

# Academic Stress and Self-Efficacy During Final Semester Evaluations at Darul Arqom Muhammadiyah Islamic Boarding School in Serang City, Indonesia

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## ABSTRACT

The learning load is a form of academic stress faced by students, especially facing the final semester as an assessment system at school. The learning load in pesantren tends to be heavier than ordinary school students so students are required to have an effective learning strategy to face the final assessment. The theory of self-efficacy was offered by Bandura (1997) to control the academic stress faced by students so that they can achieve graduation. This study is very important, whether the academic stress and self-efficacy of Muhammadiyah Islamic boarding school students in the final semester assessment. The purpose of the study is to analyse the relationship between academic stress and self-efficacy facing final semester assessment. Quantitative research methods are used with a survey approach. The research location is at the Darul Arqom Muhammadiyah Islamic Boarding School, Serang City. The sample used a total sampling of 40 respondents, the analysis used quantitative description while the analysis technique used simple regression and correlation. The research results showed a negative relationship significance between academic stress and the self-efficacy of students, where the greater the academic stress, the lower the self-efficacy of students and vice versa so it could prove the Bandura theory of self-efficacy. The research implications of academic stress can be controlled by better self-confidence. Further research into other factors contributing to academic stress can inform educational policies and practices.

*Keywords: Academic Stress, Evaluation, Islamic Boarding School, Final Semester Assessment, Self-Efficacy*

## 1. INTRODUCTION

Education is one of the important aspects in shaping character and developing individual potential, knowledge and skills holistically. Therefore, access and quality of education must be a top priority focusing on assessment aspects and creating comfortable learning. Every individual gets access to better education so that they can increase their potential optimally (Ismail et al., 2021).

Educational assessment plays a crucial role in measuring the success of the learning process because through assessment educators can understand that learning goals have been achieved. The assessment provides a concrete picture of the student's ability to understand, analyze, and apply the material that has been taught (Abosalem, 2016).

In the academic debate how to relate learning assessment to academic stress experienced by students at school. Studies show that the higher the academic stress, the lower the learning assessment, which is feared to harm the quality of education (Tarigan et al., 2023; Hidayat et al., 2023). Assessment not only serves to measure student success but also serves as a reference to improve the overall quality of education. **Most students are busy studying before and during the final semester assessments, it is a focus on how they prepare well.**

In addition, self-efficacy has a role in the learning that is applied, for that Aswadi and Rahayu (2012) examine that there is a relationship between classroom assessment and students' self-efficacy in learning outcomes. Student confidence is one of the aspects that educators pay attention to considering that they tend to be more actively involved in learning to ask questions, discuss, and give opinions.

The problems of education in Indonesia are that the learning assessment system is still limited, students lack confidence in facing exams or the assessment system and academic stress is quite high (Solihin, 2021; Oktafiani & Yusri, 2021). Meanwhile, a crisis of confidence among students is a big threat to educational achievement and leads to depression it hinders the learning process they are taking and can even cause mentally disturbed (Putri et al., 2022). Unfortunately, this has not received serious attention from education managers and teachers.

Islamic boarding school education tends to have a heavier learning load and challenges than ordinary schools (Muntahanah, 2015; Faizin, 2020). This is because students not only study the formal curriculum provided by the government, but also have to take part in intensive religious learning including religious lessons such as *fiqh*, *tafsir*, *hadith*, and morals, which are generally taught in Arabic. High study load can affect psychological and emotional conditions, leading to academic stress (Saha et al., 2023).

Muhammadiyah's contribution to national and international education, as well as the development of modern Islamic boarding schools, shows a very interesting perspective. The existence of Muhammadiyah Islamic boarding schools that integrate the religious curriculum with general education shows an effort to adapt to the development of the times while still maintaining distinctive religious values (Kuswandi, 2020).

The concept of a modern Islamic boarding school in Muhammadiyah that prioritizes curriculum integration and character development, is a concrete example of how this educational institution not only focuses on religious learning but also on the formation of individuals who have intellectual intelligence and social skills. This character development is particularly relevant in the context of 21st-century education, where social and ethical skills become an essential part of a person's personal and professional life.

The definition of academic stress refers to the feelings of anxiety, pressure, or overwhelm felt by individuals as a result of high academic demands (Högberg, 2024). In students, this stress can be triggered by a dense study load, demanding exams, or very high expectations from parents or caregivers of Islamic boarding schools. Meanwhile, self-confidence is a positive perception of oneself, including the belief that a person can face challenges and

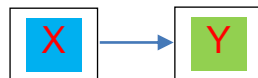
overcome obstacles (Bandura, 1977). For students, self-confidence has a great influence on their academic success and social interaction at the pesantren.

Albert Bandura's theory of self-confidence provides the basis for understanding the relationship to academic stress, where an individual's belief in their ability to achieve their goals, is an important factor in determining how a person faces challenges (Bandura, 1997). Can this theory be proven in modern Islamic boarding schools which incidentally have a large number of lessons and a long enough learning time in one day? In previous research, Khafifah et al., (2023) examined the relationship of academic stress to academic performance in students at the Aliyah level of Al Hamid Islamic Boarding School. Then Hasanah and Mariyati (2023) examined the relationship between academic stress and vocational students' self-efficacy. In a university with a quantitative method Rajapakshe (2021) identified the influence of academic self-efficacy and academic motivation on academic achievement mediated by academic procrastination. On the other hand, this study analyses the relationship between academic stress facing the final semester assessment and the self-efficacy of students at the Tsanawiyah and Aliyah levels at the Darul Arqam Muhammadiyah Islamic Boarding School, Serang City

## 2. MATERIAL AND METHODS

Quantitative research methods are used with a survey approach. According to Creswell and Creswell (2018), Quantitative research methods are a systematic approach to investigating phenomena by collecting and analyzing numerical data. Quantitative research is often used to test theories, hypotheses, or relationships between measurable variables, using statistical tools for analysis. Meanwhile, the survey research approach is a quantitative research method used to collect data from a large number of respondents at a given time, to explain, describe, or test the relationship between variables (Morisan, 2012). This approach is often used to understand certain opinions, attitudes, behaviours, or characteristics of a broader population through a representative sample.

The location of the research was at the Darul Arqom Muhammadiyah Islamic Boarding School, Serang City, Banten Province, Indonesia. The sample uses a total sampling, namely all students totalling 40 respondents who are the entire existing population. The data analysis uses quantitative descriptive, where the approach to describe or summarise numerical data through simple statistical calculations that provide an overview of the data being studied. The goal is to provide an understanding of the basic characteristics of the data obtained without making generalizations or statistical inferences. While the analysis technique uses simple regression and correlation. The data collection technique is through a structured questionnaire that contains a scale of measurement of academic stress level and confidence scale based on Bandura's theory. The data analysis technique uses a simple regression and correlation test using the Pearson-Test. The relationship between the variables is shown in the following figure:



**Fig 1. Relationship between Research Variables**

X = The level of academic stress of students facing the final assessment of school  
Y = Students' self-efficacy level achieves graduation.

Research Hypothesis:

Ho = There is no relationship between academic stress and the self-efficacy of students of Darul Arqam Muhammadiyah Islamic Boarding School, Serang City.

H1 = There is a relationship between academic stress and the self-efficacy of students of Darul Arqam Muhammadiyah Islamic boarding school in Serang City.

### 3. RESULTS AND DISCUSSION

**Table 1. Data Description**

| Self-Efficacy Level | Academic Stress |       | Total |
|---------------------|-----------------|-------|-------|
|                     | Light           | Heavy |       |
|                     | n               | n     | n     |
|                     | %               | %     | %     |
| <b>Low</b>          | 37              | 3     | 40    |
|                     | 92,5%           | 7,5%  | 100%  |
| <b>High</b>         | 3               | 37    | 40    |
|                     | 7,5%            | 92,5% | 100   |
| <b>Total</b>        | 40              | 40    |       |
|                     | 100%            | 100%  |       |

Based on Table 1, it was found that most of the students, namely 37 people (92.5%) were at a light level of academic stress and the remaining 3 people (7.5%) were at a heavy level of academic stress. Meanwhile, most of the students, namely 37 people (92.5%) are at a high level of self-efficacy and the remaining 3 people (7.5%) are at a high level of self-efficacy. High academic stress and self-efficacy on the part of students are caused by health problems, difficulty sleeping and poor concentration in learning.

**Table 2. Regression Analysis Data and Coefficient of Determination**

| Regression Statistics |                 |
|-----------------------|-----------------|
| Multiple R            | <b>0.612578</b> |
| R Square              | <b>0.375252</b> |
| Adjusted R Square     | 0.358811        |
| Standard Error        | <b>0.810943</b> |
| Observations          | 40              |

Based on Table 2, it was found that the correlation value in the Multiple-R ( $R^2$ ) was obtained at 0.6125 which led to a value of 1, meaning that the relationship between academic stress and student self-efficacy was quite strong. This pattern is linear, so the higher the academic stress will increase the self-efficacy.

Furthermore, it is seen from the R-Square value or determination coefficient obtained a value of 0.3752 or 37.52%, where academic stress is able to explain the self-efficacy of students by 37.52%, while the remaining 72.50% is explained by other factors or variables. The standard error of the estimate was obtained at 0.8109, meaning that the average deviation of the dependent variable was a predictor of the dependent variable as a reality.

**Table 3. Correlation Significance Test Analysis Data**

| ANOVA      |           |           |           |                  |                       |
|------------|-----------|-----------|-----------|------------------|-----------------------|
|            | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i>         | <i>Significance F</i> |
| Regression | 1         | 15.01008  | 15.01008  | <b>22.82454*</b> | <b>0.0000265</b>      |
| Residual   | 38        | 24.98992  | 0.657629  |                  |                       |
| Total      | 39        | 40        |           |                  |                       |

\* *F*-table with (0.005;40) obtained 3.2300

Based on Table 3 above, the *F*-count test of 22.8245 is obtained which is greater than the *F*-table of 3.2300 with a significance of 0.000 > 0.005. This indicates that there is a significant relationship between academic stress and student self-efficacy.

**Table 4. Regression Equation Analysis Data**

|           | <b>Coefficients</b> | <b>Standard Error</b> | <b><i>t</i> Stat</b> | <b><i>P</i>-value</b> | <b>Lower 95%</b> | <b>Upper 95%</b> | <b>Lower 95.0%</b> | <b>Upper 95.0%</b> |
|-----------|---------------------|-----------------------|----------------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Intercept | <b>5.250504</b>     | 0.202777              | 25.89303             | 9.56E-26              | 4.8400041        | 5.661004         | 4.840004           | 5.661004           |
| X         | <b>-0.49213</b>     | 0.103011              | -4.7775              | 2.65E-05              | 0.7006682        | -0.2836          | -0.70067           | -0.2836            |

Based on Table 4 above, it was found that the regression equation was obtained  $Y=5.2505 - 0.4921x$ , this is interpreted as an increase in academic stress by 1 unit, then it will decrease self-efficacy by 0.4921.

The findings of the study explain that the students of the Darul Arqom Muhammadiyah Islamic Boarding School in Serang City are the development of Muhammadiyah Islamic boarding schools in Banten Province based on urban areas. In terms of the current student population, still needs to be improved with various approaches, including assessments in facing the final semester exams.

### 3.1 Final Semester Assessment for Islamic Boarding School Students

The Final Semester Assessment (PAS) in pesantren plays an important role in measuring the extent of the learning process that has taken place in one semester. For pesantren students, PAS is not only an academic evaluation, but also part of an effort to shape character, improve religious understanding, and strengthen life skills that are relevant to life in pesantren and the wider community. The intensity of structured and unstructured assessments that apply at the Darul Arqam Muhammadiyah Islamic Boarding School in Serang City is carried out daily, weekly, monthly, quarterly, semester and yearly. The implication is that each hierarchical and assessment structure has defined objectives and parameters, especially the end-of-semester assessment, which combines aspects of character assessment, learning, process, academic performance and discipline during the six months reported in the form of a Semester Report Card that is given and known to the parents of the students.

With the final semester assessment carried out at the Darul Arqom Muhammadiyah Islamic boarding school in Serang City with the level of Madrasah Tsnowaiyah (MTs) and Madrasah Aliyah (MA) with the following impacts:

#### 3.1.1. Evaluation of Academic Learning

The End of Semester Assessment (PAS) at the pesantren serves to evaluate the extent to which students have mastered the material that has been taught in the semester. It includes religious lessons such as the Qur'an, hadith, fiqh, and creed, as well as general lessons such as Arabic, Indonesian, mathematics, and others both theoretically and practically. PAS provides a clear picture of the student's ability to understand the material being taught, as well as helps teachers to know the areas that need to be improved in future learning. The same thing was expressed by (Firdausiyah et al., 2022) that in carrying out academic evaluations in Islamic boarding schools in addition to considering the established curriculum. The evaluation system contains elements such as validity, competence, continuity, comprehensiveness, meaningful, fair and objective, sincere, practical, recorded and accurate.

### **3.1.2. Encourages a More Structured Learning Process**

In the context of pesantren, where religious and general learning run simultaneously, PAS can also be a motivation for students to improve the quality of learning at the Darul Arqam Muhammadiyah Islamic Boarding School in Serang City. With a scheduled and clear exam, students are encouraged to be more serious in participating in learning and preparing themselves better. It is important to create a structured routine in their learning life, which includes time discipline and depth of understanding of the material being studied. This is the opinion of Arwani and Muchlisin (2023) the implementation of structured learning management will direct learning objectives by a holistic approach, where all educators and education staff strive consistently and continuously to carry out the principles of learning of a dynamic modern Islamic boarding school.

### **3.1.3. Measuring Character and Personality Achievement**

Education at Islamic boarding schools does not only focus on academic aspects but also the formation of students' character and personality. PAS which is carried out at the Darul Arqam Muhammadiyah Islamic Boarding School in Serang City can include an evaluation of these aspects, such as morality, discipline, and compliance with Islamic boarding school norms. With this assessment, the pesantren can ensure that students are not only developing academically but also morally and socially, by the educational goals of the pesantren which emphasizes the integration of science and morals. As supported by Sutrisno et al., (2023) In the final assessment, all students carry out an objective learning and assessment process so that the character and personality parameters that are formed can be known, both the resulting ones have not had a positive impact by giving reprimands to both students and parents as well as continuous coaching.

### **3.1.4. Preparation for National Exams or Continuation of Studies**

For many Islamic boarding schools, especially those with vocational or formal education programs, PAS at the Darul Arqam Muhammadiyah Islamic Boarding School in Serang City is also an important assessment to prepare students for the final exam, both the national exam (for those involved in formal education) and the exam for the continuation of study to higher education institutions or advanced Islamic boarding schools by collaborating on tutoring and orientation to higher education. Therefore, PAS serves as one of the indicators of their academic readiness to continue their education. In preparing for exam scores and further studies, for that Nuraeni et al., (2019) carry out tutoring and build cooperation with institutions that have good competence and infrastructure in motivating students in their final studies and further studies to higher education.

### **3.1.5. Feedback for Curriculum Development**

The results of PAS provide very important feedback for curriculum development in Islamic boarding schools. Through the results of this exam, the pesantren can assess whether the curriculum implemented at the Darul Arqam Muhammadiyah Islamic Boarding School in Serang City has been effective in achieving its educational goals. If there are weaknesses or shortcomings in the curriculum, then this evaluation can be used as a basis for making improvements or adjustments, both in terms of subject matter, teaching methods, and more objective assessments. In providing feedback on the pesantren curriculum, collective development is needed, for that Aliyah et al., (2024) conducting training provided to teachers and students in learning and curriculum aspects to provide collaboration, structured implementation, and periodic evaluation, can significantly improve students' research skills, critical thinking, and engagement, making this approach valuable for other Islamic educational institutions that want to integrate religious values with the demands of contemporary education.

### **3.1.6. Holistic Assessment in Education**

One of the characteristics of pesantren education is a holistic assessment, which not only assesses academic aspects but also social, spiritual, and moral. PAS at the Darul Arqam Muhammadiyah Islamic boarding school in Serang City often includes written tests, oral exams, and evaluations of students' behaviour and contributions in daily life. This approach ensures that every aspect of the student's self gets balanced attention in their educational process. The same thing was revealed by M. W. Hidayat and Janan (2023) The assessment of holistic education in Islamic boarding schools must be maintained with the principles of science, religion and social values so that it can have a positive impact on society in addition to the quality of education itself.

Thus, the Final Semester Assessment at Islamic boarding schools is not only an academic evaluation tool but also an important instrument in character formation and preparation of students for a wider life. In the context of pesantren education, PAS is a comprehensive measurement that covers all aspects of student development, ranging from academic, and social, to moral. Therefore, this assessment is very important to ensure that pesantren can produce a generation that is not only intellectually intelligent but also has good morals and can contribute to society.

### **3.2. Graduation Standards for Islamic Boarding School Students**

The importance of the Graduation Standards for Islamic Boarding School students is a very vital aspect of improving the quality of Islamic boarding school education, ensuring the competence of students, and answering the challenges of the times. In this context, the graduation standards enforced at the Darul Arqam Muhammadiyah Islamic boarding school in Serang City not only function as a benchmark for the academic success of students, but also include strengthening their character and social competence through religious teachings, Islamic boarding school values and community needs. The curriculum standards and graduation standards for Muhammadiyah Islamic boarding schools have been regulated in the regulations of the Muhammadiyah Basic Education Council and the Development of Muhammadiyah Islamic Boarding Schools (Kuswandi, 2020; Munastiwi et al., 2022).

The graduation standards of students can be passed by a curriculum and learning period approach, the holistic parameters that are built to achieve graduation at the Darul Arqam Muhammadiyah Islamic boarding school in Serang City become the formation of students who will face exams or assessments. In the same way, by focusing on clear graduation standards, pesantren can focus more on developing relevant curricula and measuring the

success of their education objectively, while still maintaining the characteristics of Islamic teachings that are the basis of education in pesantren (S. U. Hasanah et al., 2022).

Thus, the implementation of graduation standards in Islamic boarding schools not only serves as an academic measuring tool, but also as a means to ensure that students receive a comprehensive education, which includes the formation of their character, social skills, and readiness to face life after graduation. In this context, graduation standards are very important to maintain the quality of pesantren education, ensure accountability, and prepare students to contribute positively to society.

### **3.3 The Relationship of Academic Stress and Self-Efficacy of Islamic Boarding School**

The findings of the study that explain the significant negative relationship between academic stress and self-confidence in students of the Darul Arqom Muhammadiyah Islamic Boarding School in Serang City refer to a condition where an increase in the level of academic stress is related to a decrease in self-efficacy. Academic stress in students can occur due to pressure in achieving high academic targets, time demands, and conflicts between academic activities and other pesantren activities. This stress can affect how students perceive their abilities, thus causing a decrease in self-confidence. Self-confidence is a person's confidence in one's abilities and potential, which is important in determining academic achievement and psychological well-being.

Psychologically, excessive stress can damage an individual's confidence in their abilities. For example, when students find it difficult to meet academic demands, they may begin to feel inadequate, which then reduces their confidence. On the other hand, students who have low confidence may be more susceptible to academic stress, because they feel less able to face the challenges that exist.

Although the final semester assessment and graduation standards at Islamic boarding schools, especially at Darul Arqam Muhammadiyah Islamic Boarding School, Serang City have special differences and characteristics that other Islamic boarding schools do not have. However, the findings of this study are supported by research by Fuente et al., (2020) In their research they found that academic stress can cause a decrease in students' confidence levels, especially in students who do not have effective coping mechanisms. Then Khafifah et al., (2023) In their study on the psychological well-being of students, it was shown that the high academic burden combined with the demands of Islamic boarding schools has the potential to increase stress and decrease self-confidence, especially among students who are still in their teens. Next Nuraini and Fitriani (2023) conducted research in Islamic boarding schools that showed a negative correlation between academic stress and student confidence, where students with high levels of academic stress showed a tendency to feel less confident in carrying out their academic tasks and social life.

In analysing the negative relationship between academic stress and student confidence at the Darul Arqom Muhammadiyah Islamic boarding school in Serang City, it can be influenced or controlled by factors such as *first*, academic and social demands, where students face pressure to succeed in both general education and religious education. The inability to cope with this pressure can affect their view of themselves. *Second*, stress management skills, where students who do not have the skills to manage stress (for example, relaxation techniques or time management) are more susceptible to decreased self-confidence. *Third*, social support, where the involvement of caregivers, peers, and family can affect the extent to which students can manage stress and maintain their confidence (Rekozar & Damariyanti, 2022; Kamila & Ramadhani, 2024).

Thus, high academic stress has a significant impact on student self-efficacy. This decrease in confidence can have implications for students' academic performance, emotional well-being, and social interaction. Therefore, it is important for educational institutions, including the Darul Arqam Muhammadiyah Islamic Boarding School in Serang City, to provide adequate emotional support, as well as teach effective coping skills so that students can better manage their stress and maintain healthy self-confidence.

### **3.4 Theory of Self-Efficacy and Academic Stress**

The results of this study are in line with Bandura's theory of self-efficacy, which states that individuals' perception of their abilities is greatly influenced by experiences of stress and environmental pressure. High academic stress can reduce students' ability to visualize their success, thereby decreasing self-efficacy.

Factors that affect academic stress, such as social support and time management, need to be considered in the context of learning in Islamic boarding schools. In addition, the importance of developing strategies to improve students' self-efficacy, such as stress management training and providing positive feedback, can be a long-term solution to increase their confidence.

Self-efficacy theory according to Albert Bandura is one of the main concepts in social learning theory, which emphasizes the importance of self-efficacy, or individual confidence in his or her ability to face certain tasks or challenges. Bandura suggests that self-efficacy affects the way a person thinks, feels, and acts in the face of problems or stress. This concept is very relevant in the context of education, including in dealing with academic stress, as experienced by Islamic boarding school students.

#### **3.4.1. Bandura Self-Efficacy Theory**

According to Bandura (1997), self-efficacy is a person's belief in his ability to achieve a goal or complete a certain task. Self-efficacy influences individual behaviour in facing challenges and in decision-making processes. The higher a person's level of self-efficacy, the greater his ability to overcome difficulties and deal with stressful situations, including in an academic context. Bandura identifies four main sources that affect self-efficacy, namely (Bandura, 1997):

- a) Mastery experiences with successes that have been achieved in the past will strengthen one's self-confidence.
- b) Vicarious experiences by seeing others succeed can increase self-confidence, especially if the person has similar abilities.
- c) Social persuasion with encouragement or positive feedback from others, such as teachers or friends, can reinforce self-confidence.
- d) Physiological and emotional states with feelings of anxiety or tension can affect self-confidence, while positive emotional states can reinforce it.

In the context of Islamic boarding school students, who live in an environment that may be more socially and academically demanding, these influences can play a significant role in managing academic stress.

#### **3.4.2. Academic Stress of Students at Islamic Boarding Schools**

Students of Islamic boarding schools often face a combination of high academic and religious demands. This can lead to academic stress, which according to Folkman (2013) occurs when a person feels that the demands of the academic environment exceed their

ability to deal with it. This stress often arises due to the pressure to achieve high grades, meet the expectations of parents and teachers, and live a life packed with religious and academic activities. Some of the factors that affect academic stress among Islamic boarding school students include (Utami, 2024):

- a) Limited time to study and worship can increase pressure on students, who find it difficult to fulfil all these obligations.
- b) High expectations for performing well in academic exams and religious activities are often a great source of stress.
- c) Limited resources, where not all students have adequate support or facilities to study effectively, can increase their anxiety and stress.

According to Bandura (1977) high self-efficacy can reduce the impact of academic stress. Students who believe in their ability to manage their time, study effectively, and achieve academic goals will tend to be better able to overcome these challenges than those who feel inadequate. Thus, increasing self-efficacy through skills training, guidance, and positive social support is essential to reduce academic stress in Islamic boarding school students.

### **3.4.3. The Relevance of Bandura Theory to Academic Stress**

Bandura's theory is particularly relevant in this context because self-efficacy influences how students respond to the academic challenges they face. Students who have a high level of self-efficacy tend to have more coping strategies to overcome academic stress, including (Khozin et al., 2024):

- a. Better time management so that it is better able to divide time between studying, worshipping, and resting.
- b. Effective problem-solving so that they can identify the source of the academic problem and find practical solutions.
- c. Emotional resilience where students with high self-efficacy are better able to manage feelings of anxiety or stress that arise during exams or other academic activities.

Conversely, students with low self-efficacy may feel more depressed and have difficulty coping. They tend to avoid difficult tasks, feel anxious, or even feel incapable of studying well, which increases stress levels.

## **4. CONCLUSION**

This study shows that there is a significant negative relationship between the level of academic stress facing the final semester assessment and self-efficacy in the graduation of students of the Darul Arqom Muhammadiyah Islamic Boarding School in Serang City at the level of Madrasah Tsanawiyah and Madrasah Aliyah. Where the lower the level of academic stress experienced by students, the higher their self-efficacy. This is in line with the Bandura Theory which explains that self-efficacy can control academic stress caused by direct experiences, experiences from others, social and physical and emotional support. Thus, effective management of academic stress is the key to increasing students' self-efficacy and supporting their academic success. A self-efficacy theory-based approach can be the cornerstone in designing relevant interventions to address this problem. The implications of research by controlling self-efficacy are getting better, so academic stress can be overcome gradually with the approach of teachers, parents, friends and educational institutions. This study has limitations on the population and the number of variables and does not analyse the characteristics of respondents, so the next research needs to analyse by involving more variables accompanied by an analysis of respondent characteristics and the number of

respondents. Further research into other factors contributing to academic stress can inform educational policies and practices

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## COMPETING INTERESTS

The author declares no conflict of interest.

## DISCLAIMER

Authors hereby declare that no generative AI technologies such as large language models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

## ETHICAL APPROVAL

As per international standards or university standard guidelines participant consent and ethical approval have been collected and preserved by the authors.

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