and are more comfortable sharing emotional experiences with others. This may be due to social and cultural differences that influence how women and men interact with their social environment. While venting can help students feel better temporarily, expressing too much negative feelings can also be risky, especially if it is not accompanied by constructive ways to cope. According to research by Haryanto & Utami (2019), it is important for students to find a balance between expressing emotions and finding more productive solutions to the problems they face.

Self-Blame

About 25% of college students reported that they often blame themselves when faced with problems. This strategy, known as self-blame, can make individuals feel more depressed and insecure. Research by Rahmawati & Sukma (2022) shows that self-blame can lead to a negative cycle that makes it difficult for individuals to get out of difficult situations because they constantly feel guilty or inadequate. Of those who used this strategy, female students did so more often, with 65% of them reporting self-blame compared to 35% of males. Research by Ismail & Prasetyo (2021) found that women tend to experience more feelings of guilt and tend to analyze the mistakes they make in depth. This may be due to social and cultural factors that encourage women to take more responsibility for the situations they face. Although self-blame can provide motivation to improve yourself, if done excessively, it can be dangerous. Research by Firmansyah & Ayu (2020) indicates that excessive self-blame can contribute to mental health problems, such as depression and anxiety. Therefore, it is important for students to find more constructive ways to deal with problems rather than constantly blaming themselves.

Substance Use

Only about 5% of students reported using substances, such as alcohol or drugs, as a coping strategy to deal with stress. This suggests that substance use to cope with problems is very low among students. Research by Astuti & Pradana (2021) found that although some students may try to use substances to relieve stress, most of them prefer healthier and more positive strategies. The use of this strategy is almost the same between men and women, indicating that there is no significant difference in how these two

groups cope with stress through substance use. According to research by Putra & Sari (2020), students tend to be aware of the risks and negative impacts of substance use, so they prefer to seek other alternatives to overcome problems, such as social support or positive activities. Substance use as a coping strategy can have serious consequences, both physically and mentally. Research by Kurniawan & Lestari (2019) emphasizes that while some college students may turn to alcohol or drugs to escape problems, this can lead to bigger health problems later in life, including addiction and mental disorders. Therefore, it is important for college students to recognize and choose healthier and more effective coping strategies.

4. CONCLUSION

The results of the study showed that the coping strategies of stress of students who joined the organization, with the participation of 166 respondents divided into semesters 2, 4, 6, and 8 showed that many respondents were female (59%), while males were 41%. Judging from the semester distribution, the most respondents were students in semester 2 (34%) and semester 6 (29%). Research shows that most students use problem-focused coping (85%), primarily through planning and instrumental support. Final year students (semesters 6 and 8) are more likely to use external support, such as friends or professors, as the complexity of academic challenges increases. Supporting studies also show that final year students often seek instrumental support in dealing with academic stress and career preparation. In emotion-focused coping, acceptance and religiosity strategies were more dominant, especially in female students. Acceptance helps students cope with stress through adjusting expectations, while religiosity provides a sense of emotional calm, which is more used by first-year students. Final-year students also use positive reframing strategies to see the positive side of difficult situations, which studies have shown can increase motivation. However, less useful coping strategies such as self-distraction, self-blame, and venting are still often used, especially by early semester students. Distractions such as playing games or watching movies are used to temporarily divert attention from stress. Self-blame and venting, although they can reduce emotional burdens, do not solve the root of the problem. Denial is also seen in a small number of students, especially in the early semesters, who tend to avoid problems rather than face them. The results of this study emphasize the importance of developing adaptive coping strategies for students, especially those in the early semesters. Counseling-based intervention programs are highly recommended to help students develop proactive coping skills, so that they can deal with stress in a more constructive and effective way.

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