



The Correlation Between Mental Health Conditions and Academic Resilience of 10th Grade Students of SMA Negeri 6 Semarang in 2023

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Abstract

This research is motivated by the large number of students who are indicated to have mental health disorders such as experiencing anxiety, depression, self-harm, tendencies to pedophilia and tendencies to have alter egos. In addition, there are also complaints from subject teachers where most students tend not to be motivated to take part in learning and complete assignments given. This study aims to describe the correlation between mental health and academic resilience of 10th grade students of SMA Negeri 6 Semarang. The population in this study was 432 students and a sample of 191 students was taken using simple random sampling technique. The instrument in this study was the Mental Health Inventory 38 and the psychological scale used to reveal the level of academic resilience was The Academic Resilience Scale (ARS-30). The result of a simple linear regression test is $0.000 < 0.05$ so that it can be concluded that mental health has an effect on academic resilience. So it can be concluded that the form of the correlation between the two variables is positive, where the higher the mental health of students, the higher their academic resilience. Conversely, if students' mental health is low, their academic resilience will also be lower. It is known that the coefficient of determination (R Square) is 0.638, which means that the influence of variable X (mental health) on variable Y (academic resilience) is 63.8%. Furthermore, if explored further using the chi square test to find out whether gender affects the level of academic resilience of students, it is found that a chi square value of $0.175 > 0.05$ so from these data it can be concluded that there is no significant relationship between the level of academic resilience of students based on gender.

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INTRODUCTION

High school students are teenagers who are generally around 15 to 18 years old. Hurlock (1996) limits the age of youth from 13 or 14 years to 18 to 21 years. Meanwhile, Papalia, Olds, and Feldman (2009) argue that adolescence begins several years earlier when individuals are 11 or 12 years old and ends in their early twenties. Then in line with the two previous expert opinions, Santrock (2007) argues that adolescence starts between the ages of 10 to 13 years and ends between the ages of 18 to 22 years. Issues related to adolescent mental health is one that attracts attention, because normal, healthy or good mental health will also encourage good behavior, especially in terms of resilience to facing and recovering from crisis situations. The World Health Organization (WHO) noted in 2020 that as many as 16% of mental health problems were experienced by adolescents with an age range of 10-19 years. WHO (2020) also found that some problems related to mental health began to appear around the age of 14, but most of these cases were not detected and treated. Karyani & Ali (2017) cite a statement by the Allance of Mental Health which states that 50% of permanent mental health disorders are experienced by someone when they are 14 years old. This happens because adolescence is a period of transition between childhood and adulthood and at this time adolescents begin to search for identity and identity so that they experience drastic changes in their bodies, minds, emotions and matters related to sexuality. affect the mental health of adolescents.

Mental health is a state of well-being when a person realizes his skills, is able to cope with normal life pressures, is able to carry out productive activities, and can contribute to the community and society (WHO, 2016). Meanwhile, according to Massuhartono & Mulyant, (2018) health is a state of physical, mental and social well-being, not merely a state without disease or weakness which means a person is said to be healthy if all aspects of himself are not disturbed physically, psychologically or socially. So it can be concluded that mental health is a condition in which individuals have visible well-being from themselves who are able to realize their own potential, have the ability to cope with normal life pressures in various situations in life, are able to work productively and produce, and are able to contribute to their community.

Teenagers mental health can be influenced by several factors, both internal and external factors. Muhyani (in Ulya & Setiyadi, 2021) biological factors and psychological factors are internal factors that affect the mental health of teenagers. Biological factors that directly affect adolescent mental health are the brain, endocrine system, genetics, sensory, and the condition of the mother during pregnancy. Then the psychological factors that influence mental health are traumatic experiences experienced, needs that are not met, developmental tasks that are not optimal, and so on. Meanwhile, external factors that affect the mental

health of teenagers include parenting patterns, environmental and socio-economic health conditions (Reza, et al, 2022). According to Davies (in Ulya and Setiyadi, 2021) there are several causes of health problems, namely: 1) Age. WHO says that millennial youth are more susceptible to mental health problems. Moreover, youth is a time of many changes and adjustments, both psychologically, emotionally, and financially. For example efforts to graduate from college, find a job, etc. 2) Education: The level of education influences changes in attitudes and healthy living behavior. A higher level of education will make it easier for a person or community to absorb information and implement it in their daily behavior and lifestyle, especially in terms of health. Formal education forms value for someone, especially in accepting new things. 3) Gender: biological differences between men and women where women are more interested in recognizing mental health. 4) Occupation: Occupation is one of the factors that affect a person's mental health, one of which is that a person feels pressured so that it is difficult to express the emotions that are felt appropriately.

The condition of the Covid-19 pandemic is also one of the factors that affect the mental health of students. Many studies have found that pandemic conditions will have a negative impact on the psychological condition of society, especially children and adolescents who are generally more prone to experiencing psychological problems (Akat & Karataş, 2020). This is because the immaturity of cognitive and emotional functions makes it difficult for them to understand the situation that is happening and to express their emotions appropriately (Akat & Karataş, 2020). It has been found that Covid-19 has had an impact on mental health which has been carried out in several countries through online surveys. Liang et al (2020) conducted research in China on participants aged 14-35 years a few weeks after Covid-19 spread, it was found that almost 40.4% of participants had psychological problems and 14.4% showed symptoms of Post Traumatic Stress-Disorder (PTSD). Meanwhile, in Spain it was also found that 72% of participants aged 18 years and over experienced psychological distress during Covid-19. The majority of sufferers of psychological distress are women and those who are younger are more at risk of experiencing a higher level of distress than those who are more mature (Gómez-Salgado, et al). Mental health is of course related to lack of quality sleep, difficulty concentrating and focusing, often forgetting so that it can make learning quality and motivating in learning. If students cannot overcome these problems then of course it will make learning outcomes not optimal and optimal, so students need to have the skills to be able to respond to any difficulties adaptively. The individual capacity to overcome the academic difficulties they face is known as academic resilience. Having academic resilience skills for teenagers is very important, because in the post-Covid-19 era, the problems faced by students

are very complex and will continue to develop according to their circumstances (Adhiman & Mugiarto, 2021).

Academic resilience is a person's affective, cognitive and behavioral response when facing academic difficulties or obstacles (Cassidy, 2016). Students who are academically resilient are characterized by being always optimistic in the face of difficulties, being able to reflect on themselves to formulate long-term goals, and persistently trying to achieve the goals that have been set (Kumalasari & Akmal, 2020). Sari and Suhariadi (2019) found that strong academic resilience will help individuals to be committed in dealing with various changes in their academic life. Resilience is important to help students be able to manage their academic demands and face and overcome academic pressures. Resilient students are able to maintain learning motivation and continue to excel even though they are in stressful situations and conditions and are at risk of reducing their learning performance (Solikhah & Suminar, 2022). Students who have academic resilience are able to face various problems, difficulties and challenges, then they are able to survive, rise and develop from challenging situations in the academic field. (Priatni & Listiyandini, 2018). Students who are able to survive, adapt and show good academic performance even though they are experiencing a crisis situation show that these students have high academic resilience. Meanwhile, students who have low academic resilience will find it difficult to face and overcome various problems and pressures as well as changes in their academic activities. Students who have low academic resilience are prone to experiencing stress and will tend to have psychological problems (Solikhah & Suminar, 2022).

Based on observations made when researchers carried out practical field experiences at SMA Negeri 6 Semarang for approximately 3 months, the researchers found that there were some students who indicated they were experiencing mental disorders such as experiencing anxiety, depression, self-harm, a tendency to pedophilia, and alter ego tendencies. In addition, based on statements from several subject teachers, it was also stated that students currently tend to find it difficult to adapt to the academic pressure given, as evidenced by students sometimes not being able to complete difficult assignments and not trying to understand how to complete difficult assignments so that cheating behavior also rampant done. In addition, subject teachers also say that students' learning motivation tends to be low, as evidenced by their enthusiasm when learning takes place. This phenomenon has made researchers interested in examining further whether there is an influence from mental health conditions on the academic resilience of students, especially in 10th grade SMA Negeri 6 Semarang in 2023 after the Covid-19 pandemic. Then this researcher examines further whether there are differences in the level of academic resilience that is influenced by male or female gender.

METHOD

This research uses a type of quantitative research using a survey research design. The quantitative research method is a research method based on the philosophy of positivism, which is used to examine certain populations or samples, collect data using research instruments, analyze the data in a statistical (quantitative) manner with the aim of testing the hypotheses that have been set. While the survey method is used to obtain data from certain natural places, meaning not artificial situations, but researchers carry out treatments in data collection, for example by distributing psychological scales, questionnaires, structured interviews (Sugiyono, 2015).

The population in this study were students of 10th grade SMA Negeri 6 Semarang with a total of 432 students. The sampling technique used in this study is non-probability sampling, namely simple random sampling. Simple random sampling is a sampling technique by taking sample members and the population randomly without regard to the strata in the population (Sugiyono, 2015). To determine the number of samples from this population, the researchers considered by looking at Table Issac and Michael with a significance level of 5%, so that the number of samples in this study was determined to be 191 students. Collecting data in this study using inventory, psychological scales and questionnaires. The inventory used is the Mental Health Inventory 38 which was developed by Veit & Ware pafa in 1983 which was later modified by Aziz (2015) into 24 question items. The psychological scale used to reveal the level of academic resilience is The Academic Resilience Scale (ARS-30) developed by Cassidy in 2016.

Data that has been successfully collected will be analyzed descriptively. In descriptive statistics researchers can look for the strength of the relationship between variables through correlation analysis, predict with regression analysis and make comparisons by comparing the average sample or population data. In this study, the data analysis used was simple regression analysis. Regression analysis or test is a study of the relationship between one variable, namely the explained variable and one or more variables, namely the explanatory variable. If there is only one independent variable, then the regression analysis is called simple regression. If the independent variable is more than one, then the regression analysis is known as multiple linear regression. It is said to be multiple because there are several independent variables that affect the dependent variable. Furthermore, the researchers analyzed further research data by using a 2-sample chi square hypothesis test to find out whether there were differences in the level of academic resilience that was affected by mental health conditions between male and female students. Chi Square or chi square is used to test the comparative hypothesis (testing differences) on average k independent samples with each sample there are several classes or categories (Sugiyono, 2015). The statistical test

used is chi Square, where the chi Square test can be used to test the hypothesis if the population consists of two or more classes where the data is in the form of categories.

RESULT

Description of Academic Resilience Variables

The academic resilience variable was measured using The Academic Resilience Scale (ARS-30) with 30 statement items. Based on calculations using SPSS 26.0, data is found as in the following table:

Table 1. Descriptive Statistics of Academic Resilience Variables

Variable	N Item	N	Skor			
			Max	Min	Mean	SD
Academic Resilience	30	191	113	66	88.02	7.276

Based on table 1. the score categories of students who have minimum, maximum, mean and SD academic resilience are obtained. The minimum score is 66, the maximum is 113 with a mean of 88.02 and a standard deviation of 7.276.

Table 2. Categories of Academic Resilience Data

Category	Score Range	Frequency	Percentage
Very low	30 – 48	0	0%
Low	49 – 67	1	0,5%
Average	68 – 86	74	38,5%
High	87 – 105	114	60%
Very High	106 – 120	2	1%
Total		191	100%

Based on table 2. It can be seen that there are no students who have a level of academic resilience in the very low category or 0%, then there is 1 student or 0.5% who has a level of academic resilience in the low category, 74 students or 38. 5% have a moderate level of academic resilience, 114 students or 60% have a high level of academic resilience and there are 2 students or 1%. So, it can be concluded that the student's academic resilience variable is categorized as moderate with a percentage of 60%.

Description of Mental Health Variables

Mental health variables were measured using the Mental Health Inventory with 24 statement items. Based on calculations using SPSS 26.0, data is found as in the following table:

Table 3. Descriptive Statistics of Mental Health Variables

Variable	N Item	N	Skor			
			Max	Min	Mean	SD
Mental Health	24	191	87	41	65.71	8.523

Based on table 3, the score categories of students who have minimum, maximum, mean and SD mental health are obtained. The minimum score is 41, the maximum is 87 with a mean of 65.71 and a standard deviation of 8.523.

Hasil penelitian dapat terdiri dari statistika deskriptif, hasil uji asumsi, dan hasil uji hipotesis dan kemudian dianalisis secara kritis (maks 20% dari keseluruhan halaman naskah) dipaparkan secara berurutan atau terpadu (font Palatino Linotype 11 spasi 1,15).

Table 4. Categories of Mental Health Data

Category	Score Range	Frequency	Percentage
Very low	24 – 38	0	0%
Low	39 – 53	9	5%
Average	54 – 68	113	59%
High	69 – 83	65	34%
Very High	84 – 96	4	2%
Total		191	100%

Based on table 4. It can be seen that there are no students who have a mental health level in the very low category or at 0%, then there are 9 students or by 5% who have a mental health level in the low category, 113 students or by 59% have a mental health level mental health in the moderate category, 65 students or 34% have a high level of mental health and there are 4 students or 2%. So, it can be concluded that students' mental health variables are categorized as moderate with a percentage of 59%.

This research was conducted to determine the relationship between mental health and academic resilience of students after the Covid-19 pandemic by using a simple linear regression test. Hanief & Himawanto (2017) explained that the linear test equation was used to determine whether there was a causal (cause-effect) relationship between variable X, namely mental health (cause) and variable y, namely academic resilience (effect).

Table 5. Correlation Test Results Between Mental Health and Academic Resilience

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	132,816	2,477		53,628	,000
Mental Health	,682	,037	,799	18,240	,000

a. Dependent Variable: Academic Resilience

From table 5 it is known that the results of the simple linear regression test are 0.000, the results are <0.05 and it can be concluded that the X variable, namely mental health, has an effect on the Y variable, namely academic resilience. So it can be concluded that the form of the relationship between the two variables is positive, where the higher the mental health of students, the higher their academic resilience. Conversely, if the mental health of students is low, the academic resilience will also be lower.

Table 6. Percentage of Relationship between Mental Health and Academic Resilience

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,799 ^a	,638	,636	4,391

a. Predictors: (Constant), Mental Health

Based on table 6. It is known that the coefficient of determination (R Square) is 0.638, which implies that the effect of variable X (Mental health) on variable Y (Academic Resilience) is 63.8%.

Table 7. Correlation Coefficient Category

Coefficient Interval	Correlation Level
0,000-0,199	Very Low
0,200-0,399	Low
0,400-0,599	Average
0,600-0,799	Strong
0,800-1,000	Very Strong

Furthermore, in table 6. It is also known that the magnitude of the correlation/relationship (R) is equal to 0.799, which when associated with the correlation coefficient category in table 7. It was found that mental health as the x variable has a strong relationship with the y variable, namely academic resilience

Table 8. Correlation Test Results Between Mental Health and Academic Resilience Based on Gender

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39,329 ^a	32	,175
Likelihood Ratio	47,427	32	,039
Linear-by-Linear Association	6,768	1	,009
N of Valid Cases	191		

a. 52 cells (78,8%) have expected count less than 5. The minimum expected count is ,47.

Subsequently, if explored further using the chi square test to find out whether gender affects the level of academic resilience of students, it is found that a chi square value of $0.175 > 0.05$ so from these data it can be concluded that there is no significant relationship between the level of academic resilience of students based on gender.

DISCUSSION

The results of the study found that mental health has a positive relationship with the level of academic resilience of students. It can be understood that the level of students' mental health has a significant effect on the level of academic resilience experienced by students. This means that the more positive or better the mental health condition of students, the higher the level of academic resilience. Mental health has a strong relationship with the academic resilience of students, students who experience mental health disorders often also have problems in an academic context, for example experiencing academic stress, learning outcomes are not optimal, and so on. This is in line with the results of research conducted by Sudarsani, et al (2021) where the more severe the academic stress, the more severe the depression experienced by students. Depression is a mental health disorder that can be experienced by students because their emotional condition is still unstable and tends to have a low tolerance for stress (Dianovinina, 2018). Depression experienced by adolescents can be influenced by various factors. Haryanto, Wahyuningsih, and Nandiroh (2015) stated that depression in adolescents can be caused by pressure during the learning process at school, so that this can make a person experience stress. Most of the stress experienced by adolescents comes from academic activities at school. Academic stress is a condition in which an individual is unable to bear academic demands and is perceived as a disorder that affects behavior, emotions, and physically (Sayekti, 2017).

The condition of students who experience academic stress certainly has an impact on their learning outcomes. In the long term, unresolved stress can affect students' mentality in the form of mental fatigue and discouragement so that it can cause students to experience mental health problems, behavioral problems, such as misbehaving in class, behaving strangely, self-destructing, passivity, emotional outbursts explosive, anti-social behavior, being alone, consuming cigarettes, drugs and alcohol (Barseli, et al, 2018). Mulyani (2013) said that academic stress that occurs in students can have a negative impact on student academic achievement (learning outcomes). In addition, Habsari (in Barseli, 2018) students who suffer from spiritual or mental illnesses such as stress and depression will affect the quality of learning and learning outcomes that will be obtained by students.

Mathur & Sharma (2015) explained in their research that there is a negative relationship that correlates between resilience and academic stress. Intrinsic sources such as resilience, optimism in individuals, can increase besides that the ability of students to reduce stress and encourage them to deal with it effectively. Resilience can have a negative impact on students' psychological distress (Azzahra, 2017). Psychological distress is described as a negative mental health condition. This means that the higher the individual resilience, the lower the psychological distress. This is the same as the results of research by Rudwan and Alhashimia (2018) which proves that resilience is positively correlated with the mental health of students, meaning that the higher the level of resilience of students, the higher the level of mental health. Conversely, the lower the level of resilience of students, the lower the level of mental health. Other findings from this study state that women are more resilient and have a higher level of mental health, compared to men. Whereas in this study it was found that there was no significant relationship between the level of academic resilience of students based on gender, so it can be concluded that there are other factors that are more dominant that influence the level of academic resilience of 10th grade students of SMA Negeri 6 Semarang.

Apart from resilience that must be formed independently by students, external parties are also able to shape students to become resilient. Conducting scheduled training is also able to help students reduce their academic stress and increase academic resilience. (Subramani, 2017). It is hoped that this research can make a scientific contribution to the planning of guidance and counseling services in schools so that students can better understand issues related to mental health and academic resilience so that students can improve their learning outcomes. Service materials can be provided in a classical setting and continued with the provision of group counseling services or individual counseling to overcome problems or obstacles related to students' mental health and academic resilience. This is in line with the opinion of Ifdil and Taufik (2012) who state that counseling teachers at schools have an important role in helping students recognize and overcome academic stress that arises in students and helping them to increase academic resilience.

CONCLUSION

Academic resilience is a person's ability to deal with stress, adversity, and failure in an academic context. While mental health includes a person's psychological and emotional health. These two things are interrelated and can affect each other. Research has shown that students who have high levels of academic resilience tend to have better levels of mental health. This is because they have the ability to cope with high academic pressure, including academic stress,

failure, and pressure from peers or family. Conversely, students who do not have sufficient academic resilience may experience excessive stress or depression when facing high academic pressure. This can negatively affect their mental health. Therefore, it is important for students to have high academic resilience in order to improve their mental health. Learners can increase their academic resilience in various ways, such as strengthening social support, developing problem solving skills, managing time well, and building self-confidence and healthy self-esteem.

Guidance and counseling services that the researchers recommend as follow-up activities that can be carried out by counseling teachers are group counseling activities for students who have disturbed mental health conditions and have a low level of academic resilience. In these group counseling activities it is recommended to include students who have healthy mental health conditions and have a high level of academic resilience so that students can exchange and link experiences and understandings and can provide mutual reinforcement between students. Furthermore, if necessary, individual counseling can be carried out for students who have not been able to achieve the goals expected in group counseling.

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