Relationship between Stress Levels And Students Resilience in Blended Learning Among Nursing Students at Citra Bangsa University During The COVID-19 Pandemic

Fernando Sico Elo✉[1], Balbina Antonelda Marled Wawo[2], Fepyani Thresna Feoh[2]

[1] Faculty of Public Health, Universitas Airlangga, Surabaya, Indonesia 60115
[2] Departement of Nursing, Health Sciences Faculty, Universitas Citra Bangsa, Kupang, East Nusa Tenggara, Indonesia 58111
✉Email: fernando.sico.elo-2024@fkm.unair.ac.id

ABSTRACT

*Background: Quality learning is one aspect of improving the quality of education. Learning can occur offline (face-to-face) or online. When offline learning occurs simultaneously with online learning, stress arises for students due to numerous burdens and a denser schedule in navigating blended learning methods during this pandemic. Stress can interfere with student resilience. Resilience is the process, capacity, or outcome of individuals adapting successfully to challenges or threatening circumstances. **This study aimed** to analyze the relationship between stress levels and student resilience in managing combinations of blended offline and online learning methods during the COVID-19 pandemic at the UCB Nursing Study Program. **The research method** is quantitative, employing a correlational analytic research design with a cross-sectional approach. The sample consists of 153 respondents selected using the total sampling technique. Data will be collected by distributing questionnaires online through the Google Forms platform with informed consent and analyzed using the Chi-Square test. **The study results** indicated that the majority of respondents exhibited a high level of resilience (73.9%), while stress levels ranged from normal (27.4%) and moderate (27.4%) to severe (20.9%). Statistical analysis revealed a significant relationship between resilience and stress levels (p = 0.001), suggesting that higher resilience is associated with lower stress levels. These findings highlight the critical role of resilience as an adaptive mechanism for students in mitigating the impact of academic stress during blended learning. **Conclusion**: Students can overcome psychological burdens in the form of stress in both online and offline learning, making this resilience crucial for helping students manage stress in their studies.*

Keywords: Health Promotion, Mental Health, Nursing Students, Resilience, Stress

INTRODUCTION

Quality learning is one aspect of improving the quality of education. Learning can be carried out offline (offline/face-to-face) or online (online) (Veronika and Sugiarti, 2021). Offline learning is highly dependent on the teaching ability of teachers, in the form of an interaction process between students, educators, and learning materials, which can be measured through media, methods, and approach strategies (Rusman, 2016). In the current pandemic era, the offline to online learning system is a must due to the increasing cases during the COVID-19 pandemic. The purpose of changing this learning system is to limit social crowds so that there is no increase in cases of COVID-19 contamination. The advantage is being able to achieve the learning objectives of the lecturer in charge and ensuring the flexibility of learning media, but can also find several technical obstacles including limitations in accessing the internet, weak mentoring and supervision (Sugiarto, 2020), so that this condition results in learning being less efficient, decreased student concentration and difficulty for students to understand, ask questions and discuss the material being studied (Wulandari, Agrita and Hidayatullah, 2020). The above challenges can cause stress in students. Stress can interfere with the cognitive aspects of students, namely, they will tend to experience disturbances in their memory, attention, and concentration in learning. Stress can also interfere with the emotional stability of students. Students will easily get angry,

anxious, sad, and depressed, as well as affect daily behavior, which tends to be negative, causing problems in interpersonal relationships (Veronika and Sugiarti, 2021).

The COVID-19 pandemic has caused many countries to suspend face-to-face classes since the early stages of the pandemic. The nationwide lockdown affected more than 146 countries, and the number of students reached 67.7% of the world's population. The global implementation of restrictions and travel bans due to the coronavirus affected a large number of additional students. According to the latest statistics from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the number of students affected by COVID-19 is almost 1500 million. More than 190 countries were affected by school closures by mid-April 2020 (UNESCO, 2020; dalam (Tang *et al.*, 2021). This number has decreased since April 2020. However, students from more than 100 countries are still unable to attend school, affecting more than 900 million students by June 2020. At the beginning of 2021, there were 250 million students still affected by school or university closures. The learning system is felt by almost all levels of education, including higher education. It is reported by CNN Indonesia (2020), (Nurrahma, Khoirunisa and Khoiriyah, 2021) that the results of a survey conducted by the Indonesian Ministry of Education and Culture show that the percentage of universities in Indonesia that conduct online learning is 98%.

Along with the start of the implementation of restrictions on community activities, offline learning has been re-implemented. Based on the joint decision of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia, number 03/KB/2021, number 384 of 2021, and number HK. 01.08/MENKES/4242/2021 and number 440-717 of 2021 concerning guidelines for implementation during the coronavirus disease 2019 (COVID-19) pandemic, it was decided that learning in universities starting in the odd semester of the 2021/2022 academic year would be held with limited face-to-face learning, with a maximum percentage of classroom use of 50%, a maximum of 25 people in the laboratory. In addition, online learning continues. This change in the learning system requires students to adapt to offline and online lessons. Offline learning is carried out simultaneously with online learning. So stress arises in students because of the many burdens and dense time for students in dealing with a combination (blended) learning method during this pandemic. This combination affects anatomical changes, physiological and psychological changes in students, and causes students to experience stress (MAULIDA, 2021), to minimize the tendency or potential for stress, students are expected to be able to adapt to the combination (blended) offline-online learning system. One adaptive method that can be used to minimize the tendency or potential for stress is the academic resilience method. COVID-19 cases are decreasing, but the achievement of vaccination as an effort to control the increase in COVID-19 cases is not evenly distributed, so several universities, both state and private, are implementing online and offline learning systems at the same time, including Citra Bangsa University.

A preliminary study at the Nursing Study Program, Faculty of Health Sciences, Citra Bangsa University, Kupang, through interviews with six students, consisting of two students from class XII, two students from class XIII, and two students from class XIV, on 11/13/2021. In the interview, they said that there were positive and negative impacts that emerged as a result of the combination of offline and online learning methods that are currently running. The positive effect is that this combination of methods helps them in dividing their time so that they can concentrate more on attending lectures. In addition, lectures can run smoothly according to the offline and online schedules that have been set. In addition, there can be face-to-face lectures and assignments together with friends. The negative impact is that students find it difficult to adapt to this combination model because lecture times are getting busier. About online lectures, some students say that they find it difficult to concentrate during online lectures, and the lecture materials given online are difficult to grasp and understand. Network constraints are also an equally important issue. The network causes access to online lectures to often be hampered. In addition, online lectures are also often a momentum for assignment work. What

JURNAL PROMKES

happens is no longer online lectures, perhaps online assignments. The large number of online assignments then becomes a burden for students. Meanwhile, for offline lectures themselves, some students say that they have difficulty adapting to the face-to-face lecture method because, for a long time during a time when the pandemic cases were still increasing, they were used to the online lecture method. The negative impacts that arise from the combination of these lecture systems then give rise to a psychological burden on students in the form of stress. In a state of stress, students have difficulty adapting to the combination of offline and online learning processes.

Resilience is a process, capacity, or result of individual adaptation that successfully faces challenges or threatening circumstances. If resilience increases, students will be able to overcome any difficulties that arise in life (Kumalasari, Luthfiyani and Grasiawaty, 2020). Further studies found that the level of resilience in undergraduate medical students in the Asian Environment in the study (Findyartini *et al.*, 2021), included in the fairly good category at 75.42%. The percentage of academic resilience of students was predominantly high at 74.4%, with an average academic resilience score in men of 106.85 and women of 106.80. So, descriptively, it can be concluded that the highest average resilience score is in men at 106.85. Resilience allows individuals to achieve satisfaction with their ability to deal with difficulties, which is greatly influenced by personality factors, adaptive skills, self-control, and optimism, (Hernawan, Lestari and Permatasari, 2021). If the opposite happens, where students are unable to adapt to difficulties, then what happens is stress, frustration, and loss of motivation. However, from the available data, it was found that the resilience method is a good adaptation method that greatly helps students in dealing with difficulties, threats, and stress. Thus, it can be concluded that students need a resilience method to adapt to the blended learning system as a result of the pandemic. Resilience is very important for individuals (students) in helping to overcome all difficulties. Resilience likewise affects physical and mental health and the quality of interpersonal relationships (Hernawan,

Lestari and Permatasari, 2021). In addition, resilience is also a measure of a person's success in work and helps people get life satisfaction (Kumalasari, Luthfiyani and Grasiawaty, 2020). Several experimental-based studies on overcoming Resilience using resilience therapy, namely Developmental Group Therapy, Individual Cognitive-Behavioral Therapy, and Dialectical Behavioral Therapy for Adolescents, are classified as effective in increasing a person's (Djoenaedi and Pratitis, 2020). With resilience, students can survive and adapt to the psychological burden in the form of stress due to the combination of online and offline learning systems.

METHODS

This study is a quantitative study using a correlation research design with a cross-sectional approach. In this study, the researcher wants to find out the relationship between the independent variable, namely the level of student stress in facing the Blended learning method (Offline and Online) the dependent variable, namely Student Resilience at Citra Bangsa Kupang University, which will be carried out only once at a time. The target population in this study was all Nursing Study Program Students in Class XII, XIII at Citra Bangsa Kupang University, totaling 153 people. The sample in this study used the Total sampling method. The sample in the study was Nursing Study Program Students Class XII, XIII at Citra Bangsa Kupang University, who met the inclusion criteria, namely:
1. Students who are willing to be respondents
2. Nursing Study Program Students
3. Students who are actively studying during the research period.

This research was conducted from May 19, 2022, to June 20, 2022, and was carried out at the Citra Bangsa Kupang University Campus, Oebobo District, Kayu-Putih Village, Kupang City, NTT. The type of instrument used in this study is a questionnaire format with closed-ended questions that the researcher has prepared. Data collection by distributing questionnaires online using the Google Form platform, accompanied by informed consent. For the stress level questionnaire, the DASS-42 (Depression Anxiety Stress Scale) was adopted from Lovibond, SH &

Lovibond, PF (1995), and for the Resilience questionnaire, namely 30 questions adopted by (Kumalasari, Luthfiyani and Grasiawaty, 2020), which amounted to 72 statement items. Data analysis using the SPSS application with the chi-square statistical test.

This study was approved by the Health Research Ethics Committee of Citra Bangsa University (No. 021/EC/KEPK-LP3M/UCB/IV/2022, April 1, 2022) and complied with CIOMS-WHO ethical guidelines. with established ethical principles, including maintaining the confidentiality of respondent data and obtaining informed consent from all participants.

RESULTS AND DISCUSSION

Characteristics of Subjects Based Age
Table 1. Distribution of Respondents Based on Age in Class XII, XIII Nursing Study Program Students, Citra Bangsa University, Kupang in June 2022.

Characteristics	Frequency	%
Age		
18-22	138	90,2
23-27	13	8,5
28-32	2	1,3
Total	153	100

Table 1. above shows that the majority of respondents were aged between 18-22 years, namely 138 people (90.2%), and a small proportion of respondents were aged between 28-32 years, namely 2 people (1.3%).

1. Respondent Characteristics: Gender.

Table 2. Distribution of Respondent Characteristics by Gender in the Nursing Study Program, Faculty of Health, Citra Bangsa University (n=153)

Characteristics	Frequency	%
Gender		
Man	39	25,5
Women	114	74,5
Total	153	100

Table 2. above shows that the majority of respondents are female, totaling 114 people (74.5%), and male respondents, totaling 39 people (25.5%).

2. Respondents' stress level

Tabel 3. Respondents' stress level in dealing with the blended Offline and Online Learning methods during the Covid-19 pandemic in the Nursing Study Program, Faculty of Health, Citra Bangsa University (n=153)

Characteristics	Frequency	%
Stress level		
Normal	42	27,4
Mild	28	18,3
Moderate	42	27,4
Severe	32	20,9
Very Severe	9	6,0
Total	153	100

Table 3. The above shows that the respondents with stress levels in the normal and mild stress categories were 42 people (27.4%), and the fewest respondents were in the very severe stress category, namely 9 people (6.0%).

3. Respondent Resilience

Table 4. Respondent Resilience in Facing Blended Offline and Online Learning Methods During the Covid-19 Pandemic in the Nursing Study Program, Faculty of Health, Citra Bangsa University (n=153)

Characteristics	Frequency	%
Resilience		
Low	8	5.2
Midium	32	20.9
High	113	73.9
Total	153	100

Table 4. above shows that the most respondents have High Resilience, 113 people (73.9%), and the fewest respondents have Low Resilience, 8 people (5.2%).

4. Relationship Between Stress Levels And Respondents' Resilience

Table 4.5 Relationship between stress levels and resilience in dealing with the Blended Offline and Online Learning methods during the Covid-19 pandemic in the Nursing Study Program, Faculty of Health, Citra Bangsa University (n=153)

Stress Level	Resilience						Frequency	Percentage %	Pvalue
	Low	%	Midium	%	High	%			
Normal	3	7,1	3	7,1	36	85,7	42	100.0	
Mild	0	0	3	10,7	25	89,3	28	100.0	
Moderate	1	2,4	10	23,8	31	73,8	42	100.0	
Severa	4	12,5	10	31,2	18	56,2	32	100.0	0.001
Very Severa	0	0	6	66,7	3	33,3	9	100.0	
Total	8	5,2	32	20,9	113	73,9	153	100.0	

Based on Table 5. Above, it shows that, of the 42 respondents who have stress levels in the normal category, 7.1% have low and moderate resilience, and 85.7% have high resilience. Of the 28 respondents with mild stress, 10.7% have moderate resilience and 89.3% have high

JURNAL PROMKES

resilience. Of the 42 respondents who have stress levels in the moderate stress category, 2.4% have low resilience, 23.8% have moderate resilience, and 73.8% have high resilience. Of the 32 respondents who had high stress levels, 12.5% had low resilience, 31.2% had moderate resilience, and 56.2% had high resilience. Of the 9 respondents who had very high stress levels, 66.7% had moderate resilience and 33.3% had high resilience.

The Chi-square analysis indicated a statistically significant association between students' stress levels and resilience during the implementation of blended learning amid the COVID-19 pandemic (Pearson Chi-square = 27.143, df = 6, p = 0.000). This finding was further supported by the Likelihood Ratio test (x^2 = 25.081, p = 0.000) and the Linear-by-Linear Association test (x^2 = 10.294, p = 0.001), both of which confirmed the significance of the relationship between the two variables. A total of 153 valid responses were included in the analysis. The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, confirming a statistically significant relationship between students' levels of stress and resilience.

DISCUSSION

1. Stress Level Of Students In Facing The Combination Of Blended Offline And Online Learning Methods During The Covid-19 Pandemic

The results of the study on student stress levels showed that out of 153 students, 42 (27.4%) were not stressed, 28 (18.3%) had mild stress, 42 (27.4%) had moderate stress, 32 (20.9%) had severe stress, and 9 (6.0%) had very severe stress. Overall, most students fell into the normal to moderate stress categories, while only a few experienced very severe stress.

Adolescents and young adults are especially vulnerable to stress during transitional life stages. According to the World Health Organization (2022), adolescence (ages 10–19) is a crucial period of physical, emotional, and social development. College students, typically aged 18 to 24, fall within late adolescence to early adulthood and face numerous developmental tasks. These include managing academic responsibilities, forming identity, and adapting to

increasing social and emotional demands (Ragelienė, 2016); (Ismiati, 2015).

Stress responses vary based on intensity. Mild to moderate stress may present as irritability, impatience, or anxiety—symptoms the body can usually manage. However, when stress intensifies, individuals may experience deeper psychological distress such as hopelessness or depression (Puspitha, 2017).

These findings are consistent with prior research. For example, (Laili Mufidah and Karyani, 2021) found that 68.75% of students working on their thesis during the pandemic experienced moderate stress, while (Savira *et al.*, 2021) reported 43.3% of students had moderate stress related to academic motivation. These parallels suggest that the pandemic's disruptions to academic life have been broadly stressful for students.

Various environmental and individual factors contribute to stress. According to (Ismiati, 2015), an uncomfortable living environment—characterized by heat, noise, air pollution, or overcrowding—can intensify psychological strain. Additionally, stress is influenced by age and gender. Zakaria (2017, as cited in (Septyari, Adiputra and Devhy, 2022) highlighted that older students tend to feel greater stress due to social pressures and peer comparisons, especially in relation to academic progress and parental expectations.

Gender also plays a role in stress response. Research by (Kountul, Kolibu and Korompis, 2018) found that while men are more solution-focused, women are more likely to internalize stress, leading to anxiety, sleep disturbances, or changes in appetite. These physiological and psychological differences are further shaped by hormonal factors. Similarly, (Lubis, Ramadhani and Rasyid, 2021) reported that during online learning, most students experienced moderate to high levels of academic stress.

Sarafino and Smith (2011) define stress as a perceived imbalance between environmental demands and one's coping capacity. The academic pressures brought by the pandemic—such as heavy coursework, reduced interaction with lecturers, and time constraints-exacerbate this imbalance (Hasanah, Ludiana and PH, 2020).

Students in this study frequently expressed emotional fatigue, irritability,

JURNAL PROMKES

and restlessness-especially when facing unstable internet connections or unfamiliar learning platforms. These stressors are particularly impactful in remote or semi-urban regions like Kupang, where digital infrastructure can be inconsistent. Blended learning, while innovative, requires students to not only adjust their learning methods but also to build new routines and develop technological self-efficacy.

In light of this, students are encouraged to shift focus from solely pursuing academic outcomes to building sustainable learning habits—such as organizing their schedules, managing their time effectively, and seeking social support. Cultivating resilience and adaptability in the face of blended learning models is not just essential for academic success but also for maintaining emotional well-being.

1. Student Resilience In Facing The Combination/Blended Offline And Online Learning Methods During The Covid-19 Pandemic.

The results of this study reveal that among 153 students, 8 (5.2%) demonstrated low resilience, 32 (20.9%) demonstrated moderate resilience, and the majority—113 students (73.9%)—demonstrated high resilience. These findings suggest that most students were able to effectively adapt to the challenges posed by blended (offline and online) learning during the COVID-19 pandemic.

This outcome aligns with the findings of (Harahap, Harahap and Harahap, 2020), who reported that student academic resilience was predominantly high (63.12%) and moderate (36.88%). Students with high academic resilience typically demonstrate persistence in the face of academic challenges, remain composed under pressure, and actively seek solutions to problems. Even within the constraints of a hybrid learning environment, they tend to maintain effective learning practices. Conversely, students with lower resilience may experience anxiety and fear, and are more likely to avoid challenges, perceiving them as threats to their personal well-being (Hamachek in Tumanggor et al., 2015, in (Harahap, Harahap and Harahap, 2020).

Reivich and Shatté (2002, in (Habibah *et al.*, 2024) describe resilience as a key factor in individual success,

enabling a person to recover from setbacks and remain stable in the face of adversity. Similarly, research by Meneghel et al. (Kumalasari and Akmal, 2020) emphasizes that academic resilience is a strong predictor of learning satisfaction. However, during a crisis such as the COVID-19 pandemic, this satisfaction is also dependent on a student's readiness for online learning. When preparedness is present, resilience can form more easily and enhance the overall learning experience.

(Cassidy, 2016) defines academic resilience as the capacity to achieve academic success despite difficult circumstances. (Vinkers *et al.*, 2020) also emphasize the importance of resilience as a collective response to societal challenges—especially within education. Therefore, academic institutions should view resilience not only as an individual trait but also as a capacity that can be developed and strengthened through well-designed educational programs.

Blended learning, by its nature, requires students to adapt quickly to changing circumstances. They must attend both in-person and virtual classes, complete assignments on time, and manage their study schedules efficiently. Students with high levels of resilience are better equipped to meet these demands and to remain productive despite the pressure.

Another key component of resilience is the ability to analyze problems critically and respond empathetically. Empathy, as described by Hendriani (2018), is a crucial indicator of resilience—it allows students to understand others, show compassion, and build solidarity. Hendriani also highlights "achievement" as a dimension of resilience, referring to the inner drive to tackle challenges rather than viewing them as threats.

In conclusion, the high level of resilience found in most respondents indicates that several core dimensions of resilience—such as emotional regulation, empathy, and achievement—are well developed among students. Nonetheless, some students may still require support in strengthening these areas. In the context of blended learning, where academic and psychological stressors often intersect, fostering resilience is critical. Without it, students are more vulnerable to

JURNAL PROMKES

maladaptive responses in the face of academic and environmental stressors.

2. Relationship between stress levels and student resilience in facing the combination (blended) of offline and online learning methods during the Covid-19 pandemic in the Nursing Study Program, Class XII and XIII, Faculty of Health, Citra Bangsa University, Kupang.

The statistical analysis using the Chi-square test revealed a significant association between stress levels and student resilience during the blended learning period amid the COVID-19 pandemic (Pearson Chi-square = 27.174, df = 6, p = 0.000). The Cramér's V value of 0.298 indicates a moderate association, suggesting that students with higher levels of resilience were less likely to experience elevated stress during this challenging academic period.

This relationship was observed among final-year Nursing students (Cohorts XII and XIII) at the Faculty of Health, Citra Bangsa University, Kupang. The highly significant p-value (< 0.001) reinforces the hypothesis that resilience plays a crucial role in moderating stress, particularly under conditions of academic disruption such as the sudden shift to blended learning formats.

From a developmental perspective, the majority of participants (90.2%) were aged between 18 and 22 years, aligning with early adulthood—a stage characterized by increased psychosocial demands. According to developmental theorists (Indarwati and Subekti, 2013); Hurlock, 2012), this period involves navigating identity formation, future planning, and role transitions, all of which can be intensified by external stressors like a global pandemic. These overlapping pressures may account for the diverse levels of stress reported among students in this study.

In terms of gender distribution, the sample was predominantly female (74.5%). Prior literature suggests that women may be more susceptible to stress due to both biological and psychological mechanisms that increase sensitivity to emotional stimuli. Hormonal fluctuations, particularly in response to conflict or uncertainty, have been linked to heightened anxiety and fear responses in females (Nasrani & Purnawati, 2015).

Conversely, male students may be more inclined to approach similar challenges with task-focused, problem-solving behaviors rather than emotional responses.

These findings are consistent with previous studies. (León Hernández *et al.*, 2019) found a significant negative relationship between academic resilience and stress, with students demonstrating low resilience tending to experience higher levels of academic pressure. In this study, cross-tabulation results similarly indicated that students experiencing mild to moderate stress were more likely to report low to moderate resilience. (Septiani and Fitria, 2016) also observed a negative correlation, supporting the interpretation that resilience buffers the impact of academic stress. However, alternative findings by (Kennett, Quinn-Nilas and Carty, 2021) highlight a more complex relationship: chronic academic stress may gradually undermine resilience by diminishing students' problem-solving capacities and emotional self-regulation. Their work emphasizes the need for structured interventions to support students' adaptive capacities.

The theoretical underpinnings of these findings align with the stress theory proposed by Sarafino and Smith (2011), which conceptualizes stress as emerging from a perceived mismatch between environmental demands and an individual's capacity to cope, whether cognitively, socially, or biologically. Broto (2016) expands on this model by identifying both internal factors—such as cognitive ability, personality traits, and self-confidence—and external factors—such as familial conflict, financial burden, and academic overload—as significant contributors to stress. (Musradinur, 2016) underscores the protective role of resilience, suggesting that even acute, short-term stress can be mitigated by individuals with strong adaptive resources.

Furthermore, (Ambarwati, Pinilih and Astuti, 2019) found that students who faced high academic demands without sufficient coping mechanisms reported increased levels of stress. In contrast, those with higher resilience demonstrated greater emotional regulation and adaptability in managing academic workloads. This underscores the essential role of resilience in sustaining psychological stability under pressure.

Complementary findings by Sukiyah, (Bahagia, 2021) further illuminate the proactive strategies students used to navigate educational disruptions during the pandemic. These included seeking alternative internet access, engaging in peer and faculty communication, maintaining physical activity, and strengthening spiritual practices. Such efforts not only helped students to reframe stress but also promoted a sense of agency, social connection, and mental well-being.

Taken together, these findings emphasize that although stress was a common experience among students during the transition to blended learning, resilience emerged as a key moderating factor. Students with stronger resilience were more capable of managing uncertainty, maintaining academic engagement, and safeguarding their emotional health during one of the most disruptive educational periods in recent history. Based on this study, the relationship between stress levels and student resilience in facing this combination of learning, students experience stress, but with this resilience students can overcome the stress they experience, therefore students create a balanced state and can solve the problems they face more easily in solving problems and will avoid excessive stress to maintain their quality of life and their health levels more optimally in facing a combination of online and offline learning.

CONCLUSIONS

These findings suggest that while students generally coped well with the challenges of blended learning during the pandemic, their ability to manage stress was closely linked to their level of resilience. High resilience appears to serve as a protective factor, enabling students to navigate academic demands and environmental changes more effectively. The ability to remain focused, flexible, and optimistic may have played a crucial role in helping them manage both academic pressures and personal challenges during pandemic

To foster a supportive learning environment, it is recommended that the university consider implementing targeted programs such as resilience enhancement workshops, coping strategy training, or peer-led support initiatives. These programs can provide students with practical tools and emotional support to navigate academic pressures more effectively-not only during times of crisis but as part of their ongoing personal and professional development.

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