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The Effectiveness of Stress Inoculation Training Technique in Enhancing Self-Efficacy Among University Students

Wikan Galuh Widyarto¹, Muhammad Sholihuddin Zuhdi², Yanuar Bayu³

^{1,2,3}UIN Sayyid Ali Rahmatullah Tulungagung

wikan.galuh@uinsatu.ac.id

ABSTRACT :

This study aimed to investigate: (1) the level of self-efficacy among students of the 2018 cohort in the Islamic Guidance and Counselling (BKI) programme; and (2) the effectiveness of the Stress Inoculation Training (SIT) technique in enhancing self-efficacy among BKI students of the same cohort at UIN Sayyid Ali Rahmatullah. The research employed a quantitative method with a quasi-experimental design, specifically a non-equivalent pre-test–post-test control group design. The study population comprised 63 final-year BKI students who were in the process of writing their undergraduate thesis. The sample was selected using purposive sampling, resulting in 9 students identified as having low self-efficacy. These students were then divided into two groups: 5 students in the experimental group, who received group counselling using the SIT technique, and 4 students in the control group, who were provided with informational services. Data analysis was conducted using an independent sample t-test. The results revealed that the mean post-test score of the experimental group was 230.80, while the control group scored 129.25, indicating a higher level of self-efficacy in the experimental group. In addition, the N-Gain score for the experimental group showed an average of 88.483%, which is categorised as highly effective. Based on these findings, it can be concluded that the Stress Inoculation Training (SIT) technique is effective in enhancing self-efficacy among BKI students of the 2018 cohort at UIN Sayyid Ali Rahmatullah.

Key words: *Self-Efficacy; University Students; Stress Inoculation Training (SIT)*

INTRODUCTION

University students are considered a key element in supporting the educational system within higher education institutions. They are perceived by society as individuals with a high level of intellectual capacity, capable of critical thinking and strategic planning in carrying out various activities. Students pursuing their studies at university typically aim to obtain a bachelor's degree (Stratum 1/S-1). Before reaching this stage, they are assigned a significant responsibility: completing a final project or undergraduate thesis. This responsibility encourages students to make every effort to complete their work effectively and on time, without encountering major obstacles during the process or in the final outcome. (Papilaya & Huliselan, 2016).

A thesis is a scientific written work that serves as both a responsibility and a requirement to be completed by undergraduate (Stratum 1) students. It explores a specific theme or field based on literature studies written by experts, as well as the results of research or development conducted through experimentation. Thesis writing also functions as a benchmark for assessing a student's

understanding and knowledge of the discipline they have studied throughout their academic journey. (Lailiana & Handayani, 2017). Some students may perceive writing a thesis as manageable and unproblematic. However, there are others who view the thesis or final project as a major source of difficulty. One of the key issues affecting students in completing their thesis and studies is a decline in self-confidence. Many students doubt their ability to complete the task successfully and within the expected timeframe. This issue is supported by research findings indicating that students often feel inadequate in formulating ideas, experience difficulty in selecting research topics, lack confidence in graduating within four years, and in some cases, do not even possess the intention to complete their thesis. (Hanapi & Agung, 2018).

The issues identified in Hanapi's research are also experienced by several students at UIN Sayyid Ali Rahmatullah. Referring to a study conducted by Nanda Rosidah, it was revealed that the challenges faced by students in completing their undergraduate thesis include problems related to physical health, emotional well-being, social relationships, family matters, difficulties in accessing reference materials, unavailability of academic supervisors, and obstacles encountered during the research process (Rosidah, 2021). The pressures and emotional experiences faced by students at UIN Sayyid Ali Rahmatullah fall under the aspect of strength, which refers to an individual's capacity to carry out tasks effectively. When this aspect is not adequately fulfilled, it reflects a low level of self-efficacy. According to Bandura's theory, self-efficacy refers to an individual's belief in their capability to exercise control over their own functioning and the events that affect their environment (Bandura, 1997). In this context, self-efficacy refers to a student's belief in their ability to complete their undergraduate thesis as a personal responsibility in achieving their graduation goals. Bandura asserts that self-efficacy influences anxiety through behavioural and cognitive mechanisms that enable individuals to cope effectively with challenges (Feist & Feist, 2010).

Based on field observations conducted from 27 to 31 September 2021 at a residence of final-year students working on group assignments and preparing for their proposal defence, it was found that the students exhibited signs of pessimism, frustration, lack of focus, and difficulty in preparing materials for the proposal examination. They expressed worry and anxiety about their own capabilities, questioning whether they would be able to answer the examiners' questions or whether their proposed titles would be accepted. Consequently, the work they submitted was suboptimal, and their proposed titles were rejected during the examination. This situation reflects a key indicator of low self-efficacy. The presence of low self-efficacy among students aligns with Albert Bandura's theory, which posits that diminished self-efficacy leads to increased anxiety and a tendency toward social withdrawal (Rusdi, 2015).

Based on the phenomena observed among students of the 2018 cohort of the Islamic Guidance and Counselling programme, the researcher employed counselling services through a group counselling approach. This aligns with research indicating that group counselling, when integrated with academic guidance on learning skills (KKBKB), is more effective than academic guidance alone (BKB) in enhancing academic self-efficacy, self-regulated learning, and academic achievement (Noviawati, Yusuf L.N., & Nurihsan, 2016). Other studies also suggest that group counselling can significantly increase students' self-confidence. Initially, students were observed to be unmotivated in class and frequently arrived late to school. However, following group counselling sessions, these students demonstrated improved self-efficacy, as evidenced by their ability to complete tasks effectively, face new challenges confidently, manage stressful situations, and maintain a strong desire to expand their knowledge and experience (Prasasti, 2019). In light of these findings, the researcher initiated group counselling services with the aim of helping students develop their potential, interact constructively with one another, and learn to offer solutions to the challenges faced by each group member (Prayitno & Amti, 2004).

The implementation of group counselling in this study employed a specific technique known as Stress Inoculation Training (SIT). This technique is part of the Cognitive Behaviour Therapy (CBT) approach. CBT aims to assist clients in restructuring their thought patterns, attitudes, assumptions, and beliefs. The goal of CBT is to change maladaptive thinking patterns by helping individuals become aware of their automatic, unconscious thoughts and cognitive distortions, which are often rooted in deeply held core beliefs. The primary focus of CBT-based counselling is to support individuals in transforming these core beliefs by encouraging them to actively process and reflect on knowledge, information, and insights that reinforce self-confidence and belief in their own abilities (Corey, 2013).

The Stress Inoculation Training (SIT) technique is based on the premise that providing assistance to clients in managing mild stressors can help prevent the development of more severe emotional distress. SIT was developed by Donald Meichenbaum, who asserted that individuals can enhance their self-confidence in overcoming problems by changing their beliefs about stressful situations. This technique aims to strengthen clients' coping skills by utilising their existing internal resources and capabilities (Erford, 2016). In the context of this research, the clients—namely, final-year students working on their undergraduate theses—were found through field observations to be experiencing pressure, struggling to manage various internal challenges, and lacking belief in their ability to complete their final project. If such feelings are left unaddressed, students' self-confidence may further deteriorate. Therefore, the SIT technique will be employed in this study

to support these students in building resilience and regaining belief in their capacity to successfully complete their thesis.

The research questions formulated in this study are as follows: (1) What is the level of self-efficacy among students of the 2018 cohort in the Islamic Guidance and Counselling (BKI) programme at UIN Sayyid Ali Rahmatullah? (2) How effective is the Stress Inoculation Training (SIT) technique in enhancing self-efficacy among these students? Based on the issues presented and the preliminary studies conducted, the researcher was motivated to carry out a study entitled: “The Effectiveness of Stress Inoculation Training (SIT) Technique in Enhancing Self-Efficacy Among Islamic Guidance and Counselling Students of the 2018 Cohort Completing Their Thesis at UIN Sayyid Ali Rahmatullah Tulungagung.”

Methods

The researcher employed a quantitative research method with an experimental approach to determine the causal relationship between the dependent and independent variables (Sugiyono, 2015). The type of quantitative approach used in this study is a quasi-experiment, specifically adopting a non-equivalent control group design, which involves both an experimental group and a control group. The experimental group received a pre-test, post-test, and treatment in the form of group counselling using the Stress Inoculation Training (SIT) technique, whereas the control group was provided with informational services, along with the same pre-test and post-test procedures.

The population is defined as the entire group or subjects possessing certain characteristics as determined by the researcher (Sugiyono, 2015). The population is defined as the entire group or subjects possessing certain characteristics as determined by the researcher (Sugiyono, 2015). In this study, the population consisted of students from the 2018 cohort of the Islamic Guidance and Counselling Programme at UIN Sayyid Ali Rahmatullah Tulungagung. The sample, representing a portion of the population with specific characteristics relevant to the study, was selected using purposive sampling, a technique in which individuals are chosen based on predefined criteria (Arikunto, 2010).

The sampling process began by distributing a self-efficacy questionnaire to 63 students from the 2018 cohort. The data were then tabulated, and students' self-efficacy scores were calculated. From this process, nine students were identified as having low self-efficacy. These students were divided into two groups: the experimental group, consisting of five students who received the SIT-based group counselling intervention, and the control group, consisting of four students who received informational guidance.

Result

This study targeted students from the 2018 cohort of the Islamic Guidance and Counselling programme who were enrolled in the undergraduate thesis course or actively working on their final thesis project. These students received a treatment in the form of group counselling using the Stress Inoculation Training (SIT) technique, aimed at enhancing their self-efficacy during the thesis-writing process. To measure self-efficacy levels, the researcher utilised a self-efficacy questionnaire designed on a Likert scale. The questionnaire was distributed to 63 students from the 2018 cohort who were in the process of completing their thesis. Data collection was conducted via Google Forms, using the link <https://forms.gle/PwpWxen164sdpcU69>. Tujuan penggunaan *google form* yaitu untuk mempermudah dalam pengisian angket. Hasil dari angket tersebut dikategorisasikan menjadi tiga diantaranya adalah rendah, sedang, dan tinggi untuk mempermudah hasil secara keseluruhan (Sugiyono, 2015). to facilitate ease of access and completion for participants. The responses collected through the questionnaire were categorised into three levels—low, moderate, and high—in order to simplify the overall analysis and interpretation of self-efficacy levels among the students.

Berikut adalah versi terstruktur dan akademik dalam bahasa Inggris British dari paparan penelitian Anda:

Research Design and Sampling

This study targeted students from the 2018 cohort of the Islamic Guidance and Counselling Programme at UIN Sayyid Ali Rahmatullah Tulungagung, who were in the process of completing their undergraduate thesis. These students received a treatment in the form of **group counselling using the Stress Inoculation Training (SIT) technique**, aimed at enhancing their self-efficacy. The researcher employed a **quantitative experimental approach** to determine the influence between the independent and dependent variables (Sugiyono, 2015). The specific design used was a **quasi-experimental method**, namely the **non-equivalent control group design**, which included both an experimental group and a control group. The experimental group was given pre-test, post-test, and SIT-based counselling, while the control group received informational guidance, along with pre- and post-tests.

The population consisted of all students in the 2018 cohort of the programme. Using **purposive sampling**, 63 students were initially surveyed via a **self-efficacy questionnaire** distributed through Google Forms [<https://forms.gle/PwpWxen164sdpcU69>], selected based on those currently working on their thesis. Responses were categorised into three levels: **low** ($X \leq 133$), **moderate** ($133 \leq X < 209$), and **high** ($X \geq 209$).

Table: Respondent Categories (N = 63)

Category	Frequency	Percent
Low	9	14.3%
Moderate	31	49.2%
High	23	36.5%

From this, 9 students categorised as having low self-efficacy were selected as the sample. They were divided into **an experimental group (n=5)** and **a control group (n=4)**. The experimental group received SIT-based group counselling, while the control group was given informational services.

Pre-test and Post-test Results

Table: Experimental Group

No	Name	Pre-test	Category	Post-test	Category
1	IPC	121	Low	234	High
2	AT	123	Low	185	Moderate
3	SMA	126	Low	237	High
4	EFN	127	Low	225	High
5	MK	129	Low	273	High

Table: Control Group

No	Name	Pre-test	Category	Post-test	Category
1	GHL	128	Low	130	Low
2	PE	130	Low	120	Low
3	KTY	131	Low	131	Low
4	HMV	132	Low	136	Moderate

These results demonstrate that students in the experimental group showed notable improvement in self-efficacy following SIT treatment, whereas the control group showed minimal changes, including slight increases and decreases.

Normality Test (Kolmogorov-Smirnov)

Group	N	Sig. (2-tailed)	Distribution
Experimental	5	0.996	Normal
Control	4	0.897	Normal

Since the significance value for both groups is greater than 0.05, the data are normally distributed.

Homogeneity Test (Levene's Test)

Levene Statistic	df1	df2	Sig.
2.122	1	7	0.189

The significance value ($0.189 > 0.05$) confirms that both groups have equal variances (homogeneous).

Independent Sample T-Test

Group	N	Mean	Std. Deviation
Experimental (Post)	5	230.80	31.467
Control (Post)	4	129.25	6.702

T-test Result:

- $t(7) = 6.258$
- $p = 0.000 < 0.05 \rightarrow$ **Significant difference**

Thus, there is a statistically significant difference between the experimental group and the control group, indicating that SIT-based group counselling had a significant effect on increasing self-efficacy.

N-Gain Score Analysis

Group	Mean N-Gain (%)	Min	Max	Category
Experimental	88.483	50.82	124.14	Effective
Control	-0.861	-8.7	3.54	Not Effective

N-Gain Score Interpretation:

- 76% = Effective
- 56–75% = Fairly Effective

- 40–55% = Less Effective
- <40% = Not Effective

These findings confirm that the **Stress Inoculation Training (SIT) technique is effective** in enhancing the self-efficacy of students working on their undergraduate thesis, particularly those initially identified with low self-efficacy.

Discussion

Self-Efficacy Levels Among Islamic Guidance and Counselling Students (Cohort 2018)

Self-efficacy refers to an individual's belief in their own competence to perform behaviours that will lead to desired outcomes. Bandura defines high self-efficacy as a belief in one's capacity to accomplish tasks under pressure and in accordance with realistic expectations of success. While individuals may possess similar abilities, their levels of self-efficacy can lead to varying outcomes due to differences in choices, goal-setting, perseverance, and problem-solving behaviours (Alwisol, 2016).

Based on the analysis of self-efficacy questionnaire data from 63 students (see Table 4), it was found that 23 students (36.5%) demonstrated high levels of self-efficacy, 31 students (49.2%) fell within the moderate category, and 9 students (14.3%) exhibited low levels of self-efficacy. Those in the low category are considered to possess a reduced sense of self-confidence in their academic abilities. Several factors underpin the variation in students' self-efficacy, including: Magnitude – the degree to which students are capable of completing tasks ranging from simple to highly complex. Generality – the extent to which students apply their belief in their abilities across various contexts and situations. Strength – the resilience of students in maintaining their belief and effort in the face of obstacles, which influences persistence and emotional stability (Alwisol, 2016).

Bandura also highlights that fluctuations in mood can impact one's sense of self-efficacy. Emotional and physical conditions can be regulated to improve self-belief through four strategies: (1) enhancing physical condition and stamina, (2) reducing stress levels, (3) modifying negative emotional responses, and (4) correcting misinterpretations of physiological states (Bandura, 1997). Although students with low self-efficacy often aspire to graduate on time, they struggle with confidence. Those who possess strong self-belief tend to face academic demands with greater composure and optimism, are more resilient under pressure, and exhibit better emotional regulation. Conversely, those lacking in self-efficacy often experience anxiety and difficulties in managing academic stress (Shofiah & Raudatussalamah, 2014).

Self-efficacy is not merely an expectation of outcomes but a belief in one's capacity to engage meaningfully with challenges despite imperfections (Nurfadhilla, 2020). It influences

behavioural choices, self-assessment of capabilities, and the perceived ability to regulate one's functioning (Rusdi, 2015). To enhance self-efficacy among students, particularly those with low scores, an effective treatment approach is required—such as Stress Inoculation Training (SIT), which integrates self-monitoring, cognitive restructuring, relaxation exercises, behavioural interventions, and environmental adjustments (Widyarto, 2021).

The Effectiveness of Stress Inoculation Training (SIT) in Enhancing Self-Efficacy

Following the pre-test, students identified with low self-efficacy were divided into two groups: an experimental group and a control group. The experimental group received group counselling using the Stress Inoculation Training (SIT) technique, while the control group was provided with informational services. The treatment sessions were conducted between 22 March and 11 April 2022, at the residence of one of the participants. After both groups had received the respective interventions, a post-test was administered to assess any changes in their levels of self-efficacy.

Based on the results, the independent sample t-test conducted using IBM SPSS Statistics 20 revealed a t-value of 6.258, which is greater than the critical t-value of 2.365, at a significance level of 0.05. The resulting p-value of 0.000 ($p < 0.05$) indicates that the null hypothesis is rejected, and the alternative hypothesis is accepted. This confirms that there is a statistically significant difference in self-efficacy between the experimental group who received SIT-based counselling and the control group who received informational services. Furthermore, the N-Gain Score analysis demonstrated that the mean gain score of the experimental group was 88.483%, falling within the category of "effective", with a minimum of 50.82% and a maximum of 124.14%. In contrast, the control group's mean gain score was -0.861%, categorised as "ineffective", with scores ranging from -8.7% to 3.54%. These findings clearly indicate that the experimental group experienced a greater increase in self-efficacy, thus validating the effectiveness of the SIT technique.

During the intervention, the counsellor implemented the four main phases of Stress Inoculation Training (SIT) as outlined by Erford (2016). The first phase, Conceptualisation, involved introducing the concept of group counselling and self-efficacy, while also identifying academic stressors that contributed to the participants' low self-efficacy. The second phase, Skills Acquisition and Rehearsal, focused on equipping students with coping strategies, including cognitive restructuring, self-monitoring, modifying environmental triggers, and practising relaxation techniques. In the third phase, Application and Practice, students reviewed the strategies they had learned, engaged in independent practice at home, and rehearsed appropriate behavioural responses. The final phase, Evaluation, involved assessing the coping strategies used by the

participants at home and administering the post-test to measure changes in self-efficacy following the intervention.

The SIT intervention was conducted over four sessions with five students in the experimental group. Following the treatment, students reported notable improvements in self-confidence, increased persistence, greater flexibility in managing various academic tasks, enhanced emotional regulation, and a stronger belief in their ability to complete their undergraduate thesis. Several key factors contributed to the success of the SIT intervention. These included the active engagement of students throughout each session, the presence of peer support and mutual encouragement within the group, the consistent implementation of SIT strategies by the participants, and a supportive external environment that enabled the practical application of SIT principles in daily academic contexts. Collectively, these factors significantly enhanced the participants' self-efficacy, thereby confirming the high effectiveness of Stress Inoculation Training as a psychological intervention for students dealing with academic stress.

Conclusion

The Stress Inoculation Training (SIT) technique, when applied in a group counselling setting, functions as a structured process aimed at enhancing clients' confidence and coping skills by leveraging their existing abilities. This is achieved by strengthening their coping strategies and reinforcing their belief in their own capabilities, thereby enabling them to manage psychological pressures that may undermine their self-efficacy.

Based on the data analysis conducted in this study, it was found that 23 students (36.5%) fell into the high self-efficacy category, 31 students (49.2%) into the moderate category, and 9 students (14.3%) into the low category. These results indicate that, overall, the self-efficacy level of students from the 2018 cohort of the Islamic Guidance and Counselling programme is classified as moderate.

The hypothesis test using the independent sample t-test showed a significance value of $0.00 < 0.05$, leading to the conclusion that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. This indicates that there is a significant difference in self-efficacy scores between the experimental group, which received group counselling using the SIT technique, and the control group, which was only provided with informational guidance. Furthermore, the N-Gain score of the experimental group averaged 88.483%, categorised as effective, whereas the control group scored an average of -0.861%, which is categorised as ineffective. Thus, it can be concluded that the Stress Inoculation Training (SIT) technique is effective in improving self-

efficacy among students of the 2018 cohort in the Islamic Guidance and Counselling programme at UIN Sayyid Ali Rahmatullah.

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