Jurnal Pendidikan Indonesia Gemilang Vol.4, No.1, 2024, pp. 8-19
e-ISSN 2809-5073. DOI. 10.52889/jpig.v4i1.327

Work Stress and Procrastination on Self-management and Academic Performance of Lecturers: A Case Study at a Private University in Serang City, Indonesia

Submitted 27 November 2023, Revised 8 December 2023, Accepted 8 December 2023

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The following variables will be examined in this research to determine their respective influences: (1) the direct impact of stress on academic performance; (2) the direct impact of stress on self-management; (3) the direct impact of procrastination on academic performance; (4) the direct impact of procrastination on self-management; and (5) the direct impact of self-management on academic performance. Explanatory research is the methodology utilized in the study to explain the variables examined and provide a causal relationship between variables through hypothesis testing. This research examines the direct and indirect effects of stress, work, and procrastination on Self-Management and Academic Performance. The sample in this research was lecturers from the University in Serang City, Indonesia. Remember the population of around 100-200 people. Then, for technique, data collection uses a saturated (complete) sample, where all populations make a sample. The tools used in this research, apart from computers (laptops), are (1) Microsoft Office (Word, Excel, PowerPoint, and Visio) and (2) Smart-PLS 3.2.9 Professional. Results: The research involved 110 respondents in a study. In part, most respondents are in a group aged 31-40 years, with as many as 48 lecturers (43.64 %). Sex between men and women was almost balanced, with men at 57 (51.82 %) and women at 53 (48.18 %). Qualification _ There were 103 postgraduate academics (93.64%) and seven postgraduate academics (6.36%). Statistical test results show that stress positively affects academic performance, indicated by a parameter coefficient of 0.053. Thus, the hypothesis (H1) cannot be accepted: Stress has a positive but insignificant effect on academic performance. Hypothesis 2 (H2): Procrastination positively affects Academic Performance, indicated by a parameter coefficient of 0.054. Thus, the hypothesis can be accepted: Procrastination has a positive but insignificant effect on Academic Performance. Hypothesis 3 (H3): Stress positively affects self-management; this is indicated by a parameter coefficient of 0.482. Thus, the hypothesis can be accepted: Stress positively and significantly affects Self-Management. Hypothesis 4 (H4): Procrastination positively affects self-management, indicated by a parameter coefficient of 0.324. Thus, the hypothesis can be accepted: Procrastination positively and significantly affects academic performance. Hypothesis 5 (H5): Self-management positively affects academic performance, indicated by a parameter coefficient of 0.809. Thus, the hypothesis can be accepted: Self-Management positively and significantly affects Academic Performance.

Keywords: Work Stress, Procrastination, Self-management, Academic Performance

INTRODUCTION

The main goals of lecturers who work as professional educators and scientists are to reform, advance, and spread science, technology, and art via teaching, research, and volunteer work. As professionals, educators are constantly challenged to make innovative and imaginative efforts in the field of science for which they are responsible (Mian, 2009). However, lecturers often face various obstacles and problems in carrying out their tasks, especially with task addition. This is still the case with some prominent lecturers or power education at the Serang City, Indonesia University. If lecturers cannot adapt to demands, environmental conditions, and other triggering factors, this will pressure them and cause job stress. It was further stated that the impacts of work stress include psychological and emotional disorders; if this continues, it will result in physical disorders. Stress disturbs the body and

affects performance (Wicaksana & Rachman, 2018). The statement (Oemar & Gangga, 2017) is that stress or pressure usually arises because of serious problems in a person's life. For example, problems at work, such as perceived lack of salary, too much work, failure to achieve targets, or it could be due to family problems, wife or husband being seriously ill, naughty children, needing school fees for children, etc. Apart from the pressure of a workload that is too heavy and can cause stress for individuals or teaching staff, it is even more detrimental if someone is plagued by procrastination behavior or habits. The procrastination referred to in this research is academic procrastination, which occurs among lecturers at the University in Serang City, Indonesia.

One of the behaviors that are not expected is behavior procrastination; in scientific psychology, the term procrastination shows behavior that is not disciplined in the use of time. Behavior procrastination is perceived as a disease because demands in the work world demand people to behave effectively and efficiently, which is the opposite of behavior procrastination. Procrastination is a trend of postponing the start or finishing performance in a way that other activities are not useful, so performance becomes hampered, not once finish the task at the appropriate time, and often late in attending meetings (Saka & Wirastania, 2021). Procrastination is viewed as a barrier to reaching objectives since it can lower performance levels in terms of quality and quantity, raise stress levels, and even have a detrimental effect on life, leading to worry (Khoirunnisa et al., 2021).

Stress and procrastination conditions negatively impact individuals (Herdian & Jamal, 2021; Syahadhata et al., 2021). One impact that arises if linked in the context of lecturers' academic performance is that when lecturers experience stress and postpone activities, it will impact their academic performance. A lecturer who experiences stress has the potential to procrastinate, especially regarding academic demands (Laybourn et al., 2019). If this condition is left unchecked, lecturers will experience a decline in academic performance. Furthermore, if this condition is left unchecked, it is feared that it will have an impact on reducing the quality of education in Indonesia.

One effort to deal with the stress phenomenon experienced by lecturers in universities, both public and private, is to provide an understanding of the importance of mastering self-management. Self-management is an individual's ability to manage stressful conditions (Hakim, 2017). Self-management is not just being able to deal with stress problems but also training individuals to deal with potential stress adaptively and effectively by making changes in thinking, feelings, and behavior and even the possibility of making extreme changes to the

environment in which the individual is located (Segarahayu, 2013). These various forms of change can be made because, in self-management activities, efforts will be made to harmonize physical conditions, psychological/mental conditions, and psychosocial situations and also involve psycho-religious elements consisting of several techniques for managing stress, including psychoeducation, relaxation training, cognitive restructuring, and problem-solving training (Lien et al., 2019).

Every individual can manage themselves, but their skills will differ due to educational factors, insight into self-adjustment, and economic status (Fajrien & Yuliadi, 2017). This will affect the level of stress and stress resistance experienced by individuals. With self-management skills, it is hoped that Banten Jaya University lecturers will be able to manage stress and at least reduce the academic procrastination they experience and learn how to overcome it. Many lecturers' academic performance is currently considered unsatisfactory, both by students and society in general. From the level of discipline to weak ability to manage learning, from minimal mastery of teaching materials to a weak writing culture, the general picture of the lecturer profession is positioned more as a mere transformer of knowledge, not a producer of knowledge. Likewise, what is transformed is more knowledge that is out of date (stale). This situation certainly has implications for the quality of the learning process and ultimately leads to the low quality of higher education (Zulkarnain, 2017).

Based on the explanation in the previous section, it can be concluded that pressure and stress conditions are experienced by many lecturers, especially lecturers at the University in Serang City, Indonesia. Pressure and stress conditions generally occur because lecturers' workload is relatively high. Stress on lecturers also becomes heavier because apart from teaching, lecturers also must fulfill teaching requirements that are administrative in nature, which often results in lecturers' performance being less than optimal. After all, they are too focused on administrative activities. In connection with several of the problems described above, the researcher tried to explore the background to these problems by conducting research entitled "The Effect of Work Stress and Procrastination on Self-Management and Academic Performance in Lecturers at the University in Serang City, Indonesia." To complete the data for analysis purposes, apart from using data from research directly from the object under study, data will also be used from the results of research by several previous researchers, especially those related to work stress and procrastination to management self (self-management) and academic performance. These researchers include: (1) According to Yuanyuan Mo et al (2020), research conducted in China with the title "Job stress among Chinese nurses in support of

Wuhan fighting against the COVID-19 epidemic" states The overall stress load scores and each dimension were positively connected with SAS, according to Pearson correlation analysis (r values were 0.676, 0.667, and 0.663); that is, the more stress and burden there is, the higher the total anxiety score, and the more noticeable the anxious mood is (Mo et al., 2020) ; (2) Pertiwi (2020) has to do a study with title " Self-Management with Stress Work on Students Worker System Part Time Major Administration Business Semarang State Polytechnic". The research results show that rxy = -0.468 with p = 0.000 (p < 0.05), meaning a negative relationship exists between self-management and work stress. Self-management makes an effective contribution to work stress by 21.9%, while 78.1% is influenced by other factors not revealed in this research, (Pertiwi, 2019) ; (3) Sulastri and Onsardi, Muhammadiyah University of Bengkulu, in his research entitled "Influence Stress Work, and Workload, on Employee Performance". Research results Stress Work show value < (-6.829 < 2.0422) and (sig = 0.000 < 0.050), p the state that exists influence significant negative _ Stress Work (X1) against performance employees. Based on tests for variable burden Work namely < (- 2.461 < 0.050), p the state that exists influence significant negative Workload _ on Employee Performance. In conclusion, the most dominant variable influencing the performance of employees (Y) is stress work (X1) (Brier & Jayanti, 2022). (4) Research conducted by Astria Hardiyanti and Partini, "Relationships between Management Self to Procrastination Academics for Students Member of MUEC UMS," shows a significant negative between management self and procrastination academic. Where increasingly tall management self so the lower procrastination academic. On the contrary, the more low-management self, the taller the procrastination. With this, the proposed hypothesis was accepted (Hardiyanti, 2016).

METHODS

There are 2 (two) types of research used for this research, namely descriptive and explanatory. Descriptive research is research that aims to describe the nature or characteristics of a particular phenomenon. Then, explanatory research aims to analyze the relationships between one variable and other variables or how one variable influences other variable. The Unit of Analysis for this research is several individuals and groups at the University in Serang City, Indonesia. The research was conducted on lecturers at the University in Serang City. The time for the research to be carried out starts in March 2023.

The data obtained by this research was obtained by respondents filling out questionnaires. Data collection using a combination of open questions. The questionnaire distributed to respondents consists of two parts: (1) The first part consists of filling in the instrument which

is intended to obtain data about respondents, such as number, name, position, age, gender, education level, number of workers; (2) The second part is used to obtain statement data and questions about the dimensions contained in the variable indicators in this research.

The population in this study were lecturers (educators) at the University in Serang City, Indonesia. The total population in the study was 116 people, with the following details: (1) Faculty Economics and Business 20 people; (2) Faculty of Engineering 33 people; Faculty Knowledge Computer 39 people; and Faculty Teacher Training and Education 24 people. Temporary The sample in this research was Banten Jaya University lecturers. Remember, the population is around 100-200 people. For technique, data collection uses a saturated (complete) sample, where all populations make a sample. All samples were sent a Google form link for filling in the questionnaire.

RESULTS AND DISCUSSION

Characteristics Respondent

Table 1. General Characteristics of Respondents

No.	Respondent Characteristics	Number of Respondents	Percentage (%)
1	Gender		
	- Man	57	51.82
	- Woman	53	48.18
2	Education		
	- S2	103	93.64
	- S3	7	6.36
3	Age		
	- 21 to 30 Years	5	4.55
	- 31 to 40 Years	48	43.64
	- 41 to 50 Years	37	33.64
	- 51 to 60 Years	18	16.36
	- > 60 Years	2	1.82
3	Marital status		
	- Marry	102	92.73
	- Single	8	7.27
4	Functional		
	- Instructor	25	22.73
	- Expert Assistant	44	40.00
	- Lector	41	37.27
	- Associate Professor	0	0.00
	- Professor	0	0.00
5	Length of work		
	- 1 to 5 Years	41	37.27
	- 6 to 10 Years	57	51.82
	- 11 to 15 Years	9	8.18
	- 15 to 20 Years	2	1.82
	- > 20 Years	1	0.91

Source: Processed Primary Data, 2023

Based on Table 1, the characteristics of respondents based on gender are 51.82% men (57 people) and 53% women (48.18 people). In this gender category, lecturers at the University in Serang City are dominated by men.

Based on education, most respondents had a master's degree, namely 93.64% (103 people) and a doctoral degree, 6.36% (6 people). The characteristics of respondents based on their latest education reflect that University lecturers in Serang City already have a minimum of a master's degree.

Based on age, the highest number of respondents in this study were aged 21 to 30 years, namely 4.55% (5 people), then aged 31 to 40 years, namely 43.64% (48 people), aged 41 to 40 years, aged 50 years, namely 33.64% (37 people), aged 51 to 60 years, namely 16.36% (18 people) and aged over 60 years, namely 1.82% (2 people). The characteristics of respondents based on age reflect that the lecturers at the University of Serang City are mostly young.

Based on marital status, most respondents were married; namely 92.73% (102 people), and unmarried status was 7.27% (8 people). The characteristics of respondents based on marital status show that married lecturers dominate the University in Serang City, Indonesia lecturers.

Based on Functional Position, most respondents have the functional position of Expert Assistant which is 40.00% (44 people), followed by the functional position of Lector which is 37.27% (41 people), and the functional position of Teaching Personnel, which is 22.73 % (25 people). The characteristics of respondents based on functional positions reflect that at the University in Serang City, Indonesia, Lecturers generally have the functional position of Assistant Expert, which must be upgraded to Lector and Lector to Chief Lector to support the accreditation and quality of the University itself.

Based on the length of work, most respondents who worked for 6 to 10 years amounted to 51.82% (57 people), then 1 to 5 years amounted to 37.27% (41 people), 11 to 15 years amounted to 8.18% (9 people), 15 to 20 years old 1.82% (2 people) more than 20 years old 0.91% (1 person). The characteristics of these respondents reflect that university lecturers in Serang City, Indonesia, are generally lecturers who are still young and have just become lecturers at the University in Serang City, Indonesia.

Data Quality Test Results (Outer Model)

This analysis was carried out to ensure that the measurements used were appropriate (valid and reliable). There are three criteria for testing data quality (outer model): Convergent Validity, Discriminant Validity, and evaluating Reliability and Average Variance Extracted (AVE). The convergent validity results are as follows:

a. Convergent Validity

Validity testing in research is carried out by looking at convergent and discriminant validity values. The loading factor value on the latent variable with its indications is the

convergent validity value. Value anticipated > 0.7. Several indicators—X1_3, X1_9, X1_10, X2_2, X2_3, Z1_1, and Z1_6—are deemed incorrect. For these indicators, the loading factor value is less than 0.7. We'll get rid of these faulty indications and do another test. The Outer Loadings retest results are as follows.

Based on the analyzed data, no indicators have a loading factor value below 0.7. Thus, it already has convergent validity, so the model is suitable for further analysis. Apart from the loading factor, the convergent validity test can be seen from the Average Variance Extracted (AVE) value. The AVE value must be above 0.5 for each variable. Based on the output results, it shows that the AVE of each variable is more than 0.5. In this way, testing can be carried out to the next stage, namely the discriminant validity test, because it already has good convergent validity criteria.

b. Discriminant Validity

After carrying out the convergent validity test and the test results have met the requirements, the outer model test is also seen from its discriminant validity value. The targeted construct's value needs to exceed the loading values of the other constructs.

c. Unidimensionality

After carrying out a validity test (convergent validity and discriminant validity), the next stage is to carry out a reliability test to prove the instrument's accuracy, consistency, and precision in measuring variables. The reliability of the variables in PLS can be assessed by examining the composite reliability values and Cronbach's alpha. Both the composite reliability value and the Cronbach's alpha value need to be more than 0.70. As can be observed, every composite reliability score is greater than 0.70 and every Cronbach's alpha value is greater than 0.6. Consequently, it can be said that every instrument used to measure the research variables has passed the reliability test and is deemed reliable. Thus, the research model is workable and can proceed to the following analytical phase.

Model Feasibility Testing Results (Inner Model)

The inner model analysis stage is carried out to ensure that the structural model built is robust and accurate. The feasibility of the inner model test can be seen from the value of the coefficient of determination (R2 / R square). The R-square value for the dependent construct must be > 0.10 (the higher the better). This test aims to show the correlation between the constructs measured in the research. The inner model is measured by looking at the model's R Square value results. The R Square value shows how big the influence is between the variables in the model. The R Square output results can be seen in Table 2.

Table 2. R Square Value

Variable	R Square	R Square Adjusted
Academic Performance	0.768	0.761
Self-Management	0.493	0.483

Based on the output of Table 2, the R-square value of the Academic Performance variable is 0.768, and the Self-Management variable is 0.493. In measuring R-square, there are 3 (three) categories, namely strong (0.75), medium (0.50), and weak (0.25) (Hair et al., 2014). So, the output results above show that the R-square value for the Academic Performance variable is included in the Strong category, and the Self-Management variable is included in the Weak category. This means that the Academic Performance variable is influenced by Stress and Procrastination by 76.80%, and the remaining 23.20% is influenced by other variables not examined in this model. Then, the Self-management variable is influenced by the Stress and Procrastination variables by 49.30%, and the remaining 50.70% is influenced by other variables not examined in this model.

The test results prove that this research model meets the requirements and is suitable for further analysis because each dependent variable studied has an R-square value greater than 0.10. The next stage is hypothesis testing, which will be explained in the following sub-chapter.

Hypothesis Testing Results

When the $t_{statistics}$ value (t-count) and probability value (p-value) are compared to the t_{table} value, hypothesis testing is evident. The hypothesis is accepted if both the p value and the $t_{statistics}$ are less than alpha. The t_{table} is 1.96 for an alpha value of 5% and 1.74 for an alpha value of 10%. Therefore, if $t_{statistics} > t_{table}$ (1.96), and p-value < 0.05 (at alpha 5%), or $t_{statistics} > t_{table}$ (1.74), and p-value < 0.10 (at alpha 10%), the hypothesis will be accepted, and vice versa. This study compared t_{table} and $t_{statistics}$ results from bootstrapping analysis in the SmartPLS 3.2.9 program. The goal of using bootstrapping testing is to reduce the issue of non-normality in research data. Table 3 displays the bootstrapping test results.

Table 3. Path Coefficient

	Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	$t_{statistics}$ (|O/STDEV|)	P Values
H1	Stress -> Academic Performance	0.053	0.049	0.064	0.831	0.408
H2	Procrastination -> Academic Performance	0.054	0.054	0.062	0.863	0.390
H3	Stress -> Self-Management	0.482	0.477	0.066	7,344	0,000
H4	Procrastination -> Self-Management	0.324	0.333	0.073	4,447	0,000
H5	Self-Management -> Academic Performance	0.809	0.812	0.045	17,833	0,000

Based on the output from Table 3, 2 (one) p-values have a value of more than 0.05 or 0.1, namely the Job Stress relationship on Academic Performance and Procrastination on Academic Performance. In contrast, the p-value of the other three has a value of less than 0.05 or 0.1. The complete results of hypothesis testing are as follows: (1) Hypothesis 1 (H1): Stress positively affects academic performance, which is indicated by a parameter coefficient of 0.053. The $t_{statistics}$ value is 0.831, which is less than the t_{table} at 5% alpha of 1.96 and 10% alpha of 1.74 with a p-value, according to the data processing results (path coefficients). 0.408 is a value that is higher than 0.05 or 0.1. The following makes the hypothesis unaccepted: Academic performance is positively but marginally impacted by stress; (2) Hypothesis 2 (H2): Academic performance is positively impacted by procrastination. A parameter coefficient of 0.054 indicates this. The $t_{statistics}$ value is 0.863, which is greater than 0.05 or 0.1 and smaller than the t_{table} at 5% alpha of 1.96 and 10% alpha of 1.74 with a p-value of 0.390, based on the data processing results (path coefficients). The following theory is so acceptable: Academic performance is positively, albeit not significantly, impacted by procrastination; (3) Third Hypothesis (H3): Stress has a favorable impact on self-management, as demonstrated by a 0.482 parameter coefficient. The $t_{statistics}$ value, greater than the t_{table} at 5% alpha of 1.96 and 10% alpha of 1.74 with a p-value 0.000 less than 0.05 or 0.1, is 7.344 based on the data processing results (path coefficients). The following hypothesis is thus accepted: Stress significantly and favorably affects self-management; (4) Hypothesis 4 (H4): Delaying has a beneficial impact on The hypothesis can be accepted since the $t_{statistics}$ value of 4.447, which is greater than the t_{table} at 5% alpha of 1.96 and 10% alpha of 1.74 with a p-value of 0.000 is smaller than 0.05 or 0.1, is based on the data processing results (path coefficients). Academic performance is positively and significantly impacted by procrastination; (5) Hypothesis 5 (H5): Self-management has a favorable impact on Academic Performance; this is suggested by a parameter coefficient of 0.809. The $t_{statistics}$ value is 17.833, higher than the t_{table} at 5% alpha of

1.96 and 10% alpha of 1.74 with a p-value of 0.000, less than 0.05 or 0.1, based on the data processing results (path coefficients). Therefore, it is possible to accept that self-management has a favorable and considerable impact on academic performance.

CONCLUSION

Based on the research objectives and analysis results as described in the previous chapters, as well as the problem formulation proposed in this research, the following conclusions were obtained : (1) There is a positive but not significant influence between stress and academic performance, meaning that the higher the work stress. , it will improve performance but not significantly ; (2) There is a positive but not significant influence between Procrastination and Academic Performance, meaning that the higher the level of procrastination, the higher the Academic Performance but it is not significant ; (3) There is a positive and significant influence between Stress and Self-Management, meaning that the higher the stress, the better the Self-Management ; (4) There is a positive and significant influence between Procrastination and Self-Management, meaning that the higher the level of procrastination, the better the Self-Management ; (5) There is a positive and significant influence between Self-Management and Academic Performance, meaning that the better Self-Management, the more Academic Performance will increase; (6) Self-Management can mediate the influence of Job Stress on Academic Performance fully. The self-management variable has a role (positive and significant influence) as a mediating variable between Job Stress and Academic Performance; (7) Self-management can fully mediate the influence of Procrastination on Academic Performance. The Self-management variable has a role (positive and significant influence) as a mediating variable between Procrastination and Academic Performance.

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