

The Effect of Academic Self-Efficacy on Students' Thesis Writing Resilience

Nuzmi Sasferi

Institut Agama Islam Negeri Kerinci
nuzmisasferi@iainkerinci.ac.id

Abstract. *The most crucial inventory of literacy skills for students is completing a final project in the form of a thesis. However, many students experience high levels of anxiety during the guidance process, due to worries about conducting difficult research and demands from parents, as well as finding problems that can be used as titles, understanding how to write scientific papers, finding references, and meeting supervisors. This leads to stress among students, who feel pressured and lack confidence in their abilities, which is an important phenomenon studied here. Therefore, this study aims to determine the influence of student self-efficacy factors on their ability to complete their thesis. This research is a form of correlation between student self-efficacy and the ability to write a thesis, and it involved 117 seventh-semester students of the Islamic Religious Education study program at one of the Islamic universities in Jambi, Indonesia. The study used a Thesis Writing Resilience questionnaire consisting of 43 items and an Academic Self-Efficacy questionnaire consisting of 35 items. The study found a strong correlation between self-efficacy and the ability to complete a thesis with a correlation coefficient of -0.8. Therefore, there is a strong influence of student self-efficacy on their ability to write a thesis. Self-efficacy can reduce or decrease student anxiety in preparing a thesis. This level of academic self-efficacy is more influenced by the level of individual resilience to their beliefs and individual ability to master a task. By improving student self-efficacy, students can feel more confident and less anxious in the thesis writing process. Therefore, universities and educators should develop interventions to improve student self-efficacy, such as providing guidance and support to help students develop the necessary skills to complete their thesis successfully. Additionally, future research should explore other factors that may influence student self-efficacy, such as family support, cultural backgrounds, and personal motivation, to gain a more comprehensive understanding of the topic.*

Keywords: *Self-Efficacy, Students' Thesis, Writing Resilience*

INTRODUCTION

Writing is an absolute for academics. The culture of literacy in Indonesia is starting to emerge through many media. Good literacy is one of the fundamental things that students must have. The National Institute for Literacy defines literacy as an individual's ability to read, write, speak, calculate and solve problems at the level of expertise needed in work, family and society (Tilson & Hathaway, 2010). This definition interprets literacy from a more contextual perspective. It implies that the definition of literacy depends on the skills needed in a particular environment (Husni, 2022).

Reading is the heart of education, it means education without literacy is useless (Farr, 1984). With literacy, students also get many benefits, especially for the preparation of final assignments, both theses, theses, and dissertations (Unsada, 2021). Students who will complete their studies are required to compile scientific work in the form of a thesis. Thesis is a form of scientific work that requires writing skills in the preparation process. However, the culture of reading and writing is still not formed among students so that they experience difficulties in making scientific papers or theses. Research conducted by Sari & Pujiono (2017) where literacy practices carried out by

students are more limited to reading and writing skills that have not touched on overall information literacy skills.

According to Januarti (2012) in her research, thesis is one of the dilemmas generally faced by students. In the writing process, students encounter obstacles or difficulties, including finding literature, limited funds, not accustomed to writing in the sense of writing scientific papers, not accustomed to using a periodic work system with such tight time settings and problems using thesis supervisors. Wulandari (2012) also revealed that the signs of distress shown by many students include sleep disturbances such as difficulty sleeping, often looking anxious, practically angry, and there are some students who are indicated to have memory problems indicated by the frequent forgetfulness of students at guidance appointments using thesis supervisors.

Students experience problems caused by uncertainty and disruption in the learning process. Students are required to suspend or withhold research (Zhai & Du, 2020). Obstacles to completing their thesis assignments cause anxiety in students. Anxiety is a state of fear of hyperbole being the result of fighting in a person's life or generally arises when a person is required to adapt using changes in situations that occur in his life (Rau, Rahman & Randalembah, 2016). Anxiety not only depends on individual factors but is also influenced by sources or stimuli that generate anxiety (Jeniu, et al., 2017).

Most students face anxiety in compiling a thesis proposal in the moderate category, which is 41.1% (Kristanto, et al., 2014). Where nine students expressed anxiety in compiling the thesis. The causes of anxiety are related to the process of guidance, self-distrust, difficulty in research, and the demands of parents' origin. Symptoms of anxiety experienced include pain in the chair, insomnia, heart palpitations, nausea, and mood changes. This causes delays in guidance and thesis work as well as the retreat of graduation goals (Listanto & Demak, 2015).

The option to balance the heavy load and maximum results are to cultivate confidence in one's abilities so that motivation and enthusiasm will arise to complete the task just when. Self-efficacy is an individual's confidence in estimating his ability to carry out a task exclusively. High self-efficacy will have positive consequences for a person (Rustika, 2016). High self-efficacy will lead individuals to face the demands of the task (Raudatussalamah, 2015).

According to Bandura to regulate behavior will be formed or not, individuals not only consider information and beliefs about advantages and disadvantages, but also consider the extent to which individuals are able to regulate these behaviors, known as self-efficacy (Bart, 1994). Baron and Byrne state that academic self-efficacy is related to an individual's belief in his ability to do tasks, organize his own learning activities, and live up to the academic expectations of himself and others (Kusuma et al., 2012).

Efficacy plays a very important role in everyday of life, someone will be able to use their potential optimally if self-efficacy supports (Putra & Roza, 2020) it. For this reason, it is very important for each individual to be able to assess whether they have the strength to produce something they want, because this shows high self-efficacy which will be perceived as a motivation for individuals cognitively to act appropriately and purposefully, especially if the goal to be achieved is a clear goal (Bandura in Ormrod, 2008). Self-efficacy is always related and has an impact on the choice of behavior, motivation and determination of individuals in facing every problem. Although there are still many students who have not been able to know or optimize all their abilities, skills and competencies. This causes many students to have low self-efficacy.

The characteristics of academic performance self-efficacy can be seen through three dimensions (Bandura in Jones, 2011), namely: 1) magnitude or the level of difficulty of the task

faced by the individual; 2) generality or the individual's ability to master a task; and 3) strength or the strength and stability of the individual's beliefs. Magnitude dimension relates to the degree of difficulty of the task addressed to the individual. If the tasks imposed on individuals are arranged according to their level of difficulty, then individual differences in self-efficacy may be limited to tasks that are classified as simple, medium or heavy. Generality dimension relates to the individual's mastery of the field or job task. Individuals can declare themselves to have self-efficacy in broad activities, or limited to certain domain functions only. Strength dimension emphasizes more on the level of strength or stability of individuals against their beliefs. Self-efficacy shows that the actions taken by individuals will produce results that are in accordance with what individuals expect.

Self-efficacy should be possessed by each individual. The individual's belief in his abilities will greatly affect the process of success in achieving what he aspires to. This belief can encourage to form a product of self-expertise. The high efficacy of a person raises the spirit to continue to make someone an individual as an expert in their field. This is in sync with the opinion Suseno (2012) self-efficacy is an individual's belief in the ability of the self to organize and carry out a series of actions that are expected to shape a thing. Individuals who are confident in their ability to strategize and all their actions will lead to the achievement of goals.

Schunk (2012) says that self-efficacy is an individual's belief in the ability to complete tasks in exclusive strata. Efficacy is self-assessment, viewed from the actions of learners who are good or bad, perfect or error, can or cannot work in sync with those that have been influenced (Alwisol, 2010). Also added that the way an individual behaves in an exclusive situation depends on the correlation between the environment and cognitive conditions, especially on cognitive factors related to using his belief that he is capable or unable to come up with behaviors that are expectations, this belief is known to use the term self-efficacy. The self-efficacy of a student is related to how students can complete their thesis using it properly and on time.

The reality that occurred in Seventh-semester students in 2022 in the Islamic Religious Education study program at one of the Islamic universities in Jambi, Indonesia, identified that there were still many students who were not sure of their abilities. For example, there is an attitude of complaining is when the lecturer conveys repeated revisions to the final project. In this causes student enthusiasm in to complete the final project. The purpose of this study was to determine the form of student self-efficacy factors on student writing skills, as well as to determine the relationship between self-efficacy and the ability to write a thesis for students of the Islamic Religious Education study program at one of the Islamic universities in Jambi province in 2022.

METHOD

This research uses a quantitative approach with a correlational method. The data analysis used in this research is the Pearson correlation test. The research time was conducted for three months, starting from January to June 2022. The target respondents are final students who are in the seventh semester who are writing a thesis. Respondents of this study were seventh semester students totaling 117 student. The number of questionnaires distributed to students was 117. The characteristics of respondents in this study are based on gender to get an overview of the respondent's identity. Out of 117 respondents, male respondents amounted to 30 or 26% of student and women amounted to 87 or 74% of student.

The questionnaire distribution was carried out online or online through Google Form which was distributed with the aim of shortening time and saving costs. All statements on the

questionnaire are provided with four alternative answers using the Likert scale, namely from the highest to the lowest gradation, namely very suitable, suitable, not suitable, and very not suitable. Before the actual data collection activities are carried out, first a test of the questionnaire is carried out by testing the validity and reliability of the instrument. The validity of the instrument is consulted with competent student or through expert judgment, this consultation is carried out with one expert lecturer in educational psychology and one expert lecturer in language internally, then the results of the consultation are used as input to improve the instrument so that it is feasible to collect data.

Then the instrument was tested through construct validity on students who had similarities with the study program to be studied. The study program that became the place to test the instrument was the seventh semester students of Islamic Education Management study program. For instrument validity tests used the Pearson Product-moment correlation formula. This technique is performed by correlating the grain score with the total score as a criterium.

The Thesis Writing Resilience scale consists of 60 items, after testing the differentiation power of the items, 43 items have good differentiation power. While on the Academic Self-Efficacy scale, it was found that out of 45 items there were 35 items that had good differentiation. The items that have poor power difference are discarded and the items that have good power difference are rearranged for research. The results showed that the Thesis Writing Resilience scale had a validity coefficient (r) ranging from 0.283 to 0.729 with a significance level of 5%. As for the Academic Self-Efficacy scale, the items are declared valid if they have a validity coefficient (r) ranging from 0.292 to 0.774 with a significance level of 5%. The reliability test of the Thesis Writing Resiliency scale obtained a reliability coefficient of 0.892 while the Academic Self-Efficacy scale obtained a reliability coefficient of 0.896. Both scales fall into the high category and are suitable for use in research.

The data analysis technique uses Product Moment technique with the correlation coefficient of 0.526 with a significance level of $p = 0.000$ where $p < 0.01$, based on these results it can be concluded that there is a positive relationship between thesis writing resilience and academic self-efficacy in students who are preparing a thesis. The higher the resilience of writing a thesis, the higher the academic self-efficacy and the lower the resilience of writing a thesis, the lower the academic self-efficacy, and it can be concluded that the instrument has good validity (Sugiyono, 2013).

Regression analysis and research hypothesis testing are used to see the contribution as a predictive contribution of student readiness, so the researcher also conducts a data normality test to see if the data is normally distributed, the data linearity test is a requirement for regression and hypothesis testing. Hypothesis testing is carried out after the research data meets the requirements of the normality test and linearity test. Hypothesis test analysis in this study used product moment correlation analysis. This hypothesis test is intended to determine the relationship between the independent variable (academic self-efficacy) and the dependent variable (thesis writing skills). The calculation of this research hypothesis test.

The hypothesis test is carried out after the research data meets the requirements of the normality test and the linearity test. Hypothesis test analysis in this study uses Product-moment correlation analysis. This hypothesis test is intended to find out the relationship between free variables (academic self-efficacy) and bound variables (thesis writing skills).

FINDINGS

Based on the statistical descriptive in Table 1, it can be concluded from the number of subjects (N=117) that the study had an average score of 78.81 for the academic self-efficacy variable with an SEM (Standard Error Measurement) value of 0.75 and an average score of 56.95 for the Thesis Writing Resilience variable with an SEM (Standard Error Measurement) value of 0.47. The range score owned by variable x is 23.00 with a minimum value of 47.00 and a max value of 70.00, while the score of variable range y is 48.00 with a minimum value of 48.00 and a maximum value of 96.00.

Table 1. Descriptive Statistics

Variable	N	Distance	Min	Max.	Average		Deviation Standards	Variations
					Statistic	Std. Error		
Academic self-efficacy	117	48.00	48.00	96.00	78.81	0.75	8.09	65.48
Resilience of Writing a thesis	117	23.00	47.00	70.00	56.95	0.47	5.10	26.02

Reliability measurement is carried out by one shot or one-time measurement with the Cronbach Alpha (α) statistical test. If the correlation is 0.7 or more, it is said that the item provides a sufficient level of reliability, on the other hand, if the correlation value is below 0.7, it is said that the item is less reliable. This study used Cronbach's Alpha Reliability test. In the study, the results were obtained that students' self-efficacy was quite good according to the data in Table 2.

Table 2. Reliability of Research Scale Items

Variable	Cronbach's Alpha	Interpretation
Academic self-efficacy	0.711	Reliable
Resilience of Writing a Thesis	0.764	Reliable

It can be known that each research variable has a strong level of reliability. Of Cronbach's Alpha value for variable y $0.711 > 0.7$ is said to be reliable and Cronbach's Alpha value for variable x is $0.764 > 0.7$ is said to be reliable.

To see the relationship between two variables. The correlation testing method used in this study is product moment correlation, which is an analysis of the relationship between self-control as a free variable and Academic Anxiety as its bound variable. This hypothesis test analysis results are as Table 3.

Table 3. Correlation Test Results

Variable	Significance	Pearson Correlation
Academic self-efficacy	0.000	-0.336
Resilience of Writing a thesis	0.000	-0.336

Based on these data, hypothesis testing was carried out by comparing the level of significance (P-value) with the error (with a confidence level of 5%). Based on the rule that if the significance < 0.05 , then the hypothesis is accepted. So, it can be interpreted that the correlation

coefficient is -0.336 with a significance of 0.000, since the significance < 0.05 , then the hypothesis is accepted. This means that there is a relationship between academic self-efficacy and resilience of writing a thesis in students. The data and price coefficients obtained in such samples can be generalized to the population in which the sample was taken or the data reflect the state of the population. This means that the higher the academic self-efficacy, the lower the level of resilience in writing student thesis.

DISCUSSION

In this study, a significant correlation was found between the self-efficacy and resilience of students writing their theses. The findings align with a previous study conducted by Alfaiz et al. (2017) which highlighted the relationship between self-efficacy and students' preparedness in completing their final projects. The negative correlation coefficient indicates an inverse relationship, meaning that higher levels of academic anxiety are associated with lower levels of self-control and vice versa. Specifically, lower levels of academic anxiety are associated with higher levels of self-control, as found by Sari and Satwika (2022). These findings are consistent with the research carried out by Saraswati et al. (2021), which revealed a negative correlation between self-efficacy and anxiety.

From the results of the research conducted, researchers found that some of the Islamic Religious Education students who answered the first indicator, namely the level of difficulty, had a moderate level where students who were preparing a thesis had difficulty in working on the thesis but the students could overcome it well. In the second indicator, namely the breadth of the field of behavior has a high level where psychology students who are preparing a thesis have a target in completing a thesis or final project. In the last indicator on self-efficacy, namely the ability of belief, has a high level as well as the students' confidence in doing the thesis is very good so that students are able to overcome the problems they experience when working on a thesis or final project.

Bandura revealed that the successful execution of the task is best served by reasonably accurate efficacy appraisal; furthermore, overestimated efficacy judgment may serve to increase one's effort and persistence (Lightsey, 1999). The success of the individual in carrying out a task performance in practice and perception makes the individual more prepared and feel confident using his work as a writer.

Self-efficacy means an individual's perception of how well the individual can complete a task or problem at hand (Safitri & Masykur, 2017). Individuals who do not expect themselves to be competent lose motivation to complete difficult tasks and focus on possible failures that can occur one with low self-efficacy (Ghaleb et al., 2015). A person with high self-efficacy will have the enthusiasm to complete his writing even though faced with various challenges and have a high desire to achieve the goals/targets that have been set (Ghaleb et al., 2015).

Achieving success will result in different efficacy, depending on the process of achieving it: (1) the more difficult the task, the higher the efficacy will be; (2) self-work, improving efficacy more than group work, assisted by others; (three) failure to decrease efficacy, if one feels that one has tried their best; (4) failure in the emotional/depressed atmosphere, the impact is not as bad as if the condition is normal; (5) failure after a person has a strong efficacy belief, the impact is not as bad as if the failure occurs in a person whose efficacy belief is not yet strong; and (6) student who are used to succeeding, occasionally failing does not affect efficacy (Alfaiz et al., 2017). Someone with high self-efficacy has a view to success and is confident in their abilities (Raudatussalamah, 2015).

The high level of low self-efficacy that individuals have, of course, is influenced by aspects of self-efficacy. According to Bandura (Suseno, 2012) individual self-efficacy is influenced by three aspects, namely; the difficulty of the task (magnitude), the breadth of the field of behavior (generality), and the stability of beliefs (strength).

Bandura revealed that the environment and behavior are also the factors that influence a person's self-efficacy in doing something (Alwisol, 2010). For example, students continue to follow thesis guidance even though it rains because they are sure to get a new understanding of the thesis, or students continue to work on the thesis even though they see their friends procrastinating doing the thesis. When students can complete revisions properly and diligently even in impossible circumstances, they student has high self-efficacy.

The success of the individual in carrying out a performance of tasks in practice and perception makes the individual more prepared and feels confident using his written work. Bandura mention that successful execution of a task is best served by reasonably accurate efficacy appraisal; furthermore, overestimated efficacy judgment may serve to increase one's effort and persistence (Lightsey, 1999).

CONCLUSION

Most of the seventh semester students who are writing a thesis in the Islamic Religious Education study program at one of the Islamic universities in Jambi, Indonesia in 2022 have high self-efficacy, where 23.9% of students are in the low academic self-efficacy category, followed by 61.2% of students who are included in the moderate academic self-efficacy category, and finally there are 14.9% of students who are included in the high academic self-efficacy category. This level of academic self-efficacy is more influenced by the level of resilience in writing students' theses on their beliefs and individual abilities in mastering a task. The research results also show a significant relationship between the variables of self-efficacy and resilience in writing students' theses. In addition, there is a negative relationship between self-efficacy and academic anxiety. The negative value can be interpreted that the higher one's self-efficacy, the lower the academic anxiety will be. Conversely, if the efficacy is low, the academic anxiety that a person has will be high or increase.

The level of academic self-efficacy is more influenced by the level of individual resilience to their beliefs and the ability to master a task. Therefore, by improving student self-efficacy, they can feel more confident and less anxious in the thesis writing process. Universities and educators should develop interventions to enhance student self-efficacy, such as providing guidance and support to help students develop the necessary skills to complete their thesis successfully. Additionally, future research should explore other factors that may influence student self-efficacy, such as family support, cultural backgrounds, and personal motivation, to gain a more comprehensive understanding of the topic. By addressing these factors that contribute to student self-efficacy, educators and universities can provide targeted support to help students succeed in their academic pursuits.

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