



Islamic Religious Education Teachers Strategies in Overcoming Academic Stress of New Students at SMAN 1 Palangka Raya

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Abstrak

Penelitian ini bertujuan untuk menganalisis faktor penyebab stres akademik pada siswa baru, tingkat stres akademik yang dialami siswa baru, dan strategi guru Pendidikan Agama Islam dalam mengatasi stres akademik pada siswa baru di SMAN 1 Palangka Raya. Penelitian ini menggunakan metodologi kualitatif deskriptif dengan pendekatan studi kasus, pendekatan studi kasus memungkinkan peneliti untuk memperoleh pemahaman yang komprehensif tentang strategi guru PAI dalam mengatasi stres akademik siswa baru di SMAN 1 Palangka Raya. Data dikumpulkan dengan kuesioner, wawancara, dokumentasi, dan observasi, yang kemudian direduksi, disajikan, dan ditarik simpulan untuk dianalisis. Hasil penelitian menunjukkan bahwa siswa baru merasakan masa transisi dari SMP ke SMA sangatlah sulit. Stres akademik disebabkan oleh adanya perubahan kurikulum, beban belajar, dan suasana sekolah yang cukup signifikan. Siswa bereaksi secara berbeda terhadap permasalahan ini, terbukti dari tingkat stres yang bervariasi, ada siswa yang mengalami stres ringan, sedang, dan berat. Faktor akademik seperti tugas yang menumpuk, persaingan, dan rasa takut gagal, serta faktor sosial-personal seperti tekanan teman sebaya, memperparah kondisi stres siswa. Berbagai strategi guru PAI disesuaikan dengan tingkat stresnya. Untuk stres ringan, guru fokus pada motivasi dan edukasi. Untuk stres sedang, konseling dan pembelajaran interaktif menjadi pilihan. Untuk stres berat, pendekatan spiritual dan bimbingan personal menjadi kunci utama.

Kata Kunci: Strategi Guru PAI, Siswa Baru, Stres Akademik

Abstract

This study aims to analyze the factors causing academic stress in new students, the level of academic stress experienced by new students, and the strategies of Islamic Religious Education teachers in overcoming academic stress in new students at SMAN 1 Palangka Raya. This study uses a descriptive qualitative methodology with a case study approach, the case study approach allows researchers to gain a comprehensive understanding of the strategies of Islamic Religious Education teachers in overcoming academic stress in new students at SMAN 1 Palangka Raya. Data were collected using questionnaires, interviews, documentation, and observations, which were then reduced, presented, and conclusions drawn for analysis. The results of the study indicate that new students feel the transition from junior high school to high school is very difficult. Academic stress is caused by significant changes in curriculum, study load, and school atmosphere. Students react differently to this problem, as evidenced by varying levels of stress, some students experience mild, moderate, and severe stress. Academic factors such as piling up assignments, competition, and fear of failure, as well as social-personal factors such as peer pressure, exacerbate students' stress conditions. Various Islamic Religious Education teacher strategies are adjusted to their stress levels. For mild stress, teachers focus on motivation and education. For moderate stress, counseling and interactive learning are options. For severe stress, a spiritual approach and personal guidance are key.

Keywords: Islamic Religious Education Teacher Strategy, New Students, Academic Stress

Introduction

Islamic religious education can be defined as teaching provided by individuals or educational institutions that offer academic materials and daily practices, as well as information about the Islamic religion to those interested in learning more about it (Syafri et al., 2023). One of the main elements of the Indonesian curriculum is Islamic Religious Education (PAI). The purpose of PAI as a school subject is to help students develop their religious knowledge and attitudes.

Some students experience stress during the Islamic Religious Education learning process, which can have a negative impact on their mental health and academic achievement. High academic demands, complex materials, social pressure, and high expectations from parents and teachers are some of the factors that can cause stress in Islamic Religious Education (PAI) learning (Rahmawati et al., 2017). The complexity of the material taught, high academic demands, social pressure from the environment, and high expectations from parents and teachers are some of the factors that cause stress in Islamic Religious Education (PAI) learning. Therefore, to reduce students' stress levels, parents and teachers need to understand and control these factors. The statement "academic stress is stress caused by academic stressors" was put forward by (Desmita, 2010). Academic stressors are stress faced by students that come from the learning process or activities related to learning, such as pressure to advance in class, long study sessions, cheating, completing large amounts of assignments, receiving exam grades, choosing a major or career, and test anxiety. There will undoubtedly be many challenges along the way, including stress.

Many factors such as high academic standards, poor exam results, workload, and social environment can cause stress among students. The pressure experienced by students due to academic obligations and competition is known as academic stress (Khanafiah et al., 2023). When teachers, parents, and classmates have high expectations for academic achievement, academic stress arises. These demands are often inconsistent with what children can achieve, which stresses them out and makes it difficult for them to succeed academically.

Good learning outcomes can be achieved by students who have a high level of resilience, or the ability to adapt under pressure. The pressure and expectations caused by academic activities are referred to as academic stress. According to (Barseli et al., 2017), academic anxiety can be caused by difficult material, which makes students act as if they are afraid of their teachers. A person who faces pressure and expectations from academic-related activities, such as assignments, exams, and study commitments, is said to experience academic stress.

The learning approach used by Islamic Religious Education (PAI) teachers is very important in overcoming learning stress because it will help students accept the curriculum more easily and produce positive results. This approach is very important in the process of developing student morals. In addition, this approach can be used to provide information to students so that they can accept it when given (Nurhasanah, 2015). Teachers must be able to develop their own competencies because they must be able to create a learning environment that gives students the freedom to think and express their thoughts according to their own growth (Surawan, 2020).

Teachers can become proficient in using strategies by first identifying the learning objectives to be achieved, choosing the best strategy to be understood, determining the actions to be taken when delivering the strategy, and limiting the success of the approach. Teachers choose ideas, divide the material into positive and negative examples, organize and sequence these examples, and then teach using concept discovery techniques (Hamdanah & Surawan, 2022). Without strategies to convey knowledge, a teacher cannot maximize learning objectives. However, success is achieved if a teacher uses various strategies to ensure that the learning process runs smoothly and that learning objectives are achieved. This is due to the fact that a teacher will continue to use various tactics even if they are not successful with one approach (Syafa & Fatmawati, 2020). This shows the adaptability and diversity of teaching strategies used by educators. A good teacher is a teacher who is able to adapt to various situations and demands of his students. Teachers can help all students realize their full potential by using various learning methodologies.

Based on the results of the study at SMAN 1 Palangka Raya, there are various strategies used by Islamic Religious Education teachers in overcoming problems faced by new students. In students with mild stress, motivational and educational strategies have proven effective in increasing self-confidence and stress management skills, as reflected in increased student participation in learning. Student responses indicate that motivational words and study guides from teachers are very helpful to them. However, teachers face challenges in providing individual attention to all students. In students with moderate stress, counseling and interactive learning strategies help students identify the root causes of stress and increase engagement in learning, as reflected in decreased anxiety levels. Students feel comfortable sharing problems with teachers and enjoy interactive learning. The challenges faced by teachers are time constraints and lack of counseling training. In students with severe stress, spiritual approaches and personal guidance provide strong emotional support and help students find inner peace, as reflected in increased emotional well-being. Students feel helped by spiritual guidance and personal support from teachers. However, teachers face challenges in reaching students who are withdrawn and require high levels of patience, as well as lack of support from the school. Overall, PAI teacher strategies have proven effective in addressing new students' academic stress, but need to be improved through teacher training, resource support, and collaboration with BK teachers.

SMAN 1 Palangka Raya is a senior high school in Palangka Raya City that has a mission to provide quality education to students in various aspects of life, including Islamic religious education (PAI). As a school that accepts many new students every year, the challenges faced are not only limited to academic adjustment, but also social and emotional aspects. Academic stress is one of the problems often faced by students, especially those who have just entered a higher level of education, such as high school. Changes in the environment, higher academic demands, and new social adaptations can be sources of stress for new students.

Islamic Religious Education (PAI) plays an important role in the formation of students' values and characters in schools. In addition to providing religious knowledge, PAI teachers often develop into individuals who provide

emotional and spiritual support to their students. PAI teachers use a variety of techniques to address the academic stress of new students. Some of these include group and individual methods, such as cooperative religious discussions and activities, as well as individual counseling and assistance.

In the context of this study, Islamic Religious Education teachers have the potential to be agents of academic stress reduction by providing guidance, support, and coping strategies. Although the importance of the role of Islamic Religious Education teachers in overcoming academic stress is generally recognized, research on the concrete strategies used is still limited. Most studies tend to focus on teaching strategies and the effectiveness of Islamic education, while specific strategies in overcoming academic stress of new students have not been widely explored. This study has limitations in terms of time and number of participants. Limited time limits the depth of exploration of teacher strategies and data analysis. The limited number of participants may not be fully representative, limiting the generalizability of the findings. The title "Islamic Religious Education Teachers' Strategies in Overcoming Academic Stress of New Students at SMAN 1 Palangka Raya" provides a general summary of the subject the researcher wants to address based on the background information mentioned above.

Method

The research used in this study is descriptive qualitative with a case study approach. The aim is to explain and examine in depth the factors that cause academic stress, the level of academic stress experienced by new students, and the strategies used by Islamic Religious Education teachers in dealing with academic stress in new students. For two months from November 20, 2024 to January 20, 2025, this research was conducted at SMAN 1 Palangka Raya located on Jl. AIS Nasution No.2, Langkai, Pahandut District, Palangka Raya City, Central Kalimantan. The subjects of this study consisted of Islamic Religious Education teachers at SMAN 1 Palangka Raya who had experience in dealing with new students who experienced academic stress as well as Islamic Religious Education teachers who taught in grades X-I and new students at SMAN 1

Palangka Raya who experienced academic stress, the selection of students was carried out purposively by considering the level of stress and academic experience.

In this study, the data collection techniques used include observation, questionnaires, interviews, and documentation (Ardiansyah et al., 2023). Observations were conducted to directly observe the interaction between Islamic Religious Education teachers and students, as well as activities related to academic stress management. The purpose of the questionnaire in this study was to determine the levels and obstacles to learning stress in new students of SMAN 1 Palangka Raya, the researcher has compiled a series of statements in the form of a table. The table consists of a series of attitude statements that are written, arranged, and analyzed in such a way that a person's response to the statement can be interpreted. Interviews were conducted with Islamic Religious Education teachers and new students to explore information about the strategies used related to academic stress. In addition, documents related to learning and assessment were also analyzed as additional materials.

The validity of the data in this study was tested through triangulation, which includes technical triangulation, namely to obtain comprehensive, consistent, and valid data from various sources and methods. The results should provide a complete picture of the strategies used by Islamic Religious Education teachers, how these strategies affect the academic stress of new students, what factors cause academic stress, levels of academic stress, and effective strategies in dealing with academic stress.

The data analysis technique in this study involved three stages: first, data reduction was carried out to simplify and select data that was relevant to the research objectives; second, data presentation in the form of narrative descriptions to facilitate understanding of PAI teacher strategies in overcoming academic stress in new students; and third, drawing conclusions by interpreting the data that had been presented to obtain conclusions related to PAI teacher strategies that had been applied to new students (Rijali, 2018).

Result and Discussion

Factors that cause academic stress in new students at SMAN 1 Palangka Raya

The results of the study on the factors that cause academic stress in new students at SMAN 1 Palangka Raya revealed a number of interrelated findings and provided a comprehensive picture of the challenges faced by students. The transition from junior high school to senior high school has proven to be a stressful period, where students must adjust to significant changes in the curriculum, study load, and school environment. The more complex and in-depth high school curriculum demands a higher level of understanding, while the increased study load with more frequent assignments, projects, and exams creates significant stress. The new school environment, with its larger size and wider student diversity, requires an intensive social adaptation process, which can cause anxiety and feelings of isolation. High achievement demands, especially in leading schools such as SMAN 1 Palangka Raya, add to students' psychological burden, with the expectations of parents, teachers, and themselves to achieve high grades and enter their favorite colleges.

In addition, academic factors such as piling up assignments and exams, intense academic competition, and fear of failure contribute significantly to student stress. The large number of assignments and exams in a short period of time makes it difficult for students to manage time and prioritize tasks, while intense academic competition creates pressure to study harder and longer. Fear of failing an exam or assignment can cause excessive anxiety and hinder students' ability to study effectively.

Social and personal factors also play a significant role in influencing new students' academic stress. Peer pressure, especially regarding acceptance and adjustment to a new group, can be a significant source of stress. Family issues, such as conflict or financial problems, can interfere with students' concentration and focus on their studies. Lack of support from parents, teachers, or peers can make students feel alone and helpless, while excessive use of gadgets, especially social media, can disrupt sleep patterns, reduce study time, and worsen feelings of stress.

The level of academic stress experienced by new students at SMAN 1 Palangka Raya

Based on the analysis of questionnaires that have been given to new students in grades X-I at SMAN 1 Palangka Raya, a clear picture was

obtained regarding the level of academic stress they experienced. The results showed that there was significant variation in stress levels among students. Overall, the transition from junior high school to senior high school proved to be a significant source of stress for most students, with the challenges of adapting to a new environment, a more complex curriculum, and increased academic demands.

Specifically, the questionnaire results identified nine students in grades X-I who were classified as experiencing severe academic stress. These students showed consistent response patterns on questionnaire items measuring levels of anxiety, academic pressure, and emotional distress. They experienced excessive anxiety, difficulty concentrating, sleep disturbances, and significant decreases in motivation to learn. Several students also expressed feelings of hopelessness and emotional exhaustion, indicating the profound impact of academic stress on their well-being.

Further analysis of the questionnaire responses revealed that students who experienced high stress tended to feel greater pressure from academic demands, such as large amounts of assignments, frequent exams, and expectations to achieve high grades. They also found it difficult to adapt to the new school environment, including building relationships with classmates and teachers. In addition, personal factors such as family pressure, financial problems, and excessive social media use also contributed to the level of stress experienced by students. Some students expressed that they felt pressured by their parents' expectations for high academic achievement, while others felt anxious about family financial problems that could affect their ability to focus on their studies.

Islamic Religious Education Teachers' Strategies in Overcoming Academic Stress in New Students at SMAN 1 Palangka Raya

The results of the study on the strategies of Islamic Religious Education (PAI) teachers in overcoming academic stress in new students in grades X-I at SMAN 1 Palangka Raya show a variety of approaches, adjusted to the level of stress experienced by students. This approach reflects the PAI teachers' deep understanding of students' needs, which not only focus on academic aspects, but also psychological and spiritual aspects. PAI teachers at this school

understand that academic stress in new students is not homogeneous, so different strategies are needed for each level of stress, namely mild, moderate, and severe.

For students who experience mild stress, Islamic Religious Education teachers tend to use preventive and educational strategies. They routinely provide motivation and positive reinforcement in every learning session, and remind students of the importance of time management and effective learning techniques. Teachers also insert materials that are relevant to religious values, such as *tawakal* and *sabar*, in the context of facing academic challenges. "I always remind them that with every difficulty there must be ease, and we must always be grateful in every situation," said Mrs. SS as an Islamic Religious Education teacher.

For students who experience moderate stress, Islamic Religious Education teachers apply more intensive strategies by holding small group discussions, where students can share their experiences and concerns. In the context of Islamic Religious Education learning, teachers use interactive and fun learning methods, such as group discussions and educational games, to reduce academic stress. "We try to create a relaxed and fun learning atmosphere, so that students do not feel too stressed," said Ms. SS.

For students who experience severe stress, Islamic Religious Education teachers take the most serious and integrated approach, but without involving BK directly. They focus on a personal and spiritual approach. Intensive counseling sessions remain an important part of this strategy, but Islamic Religious Education teachers place more emphasis on spiritual guidance. They invite students to get closer to God through prayer, *dhikr*, and *tadarus Al-Quran*, as an effort to calm the heart and mind. Islamic Religious Education teachers also provide an understanding of the meaning of tests and trials from a religious perspective, and teach relaxation techniques based on Islamic teachings, such as meditation and *tafakur*. "We believe that a spiritual approach can help students find peace and strength in facing difficulties, and this is part of our job as Islamic Religious Education teachers," said Mrs. SS.

Overall, the strategies of PAI teachers at SMAN 1 Palangka Raya reflect a deep understanding of the importance of a personal

and integrated approach in dealing with academic stress. They not only focus on academic aspects, but also on the psychological and spiritual aspects of students. Thus, they have succeeded in creating a more conducive and supportive learning environment for new students in grades X-I.

The level of academic stress can vary depending on various factors, including study load, academic demands, pressure from family or environment, and individual's ability to manage time and stress (Harahap et al., 2020). To clearly categorize the level of student stress, measurable criteria or indicators are needed. At a mild level of stress, students show occasional anxiety before exams, have little difficulty concentrating, and have slightly disturbed sleep patterns, but are still able to enjoy daily activities. At a moderate level of stress, students often feel anxious, have difficulty concentrating, have significantly disturbed sleep and eating patterns, and withdraw from social interactions. A severe level of stress is characterized by feelings of panic, inability to complete tasks, severe sleep and eating disturbances, complete avoidance of social interactions, and may experience physical symptoms or intense negative thoughts. The researcher conducted a survey of 19 students of class X-I SMAN 1 Palangka Raya using a questionnaire and the results showed the results as shown in the table below.

Tabel 1. *level of academic stress*

No.	Many students	Stress level
1.	9 students	Severe stress
2.	7 students	Moderate stress
3.	3 students	Low stress

The results showed that 9 out of 19 students or 48% experienced high levels of academic stress, 7 students or 37% were in the moderate category, and 3 students or 15% were in the low category. This shows that most students experience moderate to high levels of academic stress. The level of stress experienced by students is a problem that needs to be addressed. Therefore, strategies are needed to reduce stress-related tension. Students who experience academic difficulties can benefit from guidance and counseling programs, which can help them develop healthy study habits and cope with school stress (Handarini, 2016).

Stress is defined as a psychological or physical event that is perceived to cause

emotional or physical harm (Aksara, 2020). Stress experienced by students in the academic realm is called academic stress (Pramesta & Dewi, 2021). Academic stress on the other hand is a feeling of pressure experienced by a person, both physically and emotionally, as a result of academic demands from parents or teachers to maintain good learning outcomes, complete assignments on time, lack of guidance when completing homework, and an unconducive classroom environment (Taslim & Cahyani, 2021). The pressure caused by various subjective assessments of academic situations is known as academic stress. Due to school or academic obligations, students may experience unpleasant physical, behavioral, mental, and emotional reactions as a result of this pressure.

This study revealed that new students find the transition from junior high school to senior high school very difficult. Academic stress is mainly caused by significant changes in curriculum, study load, and school atmosphere. Students react differently to this problem, as evidenced by varying levels of stress, with some students experiencing mild, moderate, and severe stress. Academic factors such as piling up assignments, intense competition, and fear of failure, as well as social-personal factors such as peer pressure, family problems, and excessive use of social media, exacerbate students' stress.

The diverse strategies of Islamic Religious Education teachers, adjusted to the level of stress, show a holistic approach. For mild stress, teachers focus on motivation and education. For moderate stress, counseling and interactive learning are options. For severe stress, a spiritual approach and personal guidance are key. Teachers are professionals because they have carried out and accepted the responsibility as parents in educating their children. To instill the values taught by the Prophet Muhammad SAW to their students, a teacher has a very difficult task. The morality of students is greatly influenced by their teachers, especially in Islamic education (Syafa & Fatmawati, 2020). Educating and teaching students through the Quran and hadith is the responsibility of Islamic Religious Education (PAI) teachers. Therefore, teaching is a very important and challenging job (Musthofiyah & Sholihah, 2019). The right learning strategy is very important for Islamic Religious Education teachers in shaping the morals of students. With the right strategy, the delivery of material becomes more effective and

makes it easier for students to understand and receive the material well, so that learning objectives can be achieved optimally.

The findings of this study are in line with the results of (Nurdin & Fakhri, 2020) study which showed that academic stress is often caused by the transition to higher education. Similar factors including academic pressure, social problems, and personal factors were also found to be stressors in research on academic stress among Indonesian high school students. Although it may not always be seen in other studies, this study also emphasizes the important role that Islamic Religious Education teachers have in helping students cope with stress in a spiritual sense. This shows the uniqueness of the educational context in Indonesia, where religious values play an important role in students' lives.

This study has significant implications for students, parents, teachers, and schools. First, to help new students adjust to the high school environment, schools should create more comprehensive orientation programs. Second, Islamic Education instructors should continue to create practical coping mechanisms for academic stress, such as spiritual methods. Third, parents should provide sufficient academic and emotional support to their children. Fourth, students should learn how to manage their stress and ask for help when needed.

This study has several limitations. First, the research sample was limited to new students in grades X-I at SMAN 1 Palangka Raya, so the results may not be generalizable to other schools. Second, this study used qualitative and quantitative methods through questionnaires, which may have subjective bias. Third, this study did not explore other factors that might influence academic stress, such as family economic conditions or students' learning styles. Future studies can expand the research sample to include students from different grades and schools. Research can also use a more comprehensive mixed research method (qualitative and quantitative) to gain a deeper understanding of academic stress. In addition, research can explore other factors that might influence academic stress, as well as evaluate the effectiveness of different intervention programs to overcome academic stress in high school students. Further research can also be conducted by focusing on the effectiveness of the spiritual approach carried out

by Islamic Religious Education teachers in overcoming academic stress.

Conclusion

This study aims to analyze the factors causing academic stress in new students at SMAN 1 Palangka Raya, the level of stress experienced, and strategies of Islamic Religious Education teachers in overcoming it. The results of the study indicate that the transition from junior high school to senior high school is a stressful period for new students. Academic stress is caused by changes in the curriculum, study load, and new school environment. Academic factors such as piling up assignments, intense competition, and fear of failure, as well as socio-personal factors such as peer pressure, family problems, and excessive use of social media, worsen students' stress conditions.

The level of academic stress of new students varies, with some students experiencing mild, moderate, and severe stress. Islamic Religious Education teachers at SMAN 1 Palangka Raya apply various strategies according to the level of student stress. For mild stress, teachers focus on motivation and education. For moderate stress, counseling and interactive learning are options. For severe stress, a spiritual approach and personal mentoring are key. This strategy reflects the Islamic Religious Education teachers' deep understanding of students' needs, which not only focus on academic aspects, but also psychological and spiritual aspects.

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