

# The Role of Learning Motivation in Intervening the Influence of Academic Stress and Self-Efficacy on Student Learning Achievement: A Post-Pandemic Covid-19 Study

Meika Kurnia Puji Rahayu<sup>1</sup>, Mia Dwi Lindasari<sup>2</sup>, Khulfa Aulia Hari Yanti<sup>3</sup>

[meika\\_kurnia@umy.ac.id](mailto:meika_kurnia@umy.ac.id), [miadwilindasari@gmail.com](mailto:miadwilindasari@gmail.com), [khulfaaulia64@yahoo.com](mailto:khulfaaulia64@yahoo.com)

Universitas Muhammadiyah Yogyakarta, Jl. Brawijaya, Tamantirto Kasihan, Bantul, DIY<sup>1</sup>,  
Universitas Muhammadiyah Yogyakarta, Jl. Brawijaya, Tamantirto Kasihan, Bantul, DIY<sup>2</sup>, Universitas  
Muhammadiyah Yogyakarta, Jl. Brawijaya, Tamantirto Kasihan, Bantul, DIY<sup>3</sup>

**Abstract.** This study examines academic stress, self-efficacy, and learning motivation post-COVID-19. The subjects of the study are students from the Faculty of Economics and Business at Universitas Muhammadiyah Yogyakarta. The sampling method is a purposive sampling method, which employs specific respondent criteria. The provisions are for pupils who transition between online and in-person lectures. Based on these parameters, 188 students from classes 2020 and 2021 were sampled. The questionnaire collected data. IBM SPSS Version 26 was used for multiple linear regression and path analysis. The findings indicate that academic stress does not influence learning motivation, self-efficacy has a positive and significant effect on learning motivation, learning motivation has a positive and significant effect on learning achievement, academic stress has a positive and significant effect on learning achievement, self-efficacy does not influence learning achievement, and learning motivation cannot mediate the effect of academic stress on learning achievement.

**Keywords:** Learning Motivation, Academic Stress, Self-Efficacy, Learning Achievement

## 1 Introduction

In December 2019, an outbreak of the flu virus appeared in China which then attacked many people in the world and resulted in death ([8], Ciccozzi, Terrinoni, Jiang, Wang, Bernardini, and Wang, 2020). The virus which later became known as the Covid 19 virus was first detected in Indonesia in March 2020. The impact of the deadly virus caused the government to issue a policy of imposing restrictions on community activities (*Pemberlakuan Pembatasan Kegiatan Masyarakat /PPKM*). The minister of education, culture, research, and technology of Indonesia, Nadiem Anwar Makarim responded to the situation by issuing Letter Number 4 of 2020 Number 36962/MPK.A/HK/2020 concerning Implementation of Education in the Emergency Period of Coronavirus Illness (COVID- 19). The content of the policy is that students' teaching and learning activities are carried out online starting from elementary

education to higher education. Lecture activities are then carried out remotely through applications that support lecture activities. Various platforms are used, for example Whatsapp Group, Zoom, Google Classroom, Schoology, or Youtube.

The implementation of online and offline learning raises problems, the increased student academic stress. Besides being caused by the difficulty of accessing lecture material or processes online due to limited internet networks, the students are also stressed because of the many assignments that must be completed [3]; [15]. Researchers identified an interesting phenomenon of high academic stress among students. This identification is in accordance with the statements of [4] who say that academic stress is a response that arises because there are too many demands and assignments that students or students have to do. The same issue was also found by [35] and [14], [17] and [27] who found high academic stress among students in the 2020-2022 period (pandemic period).

The issue of high academic stress among students is an interesting topic for research because the literature shows that academic stress has a negative impact on student academic achievement [21]; [29]; [4]; [41]. When students experience increased academic stress, their academic achievement will decrease. [5], however, has a different finding. He stated that students' academic success was not impacted by academic stress. Similarly, [47] found no significant relationship between stress and academic performance.

Another thing that plays a vital role in learning processes and learning outcomes is self-efficacy [50]. The current literature substantially supports the association between self-efficacy and academic achievement. Self-efficacy allows learners to be more involved in their learning processes regarding their motivation, cognition, and behavior [2]. It is understood as a belief in one's ability to exercise control and act to achieve a certain expected goal [2]. Self-efficacy has a positive effect on academic achievement (Anisa, Magfirah, & Thahir, 2021; [6], . This means that when students have a high level of ability to take initiative and act to fulfil an expected goal, this condition can improve their academic achievement. However, the research that explores the relationships and channels via which this link arises is more nuanced. Despite the existence of relevant reviews on the connection between self-efficacy and performance [7]; [24], there is no review of the literature that has investigated the relationship between self-efficacy and academic performance while also considering the mediating and moderating factors that are thought to have an impact on this relationship in a university population.

The researcher is interested in investigating more about the relationship between these factors due to the inconsistent research findings regarding the impact of academic stress on student academic accomplishment and research gaps regarding the impact of self-efficacy on academic achievement. This study explicitly uses motivation as a mediator. Academic stress has been found to be indirectly mediated by motivational factors in various empirical investigations rather than having a direct impact on academic performance (Rachdanti & Usman, 2022).

## **2 Literature Review And Hypothesis Development**

### **2.1 Effect of Academic Stress on Learning Motivation**

Stress is a state or condition of a gap or discrepancy between expectations and reality which causes feelings of depression [36]. Stress can be experienced by anyone and in any aspect, one of which is in the academic field. According to [37] stress that comes from academic pressures is called academic stress. Academic stress occurs among students and students in facing demands. Academic stress is a condition where an individual's capacity is not balanced with the academic demands given, causing a reaction to the physical, emotional, cognitive, and individual behavior of the stressor itself [33]. According to [23] academic stress is a condition in which students experience physical and psychological conditions towards the inability of individuals to deal with pressure or problems that occur.

Academic stress is a feeling of pressure that arises both physically and emotionally, tension and worry experienced by students because of academic demands from lecturers and parents to get good grades, complete assignments on time and well and the demands of homework to be completed [31].

The effect of academic stress on student learning motivation was found in previous research (Puspitha, 2018) which showed that academic stress influenced learning motivation. More specifically, when a student experiences high academic stress, his learning motivation will decrease. This shows that the effect of academic stress on learning motivation is negative. This influence has been proven by [38]; [12]; [32], who strengthen the evidence that academic stress has a significant- negative effect on learning motivation.

Based on the research results above, it can be concluded that "Academic Stress has a significant negative effect on Learning Motivation" (Hypothesis 1).

### **2.2 Effect of Self-Efficacy on Learning Motivation**

According to [2] self-efficacy is a person's valuation of his ability or competence to perform a task, achieve goals or overcome obstacles. Self-efficacy is a form of belief or belief regarding one's own abilities, where in any difficult conditions or situations one can remain at peace with one's circumstances or conditions [22]. Self-efficacy is a belief that a person has regarding his ability to complete tasks or problems [25].

Thus, self-efficacy is an important motivating factor. Self-efficacy's motivational effects include choice of activities, effort, perseverance, and success. People who feel more productive should choose to engage in activities, put in more effort, persevere longer, especially during challenges, and reach higher levels of success than those who feel less productive.

The effect of self-efficacy on learning motivation is supported by previous research. According to Pratiwi and Satwika, (2022) there is a positive and significant effect of self-efficacy on learning motivation. Research with the same results was also carried out by Taufik and Komar (2021); Yulyani (2021); Zaini, (2020); Pairi, Payangan & Hamid (2022) and Widodo (2022) which state that self-efficacy has a positive influence on learning motivation. This means that the better the self-efficacy ability of a student, the better the learning motivation shown will be and vice versa.

Based on the results of the above research, it can be concluded that “Self-Efficacy has a significant positive effect on Learning Motivation” (Hypothesis 2).

### **2.3 Effect of Learning Motivation on Learning Achievement**

Motivation comes from the word motive which means the reason for doing something, a force that causes someone to move to do an activity. In addition, motivation is also said to be the influence of needs and desires on a person's intensity and direction to achieve certain goals [45].

Learning achievement is student achievement in learning while participating in the learning process (Agusti & Rahmadhani, 2020). The achievement is evidence of learning success or a person's ability to carry out learning activities in accordance with the weight achieved (Susanti, 2019). Learning achievement is one of the most important indicators for assessing student abilities (Liu, Peng, & Luo, 2019). Student learning achievement can be seen from the GPA scores obtained by students and other aspects such as achievements outside the classroom related to academic activities, for example scientific writing competitions.

Motivation is an important factor that can encourage someone in the learning process. By having high motivation, it is hoped that it can arouse the enthusiasm for learning and produce good achievements and in the end make quality professional graduates [18]. To achieve good academic results, students must maintain a high level of motivation to study.

According to [13], one aspect that may have an impact on learning achievement is motivation. Success in academic is predicted by motivation [10]. As a result, motivation is crucial for academic success [19]. As a result, motivation is probably going to be significantly correlated with academic performance. The previous studies were done to evaluate the connection between learning achievement and learning motivation ([20] & Namah, 2022; Waritsman, 2020). The study's findings indicated a strong relationship between motivation and learning achievement. This has been proven by the results of research conducted by [29], Suratno (2020), Sidabutar (2020), [9], and [1], [11] in their research it was found that learning motivation positive and significant effect on learning achievement.

Based on the research results above, it can be concluded that “There is a positive and significant influence between Learning Motivation on Learning achievement” (Hypothesis 3).

### **2.4 The Effect of Academic Stress on Learning Achievement**

[41] in his research stated that academic stress is stress related to student learning activities at school, in the form of tensions originating from academic factors experienced by students, resulting in distortions in students' minds and affecting physical, emotional, and behavioural. According to Saputra (2021) Academic stress is a feeling of anxiety, pressure both physically and emotionally, tension and worry experienced by students because of academic demands from lecturers/teachers and parents to get good grades, complete assignments on time and well, and task demands homework and an uncomfortable classroom environment.

According to [26] academic stress is an imbalance between task demands and individual ability to complete them. Usually, academic stress often occurs in college students [15]. Academic stress occurs when students feel overwhelmed with the knowledge they need and don't have enough time to master the lesson (O'Neill, Yoder Slater, & Batt, 2019).

Previous research that has been conducted regarding the effect of academic stress on learning achievement, for example, in Saputra's research (2021) which proves that there is a significant positive effect of academic stress on academic achievement. The same results were also found in the research by Gunadi, Santosa, Putra, & Erlangga, (2023). This means that the higher the learning stress, the student's learning achievement is increasing.

Based on the research results above, it can be concluded that "Academic Stress has a significant positive effect on Learning Achievement" (Hypothesis 4).

### **2.5 The Effect of Self-Efficacy on Learning Achievement**

Self-efficacy refers to individual's belief in his own abilities. Students with high self-efficacy have good academic achievement because they have a high level of confidence in their abilities. Learning achievement can be considered a multifaceted construct underpinned by various variables. These include cognitive factors such as intelligence (academic aspects) and non-cognitive factors such as achievement outside the class (through competition etc.).

Previous research that has been conducted regarding the effect of self-efficacy on learning achievement was found in the research of [6], [24], Anisa, Magfirah, and Thahir (2021), and Tarumasely (2021) which shows that students with high self-efficacy are able to obtain good grades on the courses he took. This means that there is a significant influence of self-efficacy on student learning achievement.

Based on the results of previous research, it can be concluded that "Self-Efficacy has a significant positive effect on Learning Achievement" (Hypothesis 5).

### **2.6 Learning Motivation mediates the Effect of Academic Stress on Learning Achievement**

Conditions of academic stress experienced by students affect the level of learning motivation experienced by students which then also has an impact on student achievement. Empirical evidence that learning motivation mediates the effect of academic stress on learning achievement researchers found in [12] which shows that there is a positive and significant relationship between academic stress and learning motivation. Likewise, in Gunadi, Santosa, Putra, and Erlangga's research, (2023) it shows that the higher the learning stress, the higher the student's learning achievement. In line with the research of Rachdanti & Usman, (2022) the results obtained that academic stress through student learning motivation has a positive effect on learning achievement.

Based on the previous research, it can be concluded that "Learning Motivation mediates the effect of Academic Stress on Learning Achievement" (Hypothesis 6).

### **2.7 Learning Motivation mediates the Effect of Self-Efficacy on Learning Achievement**

The results of Pratiwi and Satwika's research (2022) show that there is a positive and significant relationship between self-efficacy and learning motivation. In Taufik and Komar's research (2021) it was also found that self-efficacy has a positive relationship to learning motivation. Self-efficacy is not only an antecedent of motivation but also learning achievement (Tarumasely, 2021). While in other studies it was found that motivation is also an antecedent of

learning achievement. Thus, motivation has the potential to become a mediator between self-efficacy and learning achievement.

Based on the previous research, it can be concluded that “Learning Motivation mediates the effect of Self-efficacy on Learning Achievement” (Hypothesis 6).

### Research Model

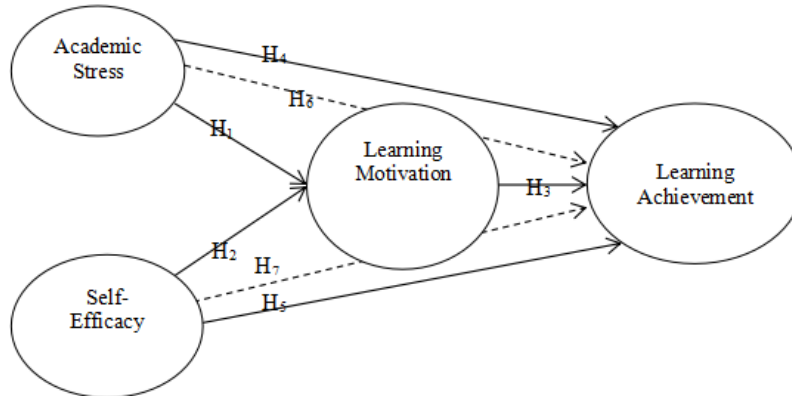


Figure 1. Research Model

### 3 Research Methods

This research was conducted with a quantitative approach. The research object is the Faculty of Economics and Business, Muhammadiyah University, Yogyakarta, with the research sample being active students. The number of population elements in this study were 2,162 students. The sampling technique used in this research is purposive sampling technique, namely the sampling technique by having certain respondent conditions. The sample is an active student of the Faculty of Economics and Business, University of Muhammadiyah Yogyakarta, Class of 2020 and Class of 2021. The provisions in sampling are students who are experiencing a transition and feel the difference between online and offline lectures. The type of data used in this research is primary data. Primary data is research data obtained directly on the research object concerned related to variables for specific purposes of the study [39]. Data collection was carried out by distributing questionnaires online via Google Form.

The process of distributing this questionnaire lasted approximately two months and received as many as 205 respondents. After checking, there were 188 respondents who fit the respondent's criteria. A total of 17 responses were declared unable to be included in the study because they did not meet the criteria set by the researchers (different batch). Even though the response rate was not very large (less than 10%), the number of respondents met the minimum requirements according to the Slovin formula.

$$n = \frac{N}{1+Ne^2}$$

(1)

$$n = \frac{2162}{1 + N2162(0,1)^2}$$

$$n = \frac{2162}{1 + 21,62}$$

$$n = 95,5$$

Based on the calculation using the Slovin formula above, the number of samples that the researcher had to fulfil was 96 respondents.

The academic stress is defined as a situation where students are unable to face academic demands and perceive academic demands received as distractions [31]. Measurement of academic stress variables uses six indicators, including the inability to set priorities, negative thoughts, and feelings of boredom. Self-efficacy is defined as the confidence that individuals have in their ability to overcome difficult tasks or problems [34]. This variable is measured through five dimensions, including self-confidence to complete tasks and confidence in one's own abilities.

Learning motivation is defined as the overall driving force that lies within oneself which raises the intention to carry out learning activities, so that the desired goals are achieved. The research instrument was prepared by the researcher based on 9 indicators which were modifications of the learning motivation indicators proposed by [42], including 1) interested in participating in learning activities; 2) diligent in dealing with tasks; 3) not easily give up in the face of difficulties; and 4) happy to work independently.

Learning achievement includes student achievement in learning while participating in the learning process and student achievement in participating in activities outside the learning process in developing the skills or skills they have [49]. The indicators used include academic and non-academic achievements.

### **Instrument Quality Test**

The quality test instruments used in this study are validity and reliability tests.

#### **a. Validity test**

Validity test relates to whether we measure a correct question item. This validity indicates the feasibility of a measuring instrument used to measure the variables used [39]. The method used is Pearson Correlations, namely the correlation between the total score and the score of each question item. An instrument is declared valid if its significance value is less than 0.05 (5%) [39]. The test results show that all statement items in each variable can be declared valid.

#### **b. Reliability Test**

Reliability test is the extent to which measurement results using the same object will produce the same data. Reliability shows how stable and consistent the questionnaire used by researchers is [39]. In this study, the reliability test used Alpha Cronbach analysis. If the Cronbach Alpha value shows a number of more than 0.60, it can be concluded that this variable can be said to be reliable or consistent in measuring the questionnaire items [39]. The test results show that all variables are declared reliable.

**Table 1.** The Results of Reliability Test

<b>Variable</b>	<b>Cronbach's Alpha</b>	
Academic Stress	.746	Reliable
Self-efficacy	.826	Reliable
Learning motivation	.870	Reliable
Learning achievement	.768	Reliable

The data analysis technique used in this study is Path Analysis, a technique that connects the causes and effects that occur in multiple regression if the variable depends not only directly, but also indirectly. The steps taken in the Path Analysis are simple linear regression, multiple linear regression, and comparison of direct and indirect effects. The researcher also added the Sobel test to test the significance of the mediator variable.

## 4 Results And Discussion

### 4.1 Data Collection Results

The results of data collection showed that the majority of respondents were women with a total of 130 respondents (69%). Respondents were dominated by Management Study Program students, namely 97 (51.5%) followed by Accounting and Economics study program students as many as 66 people (35%) and 25 people (13.5). 78% of respondents are FEB students class of 2020.

### 4.2 Regression Analysis

**Table 2.** Regression Analysis Result for H1 & H2

Academic Stress (X1)
Self-Efficacy (X2)
a. Dependent Variabel: Learning Motivation (Z)

The table above shows that it can be seen from the significance value of the academic stress variable on learning motivation that is equal to 0.139 or which means greater than 0.05, which means that academic stress has no significant effect on learning motivation. So, it can be concluded that Hypothesis 1 is rejected.

While, the table above shows that the significance value of the variable self-efficacy on learning motivation that is equal to 0.000 or less than 0.05, which means that self-efficacy significantly influences learning motivation. Furthermore, the  $\beta$  value of the self-efficacy variable on learning motivation is 0.576 which means there is a positive influence. So, it can be concluded that self-efficacy has a positive and significant effect on learning motivation, meaning that Hypothesis 2 is accepted.

**Table 3.** Regression Analysis Result for H3, H4, H5

Academic Stress (X1)
Self-Efficacy (X2)



Learning motivation (Z)

a. Dependent Variabel: Learning achievement (Y)

Table 3 shows that the significance value of the effect of learning motivation on learning achievement is 0.000 or less than 0.05, which means the effect is significant. Furthermore, the  $\beta$  value of the relationship between learning motivation and learning achievement is 0.712, meaning there is a positive influence. So it can be concluded that learning motivation has a significant positive effect on learning achievement (H3 is accepted).

The table above shows that the significant value of the effect of the academic stress variable on learning achievement is 0.047 or less than 0.05. These results indicate that academic stress has a significant effect on learning achievement. However, the coefficient  $\beta$  of the relationship between academic stress and academic achievement is 0.111, which means it has a positive influence. So it can be concluded that academic stress has a positive and significant effect on learning achievement. (H4 is partially accepted).

Table 3 also shows that the significant value of the effect of the self-efficacy variable on learning achievement is 0.276 or greater than 0.05. That is, self-efficacy has no significant effect on learning achievement. Thus Hypothesis 5 is rejected.

Based on the results of path analysis, as shown in table 4 below, it is known that the direct effect exerted by the academic stress variable on learning achievement is equal to 0.111. To find out the indirect effect of academic stress through learning motivation on learning achievement is to multiply the beta value of academic stress on learning motivation with the beta value of learning motivation on learning achievement, namely:  $-0.093 \times 0.712 = -0.066$ . Based on the results of these calculations, it can be seen that the value of the indirect effect (-0.066) is smaller than the value of the direct effect (0.111).

The next test is to see whether or not the mediating effect of the learning motivation variable is significant, a sobel test is carried out. The results show that the p-value is 0.51 or greater than 0.05 so that it can be said that the sixth hypothesis is not significant. Thus it can be concluded that the sixth hypothesis cannot be accepted because the results are not significant. That is, learning motivation does not mediate the effect of academic stress on learning achievement. (H6 Rejected)

While the results of the second test, namely the direct influence exerted by variable X2 on Y, is -0.073. Meanwhile, the indirect effect of X2 through M on Y is by multiplying the beta value of X2 on M and the beta value of M on Y, which is  $0.576 \times 0.712 = 0.410$ . Based on the results of these calculations it is known that the value of the indirect effect (0.410) is greater than the direct effect (-0.073).

Based on the Sobel test, the p-value is 0.00 or less than 0.05. Thus it can be concluded that the seventh hypothesis is accepted because learning motivation significantly mediates the effect of self-efficacy on learning achievement.

## 5 Conclusion

The results of testing the first hypothesis show that academic stress has no effect on learning motivation, so the first hypothesis is rejected. The results of this test show that when students experience academic stress it does not affect their learning motivation.

The results of testing the second hypothesis prove that self-efficacy has a positive and significant effect on learning motivation, so that the second hypothesis can be accepted. When students have high self-efficacy, learning motivation will also increase. This is in line with the results of the descriptive statistical test where the average value of all the question items on the self-efficacy variable is included in the high category, as is their motivation score.

Testing the third hypothesis shows that learning motivation has a positive and significant influence on learning achievement. This shows that the learning motivation variable is an important factor for students in achieving learning achievement. The high motivation to learn in students is very important for every student to have.

The results of testing the fourth hypothesis show that academic stress has a positive and significant effect on learning motivation, so that the fourth hypothesis is partially accepted. This test shows that when students have high or stable academic stress, achievement will also have a good effect.

The results of testing the fifth hypothesis show that self-efficacy has a negative and insignificant effect on learning achievement, so the fifth hypothesis is rejected. The results of this test show that when a person has a high self-efficacy condition, it does not affect learning achievement.

The results of the mediation effect test on learning motivation show that this variable is capable of acting as a mediator only in the effect of academic stress on learning achievement. Meanwhile, the role of the mediator of the motivational variable in the relationship between academic stress and academic achievement is not proven.

Based on the results of the study, several conclusions were obtained, namely:

- 1) Academic stress does not affect learning motivation.
- 2) Self-efficacy has a positive and significant effect on learning motivation.
- 3) Learning motivation has a positive and significant effect on learning achievement.
- 4) Academic stress has a positive and significant effect on learning achievement.
- 5) Self-efficacy does not affect learning achievement.
- 6) Learning motivation cannot mediate the effect of academic stress on learning achievement
- 7) Learning motivation mediates the effect of self-efficacy on learning achievement.

## Reference

- [1] Amir S. Pengaruh Motivasi Belajar Terhadap Prestasi Akademik Mahasiswa D3 Keperawatan Akper Kaltara Tarakan Semester V Tahun 2018. *JIKP Jurnal Ilmiah Kesehatan PENCERAH*. 2019 Dec 28;8(02):81-6.
- [2] Anam, S., and Stracke, E. (2016). Language learning strategies of Indonesian primary school students: in relation to self-efficacy beliefs. *System* 60, 1–10. doi: 10.1016/j.system.2016.05.001
- [3] Andiarna F, Kusumawati E. Pengaruh pembelajaran daring terhadap stres akademik mahasiswa selama pandemi Covid-19. *Jurnal psikologi*. 2020;16(2):139-49.
- [4] Barseli M, Ifdil I, Fitria L. Stress akademik akibat Covid-19. *JPGI (Jurnal Penelitian Guru Indonesia)*. 2020;5(2):95-9.
- [5] Bello DL, Gumarao M. Stress, coping strategies, and academic performance of dentistry students. *AUP Research Journal*. 2016;19(2):36-9.
- [6] Carroll A, Houghton S, Wood R, Unsworth K, Hattie J, Gordon L, Bower J. Self-efficacy and academic achievement in Australian high school students: The mediating effects of academic aspirations and delinquency. *Journal of adolescence*. 2009 Aug 1;32(4):797-817.
- [7] Chang YC, Tsai YT. The Effect of University Students' Emotional Intelligence, Learning Motivation and Self-Efficacy on Their Academic Achievement—Online English Courses. *Frontiers in Psychology*. 2022 Feb 16;13:203.
- [8] Ciotti M, Ciccozzi M, Terrinoni A, Jiang WC, Wang CB, Bernardini S. The COVID-19 pandemic. *Critical reviews in clinical laboratory sciences*. 2020 Aug 17;57(6):365-88.
- [9] Dewi WC. Kontribusi Manajemen Waktu, Lingkungan di Rumah, dan Motivasi Siswa Terhadap Prestasi Belajar Siswa SMK. *Media Manajemen Pendidikan*. 2019 Oct 20;2(2):300-10.
- [10] Dogan U. Student engagement, academic self-efficacy, and academic motivation as predictors of academic performance. *The Anthropologist*. 2015 Jun 1;20(3):553-61.
- [11] Fane A, Sugito S. Pengaruh keterlibatan orang tua, perilaku guru, dan motivasi belajar terhadap prestasi belajar matematika siswa. *Jurnal Riset Pendidikan Matematika*. 2019 May 20;6(1):53-61.
- [12] Farhana K, Sary FP. Hubungan Antara Stres Akademik Dengan Motivasi Belajar (studi Kasus Pada Mahasiswa Semester Vii Teknik Fisika Universitas Telkom). *eProceedings of Management*. 2020 Apr 1;7(1).

- [13] Fereidooni-moghadam M, Bavarsad N, Rezaie R, Cheraghian B. Relationship between achievement motivation and academic performance in Nursing and Midwifery Students at Ahvaz Jundishapur University of Medical Sciences in 2014-2015. *Educational Development of Judishapur*. 2017 Dec 1;8(3):335-44.
- [14] Harahap AC, Harahap DP, Harahap SR. Analisis tingkat stres akademik pada mahasiswa selama pembelajaran jarak jauh dimasa Covid-19. *Biblio Couns: Jurnal Kajian Konseling dan Pendidikan*. 2020 Mar 30;3(1):10-4.
- [15] Hidayat EI, Ramli M, Setiowati AJ. Pengaruh self efficacy, self esteem, dukungan sosial terhadap stres akademik mahasiswa tingkat akhir. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*. 2021 Apr 1;6(4):635-42.
- [16] Hidayati S. Kendala Yang Dihadapi Mahasiswa Pendidikan Ekonomi Universitas Pamulang Dalam Mengikuti Perkuliahan Daring Pada Mata Kuliah Seminar Proposal Penelitian Selama Masa Pandemi Covid-19. *JPEK (Jurnal Pendidikan Ekonomi dan Kewirausahaan)*. 2020 Jun 25;4(1):40-51.
- [17] Hutagalung R. Tingkat Stres Akademik Mahasiswa Tingkat I Diploma III Keperawatan di Sekolah Tinggi Ilmu Kesehatan Dirgahayu Samarinda. *Jurnal Keperawatan Dirgahayu (JKD)*. 2019 Nov 20;1(2):17-25.
- [18] Kapitan IK, Kareri DG, Amat AL. Hubungan Motivasi Belajar Dengan Prestasi Akademik Mahasiswa Fakultas Kedokteran di Nusa Tenggara Timur. *Cendana Medical Journal (CMJ)*. 2021 Aug 5;9(1):64-71.
- [19] Kori K, Pedaste M, Leijen Ä, Tõnisson E. The role of programming experience in ICT students' learning motivation and academic achievement. *International Journal of Information and Education Technology*. 2016 May 1;6(5):331.
- [20] Leobisa J, Namah MG. Pengaruh Disiplin dan Motivasi Belajar terhadap Prestasi Belajar. *Edukatif: Jurnal Ilmu Pendidikan*. 2022 Apr 12;4(3):3301-9.
- [21] Lubis H, Ramadhani A, Rasyid M. Stres akademik mahasiswa dalam melaksanakan kuliah daring selama masa pandemi Covid 19. *Psikostudia: Jurnal Psikologi*. 2021 Mar 10;10(1):31.
- [22] Manesi D. Meningkatkan Efikasi Diri (Self Efficacy) Pada Kadet Mahasiswa Pendidikan Paramiliter. *Jurnal Ilmiah Mandala Education*. 2022 Jan 5;8(1).
- [23] Muthiah N, Yushita AN. PENGARUH MOTIVASI BELAJAR, EFIKASI DIRI, DAN DUKUNGAN TEMAN SEBAYA TERHADAP STRES AKADEMIK PADA MAHSISWA. *Kajian Pendidikan Akuntansi Indonesia*. 2021;10(6):20-41.
- [24] Nasir M, Iqbal S. Academic Self Efficacy as a Predictor of Academic Achievement of Students in Pre Service Teacher Training Programs. *Bulletin of Education and Research*. 2019 Apr;41(1):33-42.

- [25] Ningsih WF, Hayati IR. Dampak Efikasi Diri Terhadap Proses & Hasil Belajar Matematika (The Impact Of Self-Efficacy On Mathematics Learning Processes and Outcomes). *Journal on Teacher Education*. 2020 Feb 18;1(2):26-32.
- [26] Nurmalasari Y, Yustiana YR, Ilfiandra I. Efektivitas restrukturisasi kognitif dalam menangani stres akademik siswa. *Jurnal Penelitian Bimbingan Dan Konseling*. 2016 Mar 31;1(1).
- [27] Nurrahma A, Khoirunisa YN, Khoiriyah Z. Hubungan Stres Akademik dengan Online Student Engagement pada Mahasiswa Universitas Negeri Jakarta. *Risenologi*. 2021 Oct 25;6(1b):18-24.
- [28] O'Neill M, Yoder Slater G, Batt D. Social work student self-care and academic stress. *Journal of Social Work Education*. 2019 Jan 2;55(1):141-52.
- [29] Prasetya PU. Pengaruh Intensitas Menghafal Al Qur'an Dan Motivasi Belajar Terhadap Prestasi Akademik Melalui Mediasi Stres Akademik Santri Di Pondok Pesantren. *Jurnal Kewidyaiswaraan*. 2020 Nov 20;5(2):12-25.
- [30] Puspita FC. Hubungan Stres Terhadap Motivasi Belajar Mahasiswa Tingkat Pertama Fakultas Kedokteran Universitas Lampung. *Majority*. 2018;7(3):24-33.
- [31] Rahmawati WK. Efektivitas teknik restrukturisasi kognitif untuk menangani stres akademik siswa. *JKI (Jurnal Konseling Indonesia)*. 2016;2(1):15-21.
- [32] Ramadan MR, Yushita AN. PENGARUH STRES AKADEMIK, FASILITAS BELAJAR, DAN LINGKUNGAN BELAJAR TERHADAP MOTIVASI BELAJAR DARING MAHASISWA. *Jurnal Pendidikan Akuntansi Indonesia*. 2022 Jul 1;20(1):52-66.
- [33] Ramadanti R, Herdi H. Hubungan antara resiliensi dan dukungan sosial dengan stress akademik mahasiswa baru di Jakarta pada masa pandemi Covid-19. *INSIGHT: Jurnal Bimbingan Konseling*. 2021;10(2):150-63.
- [34] Rigotti T, Schyns B, Mohr G. A short version of the occupational self-efficacy scale: Structural and construct validity across five countries. *Journal of Career Assessment*. 2008 May;16(2):238-55.
- [35] Rizdanti F, Marhayuni E, Lestari SM, Putri AM. Hubungan Dukungan Sosial dengan Stres Akademik pada Mahasiswa Kedokteran. *Jurnal Consulenza: Jurnal Bimbingan Konseling dan Psikologi*. 2022 Mar 31;5(1):32-9.
- [36] Safira L, Hartati MT. Gambaran stres akademik siswa SMA negeri selama pembelajaran jarak jauh (PJJ). *Jurnal Bimbingan dan Konseling*. 2021 Apr 1;8(1):125-36.
- [37] Salmon AG, Santi DE. Dukungan Sosial Dengan Stres Akademik Mahasiswa Perantau Dalam Pembelajaran Daring Di Masa Pandemi Covid-19. In *Seminar Nasional Psikologi UM 2021 Jun 4 (Vol. 1, No. 1, pp. 128-135)*.

- [38] Savira LA, Setiawati OR, Husna I, Pramesti W. Hubungan stres dengan motivasi belajar mahasiswa disaat Pandemi Covid-19. *Jurnal Ilmiah Kesehatan Sandi Husada*. 2021 Jun 30;10(1):183-8.
- [39] Sekaran U, Bougie R. *Research methods for business: A skill building approach*. John Wiley & Sons; 2016.
- [40] Sidabutar M. Pengaruh motivasi belajar terhadap prestasi akademik mahasiswa. *Epistema*. 2020 Oct 29;1(2):117-25.
- [41] Sudarsana D. Pengaruh Antara Stres Akademik Dengan Prestasi Belajar Siswa Kelas IX SMPN 2 Kemalang (The Influence Between Academic Stress And Learning Achievement Of Class IX SMPN 2 Kemalang). *Jurnal Riset Mahasiswa Bimbingan dan Konseling*. 2019 Feb 15;5(2):204-7.
- [42] Sudibyoy, E., Jatmiko, B., & Widodo, W. Pengembangan instrumen motivasi belajar fisika : angket. *Jurnal Penelitian Pendidikan IPA*. 2016 pp 13–21.
- [43] Sujadi E. Stres akademik dan motivasi belajar mahasiswa mengikuti pembelajaran daring selama pandemi covid-19. *Educational Guidance and Counseling Development Journal*. 2021;4(1):29-41.
- [44] Suratno E. Pengaruh Stres, Motivasi, dan Kecerdasan Spritual Terhadap Prestasi Belajar pada Mahasiswa Jurusan Sistem Informasi STIKOM Dinamika Bangsa Jambi. *J-MAS (Jurnal Manajemen dan Sains)*. 2020 Apr 15;5(1):119-24.
- [45] Tokan MK, Imakulata MM. The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*. 2019 Mar 22;39(1).
- [46] Tsai CH, Cheng CH, Yeh DY, Lin SY. Can learning motivation predict learning achievement? A case study of a mobile game-based English learning approach. *Education and Information Technologies*. 2017 Sep;22:2159-73.
- [47] Tus J. Academic stress, academic motivation, and its relationship on the academic performance of the senior high school students. *Asian Journal of Multidisciplinary Studies*. pp 29-37 (2020) Nov;8(11)
- [48] Waritsman A. Hubungan Motivasi Belajar Dengan Prestasi Belajar Matematika Siswa. *Tolis Ilmiah: Jurnal Penelitian*. 2020 May 1;2(1).
- [49] Winarni PE. Prestasi Belajar Mahasiswa Bidikmisi Angkatan 2011 Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta. Diakses dari: <http://eprints.uny.ac.id/id/eprint/27068>. 2015.
- [50] Zhang X, Ardasheva Y. Sources of college EFL learners' self-efficacy in the English public speaking domain. *English for Specific Purposes*. 2019 Jan 1;53:47-59.