

The Relationship between Religiosity and Academic Stress in Psychology's Last Semester Students from Muhammadiyah University of Sidoarjo

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Abstract. Academic stress arises due to pressure, which gives rise to subjective perceptions of an academic condition. Students' high academic stress hurts physical and mental health, such as anxiety, panic, and depression, which can hinder decision-making and academic performance when undergoing studies. This research aims to find out the relationship between religiosity and academic stress. This type of research is quantitative, with simple random sampling as the sample selection technique. The population of this study was 358 final students of the Psychology Study Program at Muhammadiyah University of Sidoarjo. A sample of 234 subjects was determined according to the tables of Isaac and Michael with an error rate of 1%. This study uses two psychological scales, the CSR (Center of Religiosity Scale), to measure religiosity and the ESSA (Educational Stress Scale for Adolescents) to measure academic stress. Both scales are Likert scales. The data analysis technique uses the Product Moment Pearson Correlation test with the help of the SPSS V.21 program. The results showed that the value of $r = 0.294$ with a significance value of 0.000 ($P < 0.05$), meaning that H_0 was accepted because of a correlation between religiosity and academic stress. The implications of this study through the calculation of R square is that the religiosity factor contributes to overcoming academic stress by 8.6% in final students of the psychology study program at Muhammadiyah University of Sidoarjo. At the same time, the rest is influenced by other factors, for other researchers who wish to conduct similar research are recommended to identify more broadly the factors of religiosity or other variables that can affect academic stress.

Keywords: Academic Stress, Psychology, Religiosity, Stress, Student.

1. Introduction

The studies on academic stress have been carried out by many educational psychology researchers, among them Anggraini & Duryati (1), Ansyah et al. (2), and Hasanah & Maryanti (3). High academic stress can negatively impact physical and mental health, such as anxiety, panic, depression, and interfere with academic performance and lead to negative behaviour (4). According to Norma et al. academic stress can impact thoughts, behaviors, and emotions (5)(6). Academic stress also affects students' learning motivation and can delay problem-solving (7). Because of that, the study of academic stress is essential to reduce the negative impact on the quality of students' life.

Academic stress is the pressure caused by the emergence of subjective perceptions of an academic condition. Therefore, S. Musabiq & Karimah (8) said most students stated that academic factors had the second most significant contribution in stress. According to Sun, Dunne, Hou, & Xu (9) Academic stress is a psychological pressure that mostly comes from

academic aspects. Through previous studies, it can be seen that several cases of academic stress have arisen among students of the Psychology Study Program at Muhammadiyah University of Sidoarjo.

This finding also supports the emergence of behaviour caused by academic stress, including 1) Self-expectations, which make students feel afraid of being unable and fail to live up to their self-expectations. A similar case happened in Samarinda on July 12th, 2020. Last year, a student had depression and committed suicide by hanging himself because he had not graduated for seven years (10). 2) Despair, lost their confidence, satisfied with their achievements, and hard to concentrate. Academic stress raises several problems, such as difficulty concentrating, which impacts capturing subjects and dissatisfaction with grades (11). 3) Anxiety about grades. They think bad grades will disappoint parents and lecturers, affecting the future. This is supported by research conducted by Barseli et al. (12) at SMAN 10 Padang, which has high demands on grades, so there is concern about the future if the grades obtained trigger in-class ranking.

Topics related to academic stress on Muhammadiyah University Sidoarjo students have been researched by Fatmawati and Dewanti (13). This study reviews the topic of academic stress and self-regulated learning, with the title "Relationship between Self-Regulated Learning and Academic Stress in Students Taking Skipsi Courses at FPIP 2016/2017 Muhammadiyah University of Sidoarjo." In this study, it was found that 5 students experienced very high academic stress. % (10 people), as many as 22% (41 people) experienced high academic stress. Based on these results, it was concluded that more than 25% of the total 186 students experienced academic stress. This also explains the urgency of research related to academic stress, especially those that review other variables.

This shows that academic stress is still a problem in education and needs to be resolved. Moreover, regarding academic stress, data shows that 35.4% of students are stressed in the severe category, 45.7% in moderate stress, and 18.9% in mild (14). Previous research conducted by Mukti & Ansyah (15) showed results that the academic stress of Muhammadiyah University of Sidoarjo students was in the low category 14.7%, medium category 72.0%, and high category 13.1%. These results show that students at the Muhammadiyah University of Sidoarjo still need further research on academic stress.

Several studies related to academic stress show that several factors influence high and low academic stress, including research by Dzulfikri and Affandi (16), which reveals a significant relationship between the variables of emotion regulation and academic stress. It means that higher emotional regulation causes lower academic stress experienced by students. Likewise, Nayak's (17) research with 201 nursing students as respondents at private universities in India found a relationship between procrastination and academic stress. Otherwise, based on Ismail and Osman's (18) research results regarding the effect of religiosity on academic stress at the International Islamic University of Malaysia, through the results of SEM calculations obtained a significance value of 0.296 which is <0.001 . It can be concluded that religiosity orientation influences and has a relationship to academic stress experienced by students. Religiosity is a research variable because it can create self-control, responsibility, and problem-solving (19). Religious people will believe in Allah. When someone believes in Allah, when they experience academic stress, they can surrender themselves by worshiping Allah (20).

Qurrotul 'Ain & Fikriyah (21) defines religiosity as the belief that each individual has to comply with religious rules and apply them in daily life through worship. Religiosity is a religious value

that each individual owns. People with high religious values tend to feel uncomfortable when they see violence around them and will often want to act on it (22). Religiosity is the most important factor for every individual because religion can affect how one deals with morality, stress, and happiness in life. This is in line with the results of Rohmadani & Setiyani (23) which shows that all informants who experienced stress and continued to carry out religious activities experienced a decrease in stress levels, felt happier and motivated to get up and work on the thesis that had been delayed. With this, it can be concluded that embracing religion and cultivating a strong religiosity will make individuals apply religious teachings in everyday life, increasing their life satisfaction and happiness compared to individuals with a low religiosity level.

Huber and Huber (24) state that there are five religious dimensions, namely the intellectual dimension, the ideological dimension, the public practice dimension, the private practice dimension, and the religious experience dimension. Knowledge related to the religion adhered to, including understanding related to God, religion, and diversity, indicates the intellectual dimension. Beliefs or ideologies related to the existence and meaning of life and the relationship between God and humans are indicators of the ideological dimension. Public practice dimension, namely activities related to worship and manifested in participation in rituals, ceremonies, and religious activities. Realization in the form of worship activities by getting closer to God in the form of activities, worship, and rituals carried out by oneself is included in the private practice dimension indicator. The experience of being connected to God causes an emotional reaction, indicating the religious experience dimension. Students with high religiosity will have low academic stress and also the other way case will take effect when students have low level of religiosity. If students have low religiosity, they will have high academic stress. However, research that examines the relationship between religiosity and academic stress also uses the research context of psychology students in the last year, but no further elaboration is done to update the comprehension of this problem. Therefore, it is necessary to research last year's students of the Psychology Study Program at the Muhammadiyah University of Sidoarjo.

Based on case explanation, it is necessary to conduct research that aims to determine the relationship between religiosity and academic stress experienced by last-year students. The existence of a relationship between religiosity and academic stress in the last year students of Psychology of Muhammadiyah University Sidoarjo expresses the research hypothesis. In this case, the author realizes that there is an urgency for religiosity among most Indonesian citizens. However, research related to the theme of religiosity is still very minimal, especially in the international scope. This research is expected to contribute to the world of education, especially at the tertiary level. This is because the phenomenon under study aligns with the reality that authors find in their lives.

2. Literature Review

2.1. Academic Stress

Sun, Dunne, Hou, & Xu (9) define academic stress as a psychological pressure that mostly comes from academic aspects, on explain that academic stress occurs because of pressures that arise from the academic environment to show achievement and excellence in the fast academic competition (3). Gusniarti added that academic stress arises because of the student's subjective assessment, which indicates a discrepancy between environmental demands and their actual resources. According to Sun et al. (9), there are five dimensions of academic stress (9): learning pressure, task load, worry about grades, self-expectations, and hopelessness. Based on the

explanation of some of these figures, it can be concluded that academic stress is an academic demand that gives rise to negative perceptions related to one's own abilities which are not necessarily true (7).

Dzulfikri and Affandi (16) reveal a significant relationship between the variables of emotion regulation and academic stress. It means that higher emotional regulation causes lower academic stress experienced by students.

2.2. Religiosity

Muhaimin (25) explains that the term religiosity comes from the English word "religion" which means religion, then becomes the adjective "religious", which means religious or pious. Glock Stark (26) views religiosity as a religious agreement made by individuals regarding their beliefs and religion, and this can be seen from how individuals carry out religious activities and rituals according to their beliefs. Huber and Huber (24) define religiosity as the thoughts and beliefs that a person has to view the world so that it influences their experience and behaviour in everyday life.

Based on the description above, it can be concluded that religiosity is a person's depth of belief in a religion accompanied by the level of knowledge of his religion which is manifested in the practice of religious values, namely by obeying the rules and carrying out obligations with sincerity in daily life related with worship. Huber and Huber (24) state that there are five religious dimensions, namely the intellectual dimension, the ideological dimension, the public practice dimension, the private practice dimension, and the religious experience dimension.

The Intellectual dimension is the knowledge a person has about their religion to explain their views on God, religion, and diversity. The ideology dimension is a person's belief regarding the existence and meaning of life and the relationship between God and humans. The Public practice dimension is the worship a person carries out and manifests in his participation in rituals, ceremonies, and religious activities. The dimension of Private practice (private worship) is worship performed by someone who is shown by devoting himself to God in activities, worship, and rituals carried out alone. The religious experience dimension refers to a person's experience of direct contact with God, thus having an emotional impact on them (27). Based on the five dimensions above, religiosity can be described as a consistency between belief in religion as a cognitive element, religious feelings as an affective element and behavior towards religion as a psychomotor element (28).

3. Method

This study uses a quantitative approach with a causal correlation research design. The subjects used in the study were active students who were in semesters 7,9,11,13 at the Muhammadiyah University of Sidoarjo with a population of 358 students, the age range between 22-26 years from 2016, 2017, 2018, and 2019 who enrolled in psychology program. The sample in this study was determined using a non-probability sampling method with a random sampling approach and simple random sampling technique. That is, every subject in the population has the potential to become a research sample. The total sample in this study was 234 students. The population is determined by referring to the tables of Isaac and Michael using an error level of 1%.

This research consists of the independent variable (X) and the dependent variable (Y). This study's independent variable (X) is religiosity and the dependent variable (Y) is academic stress. Before the questionnaire was distributed to respondents, the researcher first tested the validity and reliability of the research instrument. The validity and reliability test aims to determine whether the research instrument is valid and reliable to use in research.

The technique of collecting data on the religiosity scale is an adaptation through a measurement tool developed by Zulfan (29) using the CSR (Center of Religiosity Scale) scale, which refers to the 5 dimensions of Huber & Huber (24) in the form of intellectual dimensions, ideological dimensions public practice dimensions, personal practice dimensions and religiosity experience dimensions with a total of 15 items. The Y variable is academic stress, which will be adapted through the Muhtadini (30) measuring instrument using the ESSA (Educational Stress Scale for Adolescents) instrument referring to the 5 aspects initiated by Sun et al. (9), including study pressure, workload, anxiety regarding values, self-expectation stress and despondency with 16 items. Both variables will be measured using a Likert scale where the scale contains five answer choices, from number 1 up to number 5, which each number represents: 1 = Very Unsuitable/Never/Very Not Confident/Very Uninterested/Very Distrustful/Very Unimportant; 2 = Not Appropriate/Rarely/Not Sure/Not Interested/Do not Believe/Not Important; 3 = Not Appropriate/Sometimes/Quite Confident/Quite Interested/Quite Confident/Quite Important; 4 = Appropriate/Often/Sure/Interested/Trust/Important; and 5 = Very Appropriate/Very Often/Very Confident/Very Interested/Very Confident/Very Important.

A validity test is used to measure a questionnaire's legitimacy or validity (31). The validity test aims to determine how far the accuracy is between the data that occurs on the object and the data reported by the researcher. Validity testing is through content validity and item validity. Content validity is used to test the appropriateness of the test content using rational analysis through professional judgment (32). Item or item validity is carried out through statistical calculations using the total item correlation correction technique using SPSS 21.0. Testing the validity of the religiosity scale (X) resulted in 15 valid items and the validity value of the religiosity scale moved from 0.738-0.521. In the validity test of the academic stress scale (Y), there were 16 valid items, and the validity value of this academic stress scale moved from 0.586-0.218.

Reliability testing was also carried out using the Cronbach Alpha method with the help of the SPSS version 21 program. According to Azwar (32), the range of reliability numbers is between 0 to 1. The data is said to be reliable if the reliability value is getting closer to number 1. Based on the reliability test calculations, variable X gets an alpha Cronbach score of 0.919 and variable Y gets an alpha Cronbach score of 0.823. Based on the alpha Cronbach score, it can be concluded that the research instrument is reliable because the numbers are close to the value of 1.

Researchers in this research process take several steps. The first stage is the preparation, which begins with determining the theme and title of the research. Then, the researcher conducted a literature study to determine the theory related to the research theme to serve as a theoretical basis. Furthermore, the researcher read several literature to determine the research instrument that will be used to gather the research data. The second step is implementation, which includes distributing research instruments via Google form to 234 Psychology study program students at the Muhammadiyah University of Sidoarjo who were selected as research samples. The final stage is in the form of data analysis and reporting of results in the form of articles. In this case,

the research data was collected and then analyzed using SPSS version 21 software with Pearson correlation product-moment test analysis to know the relationship between the independent and dependent variables. The results of calculations using SPSS version 21 are then analyzed using the theoretical basis that has been selected then to report the results in the form of scientific articles.

4. Result

Previously, researchers had prepared several instruments regarding the effect of religiosity on academic stress. Furthermore, researchers will determine research targets that are in line using a questionnaire measuring instrument on Google form. After the questionnaire is filled in, you will get results that can be calculated to test the existing initial hypotheses.

Table 1. Description of Research Respondents

Category	Subject Score	
	Frequency	Percentage (%)
Gender		
Man	95	40.6%
Woman	139	59.4%
Age		
22-23	166	70.9%
24-25	61	26.1%
≥ 26	7	3%

Based on the distribution results in the table above, the criteria for research respondents are outlined in the categories of gender, age, and generation. For filling in the variables, namely X and Y, there were no problems or missing values, because all respondents correctly filled out the total questionnaire distributed by the research team.

Table 2. Score Category

Category	Subject Score			
	Religiosity		Academic Stress	
	∑ Respondents	%	∑ Respondents	%
Low	26	11.1%	39	16.7%
Currently	163	69.7%	159	67.9%
Tall	45	19.2%	36	15.4%
Amount	234	100%	234	100%

In Table 2 it can be seen that the distribution of low, medium, and high score categories on the academic stress variable and score categories on the religiosity variable in the last semester of the Psychology study program students at the Muhammadiyah University of Sidoarjo. The results of these categories show that the majority of subjects are in the medium category.

The normality test decision-making has a significance value of more than 0.05 and the normality test significance data obtained is 0.976, it can be concluded that the value is normally

distributed. In line with the expert's statement, if data does not meet the data normality requirements, what researchers have to do is change the statistical path to non-parametric statistics (31). Based on these results, the conclusion that the researcher can give is that in terms of normality, the research data is fulfilled, and is feasible for a linearity test.

To find the linearity between the two variables, it can be seen through the following rules: 1) it is said to be linear if the sig. linearity < 0.05. 2) is said to be non-linear if the sig. linearity > 0.05. Based on the results of the linear test, it is known that the linearity value is 0.000 < 0.05, meaning that there is a linear relationship between the religiosity variable and the academic stress variable.

Table 3. Hypothesis Testing Correlations

		Religiosity	Academic Stress
Religiosity	Pearson Correlation	1	-.294**
	Sig. (2-tailed)		.000
	N	234	234
Academic Stress	Pearson Correlation	-.294**	1
	Sig. (2-tailed)	.000	
	N	234	234

** . Correlation is significant at the 0.01 level (2-tailed).

This data analysis test uses Pearson correlation product moment to produce a significance value of 0.000 < 0.05 and a value of -0.294**. The interpretation of the results of this test is that religiosity has a significant relationship with academic stress, and the direction of the relationship is negative, with a weak effect size. That is, the lower the student's religiosity, the higher the academic stress they have. Conversely the higher the student's religiosity, the lower the student's academic stress. These results prove that the hypothesis proposed by the researcher is accepted because it proves that there is a relationship between religiosity and academic stress of the last year students of the Psychology study program at the Muhammadiyah University of Sidoarjo.

Table 4. Effective Contribution Summary Models

Model	R	R Square	Adjusted R Square	std. error of the Estimate
1	.294a	.086	.082	10.33736

a. Predictors: (Constant), Religiosity

Based on the table above results, it shows that the effective contribution of the independent variable, namely religiosity, to the dependent variable, namely academic stress, is 8.6%. These results were obtained from the R square of 0.086 x 100%, which means 8.6% of sample's

academic stress can be contributed and explained by religiosity. In contrast, the rest was contributed and explained by variables other than religiosity and outside of this study's reach.

5. Discussion

Based on the data analysis results using *the Pearson product-moment correlation* results obtained a correlation coefficient of -0.294 with a smaller significance value of $0.000 < 0.05$, which states that the hypothesis is accepted. This means that there is a relationship between religiosity and academic stress in Psychology study program students at the Muhammadiyah University of Sidoarjo. The form of the relationship between religiosity and academic stress is negative. Poots and Cassidy (33) research results when religiosity can act as a stress reliever. Getting closer to God can comfort someone when facing the pressures of life. An individual with high religiosity has better guidelines and endurance in managing the pressure that said individual faces. Individuals with high religiosity can use their religious values or beliefs to overcome and manage unstable emotional states resulting from stressful events.

Then the results of categorizing 234 respondents based on the level of religiosity are as follows: high religiosity values with a frequency of 45 respondents around 19.2%, moderate religiosity with a frequency of 163 respondents around 69.7%, and low religiosity with a frequency of 26 respondents around 11.1%. Respondents with a high level of religiosity are characterized by having the intention and ability to apply religious values to themselves. Respondents who have moderate religiosity tend to have the urge to carry out religious values. In contrast, respondents with low religiosity tend to apply religious values in their daily lives hardly. The forms of doing this are obedience in worship, belief, experience, and knowledge related to the religion one adheres to (34).

As for the academic stress measurement graph in Table 2, it was obtained that 234 respondents experienced low levels of stress with a percentage of 16.7%, medium levels of stress with a percentage of 67.9% and as many as 36 respondents experienced high levels of stress with a percentage of 15.4%. Individuals with high levels of academic stress tend to have difficulties in regulating stressors, which are characterized by feeling emotionally depressed and tend to feel pressured when doing activities related to academics. As individuals who have moderate academic stress category values tend to be able to overcome feelings of anxiety and stress experienced so that they can still manage their daily academic activity.

The influence of religiosity on the academic stress experienced by last year students of the Psychology study program at the Muhammadiyah University of Sidoarjo is in line with the research conducted by Thahri et al. (35), stated in their research that religiosity has an impact on cadets who experience stress, increasing religiosity can reduce academic stress in cadets. Religiosity contributed 0.261 or 26.1%, and in religiosity, there is an element of belief in the word of God. This encourages individuals to control themselves according to religious teachings when faced with academic stress conditions such as carrying out mandatory worship. Besides that, based on the results of Kirana & Rustam's (36) research regarding "religiosity and stress facing national exams in class XII high school students" the results of the correlation analysis were -0.212, which states that there is a negative relationship between religiosity and the stress of facing national exams in class XII students of SMAN 3 Surakarta. The higher a person's

religiosity, the lower the stress in facing exams. Conversely, the lower a person's religiosity, the higher the stress in facing exams.

Maghfiroh's (37) research revealed that the influence of religiosity and academic stress by research respondents can be based on some factors, namely (1) educational or teaching factors from social settings, such as parenting patterns, values, and beliefs in society, (2) Intellectual factors related to various processes of verbal reasoning or rationalization, which means that as individuals grow older and supported by higher levels of education, they have the potential to have a more developed perspective in terms of religious thought. Following the existing conditions, it should not be forgotten that the research respondents are last year students of the Psychology study program at the Muhammadiyah University of Sidoarjo, one of the private Islamic campuses. So that the education program also includes religious courses at some extent for students.

Through the explanation above, it can be concluded that several factors support the acceptance of research results regarding the influence of religiosity on the academic stress level of last year students of the Psychology Study Program at the Muhammadiyah University of Sidoarjo. As for the limitations of this study, it only uses one independent variable to see academic stress and only uses quantitative methods. The researcher only used the subject of psychology study program last year students at the Muhammadiyah University of Sidoarjo where there are still many last year students from various other majors whose level of academic stress must be examined. For further research regarding this topic in the future, it is recommended to broaden the scope of the research area and generalize each indicator in each research instrument to make it more accurate.

6. Conclusion

Based on the results of the research and discussion that has been described, it can be concluded that there is a correlation between religiosity and academic stress in last year students of the Psychology Study Program at the Muhammadiyah University of Sidoarjo. From the hypothesis test results, it can be explained that the hypothesis is accepted and has a negative relationship direction. That is, the lower the student's religiosity, the higher the academic stress they have, conversely the higher the student's religiosity, the lower the student's academic stress. For other researchers who wish to conduct deeper research on religiosity with academic stress, it is hoped that they will be able to identify more broadly the other factors of religiosity or other variables that affect academic stress.

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