JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling

THE EFFECT OF APPLYING THE AFFIRMATION RELAXATION METHOD ON STUDENTS' ACADEMIC STRESS

Sahnaz Nurfadilah Putri, Aep Kusnawan,& Yessika Nurmasari
UIN Sunan Gunung Djati Bandung, Indonesia
*Correspondence: E-mail: sahnaznurfadilahp16@gmail.com

A B S T R A C T

This study aims to determine the effect of the Affirmation Relaxation Method on students' academic stress. The research used a quantitative approach with a pre-experimental design, specifically the pretest-posttest one-group design. The stress measurement instrument was adapted to suit the research setting at SMA Daarul Amanah, an Islamic-based school in Majalengka, West Java. At this school, students not only learn general academic subjects but also receive Islamic religious education, which can increase academic demands and lead to stress. This condition motivated researchers to explore the effectiveness of the Affirmation Relaxation Method in reducing academic stress.

The study involved 12 students from class XI, selected from a total population of 53 students. The research was grounded in three theoretical frameworks: the Relaxation Response Theory, which emphasizes physical and mental calmness; the Self-Affirmation Theory, which focuses on the role of personal values in managing stress; and academic stress theory, which examines stress reactions due to educational pressures.

The data analysis using a paired sample t-test showed a significant reduction in stress levels. The average pretest score was 117.75, while the posttest average dropped to 63.58, resulting in a decrease of 54.17 points or 54%. The significance value of 0.001 ($p < 0.05$) indicates that the difference is statistically significant, and thus H1 is accepted. These findings suggest that the Affirmation Relaxation Method is effective in reducing academic stress and can be considered an alternative solution to address similar issues in educational settings.

1. INTRODUCTION

Education has an important meaning in human life, especially for a student. Education is very meaningful for someone if it is carried out seriously and earnestly, because it will help in meeting the needs of life and determining the quality of the future in a person's life (Santrock, J. W, 2007). In a school environment, a student has many needs to fulfill their academic responsibilities. In addition, parents encourage and emphasize children to excel academically and maintain it to meet the needs of themselves and their families in the future (Rosanti, 2022).

In Indonesia, there are various types of schools, including those based on religion, arts, and vocational. Islamic-based schools have a curriculum and provisions that are applied, including students are required to study Islam, not just general academics and general knowledge. Therefore, it is possible that students experience stress in their lives while studying. Stress is a common problem for humans. In addition, stress is part of modern human life (Kupriyanov & Zhdanov, 2014).

Certain students experience academic stress as a result of the academic process that is not easy for them (Taufik, T., Ifdil, I., & Ardi, Z. 2013). In addition, school life is a major source of academic stress for adolescents, especially students (Froggatt, 2017). Stress comes from the interaction between a person and their environment, which creates a perception of the relationship between a person's psychological, biological, and social systems (Sarafino, 1994). The student learning process can cause academic stress. This stress can be caused by the burden of learning and diverse social circles. This can reduce academic grades and make it difficult for students to quickly adjust to changes in their environment (Ni'matuzahroh & Adawiyah, 2016). Various student attitudes, such as irregular eating, rushing, difficulty controlling emotions, and rarely socializing, are also considered academic stress (Aryani, 2016). Academic stress is stress that comes from the learning process, such as moving up a class, anxiety about school exams, the number of assignments to be completed, fear of getting bad grades, making decisions about majors and careers, and time management. High school students are faced with various demands, both schoolwork, family problems, environmental problems, and themselves (Nurmaliyah, 2014). Academic stress is a type of stress that is included in the distress category (Rahmawati, W. K & Adawiyah, R, 2017). Academic stress is defined as a condition experienced by someone as a result of their academic condition, which includes physical reactions, thoughts, and negative emotions that arise.

According to WHO (1995) High school students in grade XI are included in the late adolescent group, namely 17-19 years old, that age is in a complex thinking phase (Poltekes Depkes Jakarta I, 2010). Adolescents show a significant increase in cortisol in response to stress compared to children in the middle population. Children cortisolchildren show a significant increase in cortisol compared to children in the middle population (Stroud et al., 2009). If students receive pressure from within themselves and from their external environment, they can experience shock (Hurlock, 1980). In adolescence, students have the characteristics of adults, who face problems on their own without the help of others.

Researchers found problems in Islamic schools or under the responsibility of the Pondok Pesantren Foundation. Because of the unlimited learning approach, students in these schools are very vulnerable to academic stress. The researcher chose SMA Daarul Amanah because of the background of the school which is based on Islam because the existence of Islamic Boarding Schools makes students who enter and leave the Islamic Boarding School feel that school is a heavy burden for them to bear every day. Islamic-based schools make students' lives difficult. They face difficulties in managing their education as a whole, as well as the Islamic education in the school. Stress related to education can be associated with oneself. When someone faces a stressful situation or condition, they try to overcome it by using various behaviors as much as possible, both positive and negative (Cooper & Davidson, 1991). Affirmation relaxation techniques can help someone respond to a threat as a basis for changing

attitudes and behavior, the next response is how an individual can adapt to a threat (Ayu & Yunike, 2020).

Researchers hope to reduce the level of stress experienced by high school students, especially students at SMA Daarul Amanah, by implementing the affirmation relaxation method. One of the problems faced is the focus of learning that is not one-way, but with Islamic-based schools, religious learning is more dominant than general learning which results in many students feeling they have chosen the wrong school and some even want to drop out of school because of their inability to adapt to the environment. Therefore, relaxation techniques function as a way to help students reduce the stress they experience because of their studies and teach them how to deal with stress in a way that is easy for them to do themselves. Of course, accurate and relevant data is needed for research. Therefore, researchers use observation, questionnaires, documentation, and literature to obtain data. With this method, researchers can obtain data directly at SMA Daarul Amanah as the research location.

2. METHODS

The method used by the researcher is a quantitative method with a pre-experimental design with a pretest-posttest one group design model. The respondents in this study were samples from the study, namely 12 students of class XI SMA Daarul Amanah. In the study, one sample group will carry out a pretest first to determine the level of academic stress experienced by each student. The questionnaire used by the researcher for the pretest was the Student-Life Stress Inventory (SSI) (Gadzella, 1991) which was then modified by the researcher by adjusting it to the research location, namely at the high school student level to measure the level of academic stress experienced by students of SMA Daarul Amanah Rajagaluh, Majalengka. To measure the level of academic stress experienced by students, the researcher changed the instrument to suit the research locus using a Likert scale. The Likert scale measurement used in the questionnaire created by the researcher is as follows:

No	Keterangan	Skor
1.	Tidak pernah	1
2.	Jarang	2
3.	Kadang-kadang	3
4.	Sering	4
5.	Selalu	5

The Effect of Affirmation Relaxation Method on Students' Academic Stress in the Learning Process. The research implementation procedure begins with conducting a pretest to measure students' stress levels before being given treatment using the affirmation relaxation method. After the level of students' academic stress is known, treatment is given by practitioners with the affirmation relaxation method four times according to the indicators of the success of the affirmation relaxation method. After the treatment is carried out, a posttest is carried out using the same questionnaire as the pretest.

This posttest is carried out to determine and re-measure the level of students' academic stress after being given treatment using the affirmation relaxation method. After the posttest is carried out, the results are analyzed and processed using IBM SPSS 30 software by conducting prerequisite testing and hypothesis testing. The results of the test are then concluded about the

effect of the affirmation relaxation method on students' academic stress. After the data results are obtained, they are analyzed and processed using two tests, namely, prerequisite testing, namely the normality test and the homogeneity test, and hypothesis testing using the paired sample t-test. The following is a prerequisite test, the normality test is used to determine whether the data obtained is normally distributed data or not. The normality test used is the Kolmogorov-Smirnova metric for comparing data distribution.

In testing the normality of statistical hypotheses as follows:

H_0 : The sample comes from a population that has a normal data distribution.

H_1 : The sample comes from a population that does not have a normal data distribution.

And with the following decision-making criteria:

H_0 : Rejected if the significance value is more than 0.05;

H_1 : Accepted if the significance value is less than 0.05.

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	0,927	12	0,349
Posttest	0,929	12	0,365

Based on the results of the normality test with IBM SPPS version 27 with 12 respondents, the Shapiro Wilk statistical test was used. It can be seen in the table above that the significance value is at 0.349 and 0.365. This shows that the significance value is <0.05. Thus, H0 is rejected, which means that the value comes from normally distributed data. The next prerequisite test is the homogeneity test, namely to determine whether the data has the same or homogeneous characteristics. Because some statistical tests require that all variations come from normally distributed and homogeneous populations, a homogeneity test is performed. Variations from two samples are considered homogeneous (the same) if the significance value is greater.

In homogeneity testing, the statistical hypothesis is as follows:

H_0 : There is no difference in the variance of the sample groups.

H_1 : There is a difference in the variance of the sample groups.

With a significance level of 5%, the decision-making criteria are as follows.

H_0 is accepted if the significance value is > 0.05

H_1 is rejected if the significance value is < 0.05.

If the data is homogeneous, the next step is to test the difference in average using the t-test, and if it is not homogeneous, it is done using the t'-test.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	2,625	1	10	0,136

Based on the results of the homogeneity test in the pretest, a significance value of 0.136 was obtained. This shows that the significance value is > 0.05 so that H1 is accepted.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	9,908	1	10	0,01

Based on the results of the homogeneity test on the posttest, a significance value of 0.010 was obtained. This shows that the significance value <0.05 so that H_0 is rejected.

After the prerequisite test has been proven that the data is normally distributed and homogenous, then the hypothesis test is carried out with a paired sample t-test to see if there is a difference in the average of the paired samples. The test is carried out for two purposes. The first is to find significant statistical variations and the second is to evaluate the impact of the treatment on the sample groups before and after.

The hypothesis in the paired sample t-test is as follows:

Null hypothesis (H_0): "There is no influence between the application of the affirmation relaxation method and students' academic stress".

Working hypothesis (H_1): "There is an influence between the application of the affirmation relaxation method and students' academic stress"

With a significance level of 5%, the decision-making criteria are as follows:

H_0 is rejected if the significance value is > 0.05

H_1 is accepted if the significance value is < 0.05

The following is a presentation of data using the t-test or paired sample t-test:

Tingkat Stres Akademik	Mean	Std. Deviation	P Value
Sebelum *treatment*	117,75	22,864	0,001
Sesudah *treatment*	63,58	6,201	

In the table above, the average level of academic stress before being given treatment was 117.75 with a standard deviation of 22.864, while the average level of academic stress after being given treatment showed an average value of 63.58 with a standard deviation of 6.201. There was a decrease in the level of academic stress between before and after being given treatment of 54.17 with a percentage of 54%. So the results of the paired sample t test obtained a P value of 0.001 <0.05, which means that there is a significant difference in the level of academic stress before and after being given affirmation relaxation technique treatment.

Paired Samples Test

| | | Paired Differences | | | |
		Mean	Standar Deviation	df	Sig. (2-tailed)
Pair 1	Pretest-Posttest	54,167	17,616	12	<0,001

Test criteria:

H$_1$ rejected if   : Sig > α = 0,001 > 0,05

H$_0$ accepted if   : Sig < α = 0,001 < 0,05

The results of the statistical test with paired sample test showed a sig. value (2 tailed) of 0.001 <0.05, so H1 is accepted. And it can be concluded that there is an influence between affirmation relaxation techniques on students' academic stress. The results of the paired simple test showed that there was a change between the pretest and posttest scores, so it can be seen that the treatment given to overcome academic stress can handle or reduce academic stress experienced by students at SMA Daarul Amanah Rajagaluh, Majalengka.

Therefore, the affirmation relaxation method can be used as an alternative to reduce the level of stress experienced by students due to academic studies. Therefore, the affirmation relaxation method can be used as a treatment method to reduce academic stress.

3. RESULTS AND DISCUSSION

The research conducted using a pre-experimental design research type to determine the effect of affirmation relaxation techniques on academic stress of class XI students at SMA Daarul Amanah Rajagaluh, Majalengka. In the study, one group or one class was needed to be used as a research sample. The stages passed by one class, namely class XI, were pretest, treatment and posttest. The pretest stage was conducted to determine the level of academic stress experienced by class XI students at SMA Daarul Amanah and was the initial step before providing treatment. The next stage was providing treatment or implementing the affirmation relaxation method to deal with students' academic stress. Treatment was given four times by making the indicator of the success of the affirmation relaxation technique a service topic in the Service Implementation Plan (RPL) used by researchers as a guideline for implementing the research. And the last stage was the implementation of the posttest, to determine whether there was a change in the level of academic stress of students after being given the affirmation relaxation technique.

The pretest process was conducted on Thursday, January 2, 2025, in class XI SMA Daarul Amanah. 12 students completed the questionnaire, which was given by the practitioner. The pretest went well. The pretest results showed that students in class XI SMA Daarul Amanah experienced high levels of academic stress. This is because the academic stress questionnaire consists of 46 statements based on five indicators of academic stress that can be adjusted to each student's situation. Among the criteria for categorizing academic stress levels are:

Norma/Rumus	Kategori	Skor Subjek
X ≥ (μ + 1α)	Tinggi	X ≥ 70
(μ - 1α) ≤ X < (μ + 1α)	Sedang	-10 ≤ X < 70
X < (μ - 1α)	Rendah	X < -10

The table above divides the classification criteria for academic stress levels into three categories: the "high" category has an X score of more than 70, meaning that the value or questionnaire result exceeding 70 is included in the "high" category; the "moderate" category has an X score of less than 70, meaning that the value or questionnaire result exceeding 70 is included in the "moderate" category; and the "low" category has a score.

The pretest results showed that academic stress elements such as frustration, conflict, pressure, change, and self-imposed showed high levels of stress in the academic stress category (Gadzella & Masten, 2005). Therefore, students of SMA Daarul Amanah Rajagaluh, Majalengka, need treatment to reduce academic stress. The following is a table of the implementation process of the treatment stage, namely:

Hari/Tanggal	Kegiatan	Kelas	Topik Layanan
Kamis, 02 Januari 2025	*Pretest*	XI	*Pretest*
Sabtu, 04 Januari 2025	*Treatment* 1	XI	Suasana Tenang
Sabtu, 11 Januari 2025	*Treatment* 2	XI	Perangkat Mental
Sabtu, 18 Januari 2025	*Treatment* 3	XI	Sikap Pasif
Sabtu, 25 Januari 2025	*Treatment* 4	XI	Posisi Nyaman
Sabtu, 01 Februari 2025	*Posttest*	XI	*Posttest*

The research was conducted during six meetings in accordance with the Service Implementation Plan (RPL). The schedule of implementation and arrival of practitioners to the school used as the research locus is described above.

After the treatment was given, a posttest was carried out to determine the differences and reduction in research data, as follows:

Aspect	Indicators	Tingkat Penurunan
1. *Frustation & conflict*	**Suasana Tenang**	17,833
	a. Kategori 3 (Diri sendiri)	
	b. Kategori 5 (Emosional terhadap situasi penuh tekanan)	15,667
2. *Pressures*	**Perangkat Mental**	14,84
	a. Kategori 1 (Tekanan yang dialami)	
3. *Change*	**Sikap Pasif**	15,750
	a. Kategori 2 (Perubahan yang dialami)	
	b. Kategori 6 (Perilaku terhadap tekanan)	11,125
4. *Self-Imposed*	**Posisi Nyaman**	14,000
	a. Kategori 4 (Reaksi terhadap stressor)	
	b. Kategori 7 (Penilaian kognitif)	14,000

Furthermore, five aspects of academic stress have been included in the questionnaire, which are adjusted to the indicators covering each element (Gadzella & Masten, 2005). These aspects include frustration, conflict, pressures, change, and self-imposed. The results of the initial test or pretest showed that the recognition relaxation method can reduce students'

academic stress. This method shows a calm atmosphere, mental devices, passive attitudes, and comfortable positions (Benson & Proctor, 2000).

4. DISCUSSION

The results of the analysis test conducted at the beginning or pretest showed a total value of 117.75 in the high category then decreased to 63.58 in the moderate category on the basis of the application of a treatment that can reduce students' academic stress with the affirmation relaxation method with several indicators such as a calm atmosphere, mental devices, passive attitudes, and comfortable positions (Benson & Proctor, 2000) can handle and reduce academic stress experienced by class XI students of SMA Daarul Amanah Rajagaluh, Majalengka.

Research using the Affirmation Relaxation Method shows that treatment with the affirmation relaxation method reduces students' academic stress. This study shows that this method can be used by students independently to overcome and reduce academic stress. Therefore, it is related to how students solve problems when facing academic challenges or problems. By using the affirmation relaxation technique during the learning process at school, students can now handle academic stress.

5. CONCLUSION

The results of the study conducted at SMA Daarul Amanah Rajagaluh regarding the Effect of Applying the Affirmation Relaxation Method on Students' Academic Stress showed that the affirmation relaxation method is effective in reducing students' academic stress levels. The affirmation relaxation method offers relaxation and positive affirmations, which help students manage their academic stress.

In the analysis of the research results, a significant decrease in academic stress levels was seen before and after affirmation relaxation therapy. The level of academic stress given therapy with this method was lower than that given therapy without this method. This is because affirmation relaxation can help control stress that arises and can help change the way a person sees the influence of education including physical, emotional, behavioral, and cognitive reactions (Gadzella & Masten, 2005). The acknowledgment relaxation method can be a solution to student problems at school.

The results of data processing show that the average value of academic stress levels before treatment is 117.75 with a standard deviation of 22.864, and the average value of academic stress levels after treatment is 63.58 with a standard deviation of 6.201. There is a decrease in academic stress levels between before and after treatment of 54.167 with a percentage of 54%. So the results of the paired sample t-test obtained a P value of 0.001 <0.05, meaning that there is a significant difference between stress levels before and after being given treatment by the affirmation relaxation method.

So, it can be concluded that the affirmation relaxation method has an impact on students' academic stress. This method can be used as a way to deal with academic stress or as an alternative to relieve students' academic stress. The affirmation relaxation method can also be used to compare ways to deal with students' academic stress and other problems related to education.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

7. REFERENCES

Adawiyah, W. (2016). Terapi spiritual emotional freedom technique (seft) untuk menurunkan tingkat stres akademik pada siswa menengah atas di pondok pesantren. Jurnal Ilmiah Psikologi Terapan, 4(2), 228- 245.

Amri, Sri Rahmadani (2020). Pengaruh motivasi belajar terhadap stres akademik siswa kelas xi man 1 medan dan implikasinya dalam bimbingan konseling. Kementrian Agama Universitas Islam Negeri Sumatera Utara Medan.

Anggi Diono Kusuma, dkk (2018). Perbedaan stres akademik siswa yang bersekolah fullday dan yang tidak fullday Di MAN Tanah Bumbu dan MAN 3 Banjarmasin. Jurnal Kognisia Volume 1 Nomor 1, Februari, 2018.

Apriyanto, Yudi (2024). Identifikasi gejala stres akademik pada siswa dilihat dari gejala emosional Di SMAN 17 Tebo. Universitas Jambi.

Aryani, F. (2016) Stres belajar "suatu pendekatan dan intervensi konseling". Edukasi Mitra Grafika.

Barseli. M., & Ifdil, I. (2017). Konsep stres akademik siswa jurnal konseling pendidikan, 5(3), 143-148.

Brealey, E. 2002. Seri 10 menit Menghilangkan stres. Batam: Karisma Publishing Group, hal 40-41,101.

Benson, H.1975.The relaxation response.New York: William Morrow And Company, Inc. Hal 19, 62, 68.

Corell, J., Spencer, S. J., & Zanna, M. P. (2004). An affirmed self and an open mind: Self-affirmation and sensitivity to argument strength. Journal of Experimental Social Psychology, 40, 350356.

Deni Kuswardani, (2015). Penggunaan media video dalam pembelajaran seni budaya di SMP 29 Bandung. Universitas Pendidikan Indonesia: respostory.upi.edu

Desmita. 2010. Psikologi perkembangan peserta didik. bandung: Remaja Rosdakarya.

Heiman, T. & Kariv, D. (2005). Task- oriented versus emotion- oriented coping strategies: the case of college students. College Student Journal, 39 (1): 72-89.

Henna, Siti Annisa Putri (2024). Tingkat stres akademik siswa pada kurikulum merdeka belajar Di SMA Negeri 2 Palembang. Universitas Sriwijaya.

Hidayah, Magfiratul (2019). Penerapan teknik self intruction dalam mengurangi tingkat stres akademik siswa Di SMA Negeri 8 Model Bulukumba.

Imamah, Zakiyyatul (2018). Efektivitas teknik afirmasi dalam menurunkan tingkat stres akademik pada mahasiswa yang mengerjakan skripsi. kumpulan jurnal universitas negeri makassar.

Januanwar, Nanang et al (2023). Teknik relaksasi nafas dalam berpengaruh terhadap penurunan tekanan darah pada peserta vaksinasi covid-19. Jurnal Penelitian Perawat Profesional. Volume 5 Nomor 1, Februari 2023. E-ISSN 2715-6885; P-ISSN 2714-9757.

Joharmi. (2017). Factors - factors related to the event dysmenorrhea in grade X In SMK As Syifa Kisaran Tahun 2015. Jurnal Ilmiah Kohesi, 1(1).

Jovanovic, J., Lazaridis, K., & Stefanovic, V. (2006). Theoretical approaches to problem of occupational stress. Acta Facultatis Medicae Naissensis, 23(3), 163- 169.

Lestari, Santi Titik. (2019). Sedikit demi sedikir mari tinggalkan sikap pasif. Diakses dari laman web Kompasmania.com tanggal 28 Agustus 2021.

Main, Jackie, and Dillard, Amanda, (2012). Effect of self-affirmation on coping and motivational systems. Student Summer Scholar, 66.

Misutarno. 2006. Hubungan penerapan exercise (senam) dengan peningkatan limfosit T- CD4 pada pasien HIV/AIDS. Skripsi. Program Studi S1 Ilmu Keperawatan. Universitas Airlangga.

Mulia Arsy, Wingki dkk, (2022). Tingkat stres akademkik dan prestasi akademik pada siswa siswi SMA Kartika VIII-1 Di Jakarta Selatan. Jurnal Ilmiah Kesehatan Keris Husada.

Munandar, A. S (2001). Psikologi industri dan organisasi. Jakarta: Universitas Indonesia.

Mutiara, (2021). Studi identifikasi faktor penyebab stres akademik pada siswa SMA Swasta Budisatrya Medan. Universitas Medan Area.

Nasuha et. Al. (2016). Pengaruh teknik relaksasi nafas dalam terhadap tingkat kecemasan pada lansia di pousyandu lansia RW IV Dusun Dempok Desa Gading Kembar Kecamatan Jabung Kabupaten Malang. Nursing News Volume 1, Nomor 2, 2016.

Ningsih, S., Yandri, H., Sasferi, N., & Juliawati, D. (2020). An analysis of junior high school students' learning stress levels during the COVID-19 Outbreak: Review of Gender Differences. Psychocentrum Review, 2(2), 69-76.

Nurhidayah.2005. Pengaruh pelaksanaan teknik relaksasi pernafasan terhadap penurunan tingkat kecemasan pada pasien IMA. skripsi.Program Studi S1 Ilmu Keperawatan. Universitas Airlangga.

Primadas A, Raihana P A, (2024). Modifikasi dan validasi student-life stress inventory pada mahasiswa selama pembelajaran online covid-19. Jurnal Psikologi dan Konseling West Science. Vol. 2, No. 01, Maret 2024, pp. 58-67.

Rafidah, K., Azizah, A., Norzaidi, M. D., Chong, S. C., Salwani, M. I., & Noraini, I. (2009). Stress and academic perfor- mance: Empirical evidence from univer- sity students. Academy of Educational Leadership Journal, 13(1), 37-51.

Rahmawati, W. K. 2017. Efektivitas teknik restrukturisasi kognitif untuk menangani stres akademik siswa. Jurnal Konseling Indonesia, 2(1 Oktober).

Rice, I.B.2006.Relaxation training & its role in diabetes & health, (online), (http://myhealth.gov diakses 12 April 2008)

Rosanti, dkk (2022). "Studi tentang stres akademik pada peserta didik Kelas VIII SMP Negeri 18 Pontianak". Jurnal Pendidikan dan Pembelajaran Khatulstiwa, Volume 11 Nomor 9 Tahun 2022, hlm 1576-1583.

Sarafino, E.P. (2011). Health psychology biopsychosocial interactions (7th ed). John Willey & Sons Inc.

Sari, Ela Nurlaela (2013). Bimbingan mereduksi kecemasan akademik peserta didik melalui teknik self affirmation. Jurnal Antologi UPI, Volume 1, No. 1 April 2013.

Schwabe, L., & Wolf, O. T. (2012). Stress modulates the engagement of multiple memory systems in classification learning. The Journal of Neuroscience, 32(32), 11042-11049.

Sharp, J.T. 2006. Breathing & Relaxation, (online).

Sherman, D.K., & Cohen, G.L. 2006. The psychology of self-defense: self- affirmation theory. In M.P Zanna (Ed.) Advances in Experimental Social Psychology (Vol.38, pp.183-242). San Diego, CA: Academik Press.

Taufik, Ifdil, I., & Ardi, Z. (2013) Kondisi stres akademik siswa SMA Negri Di Kota Padang. Jurnal Konseling dan Pendidikan, 1(2), 143-150.

Tibr, Tuhfah Ummu (2021). Gambaran stress akademik siswa SMK Sahid Jakarta Pada Pembelajaran Jarak Jauh (PJJ) Pendidikan Agama Islam (PAI) Di Pandemi Covid-19. UIN Syarif Hidayatullah Jakarta.

Quilliam, S.2003.Positive Thingking. Jakarta: Dian Rakyat, hal:21

Zainiyah at al. (2018). Pengaruh teknik relaksasi afirmasi terhadap stres mahasiswa yang menempuh skripsi di program studi ilmu keperawatan Universitas Jember. Jurnal Pustaka Kesehatan vol.6 no.2.