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Perbedaan Coping Stres terhadap Stres Akademik antara Siswa Laki-laki dan Perempuan Sekolah Menengah Atas pada Ujian Matematika

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Abstrak

Stres akademik pada siswa dapat berdampak negatif terhadap hasil ujian matematika. Setiap orang, khususnya siswa memiliki strategi penanganan stres yang berbeda. Tujuan penelitian ini adalah untuk mengidentifikasi perbedaan strategi penanganan stres yang digunakan oleh siswa pada ujian matematika terutama siswa di sekolah menengah atas. Metode penelitian yang digunakan dalam penelitian ini yaitu metode penelitian kuantitatif jenis pendekatan analitik. Teknik analisis dalam penelitian ini merupakan analisis persentase dan analisis kecenderungan dari penelitian angket sebanyak 56 pernyataan terkait strategi penanganan stres siswa sekolah menengah atas pada ujian matematika. Populasi penelitian ini ialah sebanyak 94 siswa, dengan sampel penelitian yaitu 37 siswa laki-laki dan 57 siswa perempuan. Teknik sampling yang digunakan pada penelitian ini yaitu purposive sampling. Hasil penelitian membuktikan bahwa sebesar 83,78% dari 37 siswa laki-laki dan sebesar 64,91% dari 57 siswa perempuan kelas X di sekolah menengah atas menggunakan strategi penanganan stres jenis problem focused coping pada ujian matematika dan tidak dipengaruhi oleh perbedaan jenis kelamin. Penelitian di masa mendatang disarankan untuk melakukan peningkatan pemahaman tentang faktorfaktor yang memengaruhi strategi mengatasi stres, mengukur hubungan antara faktor pendukung dan strategi mengatasi stres yang digunakan, serta menentukan hubungan antara strategi mengatasi stres dan hasil ujian matematika siswa.

Kata Kunci: jenis kelamin, penanganan stres, siswa sekolah menengah atas, ujian matematika

The Differences between Male and Female in Coping with Academic Stress during High School Mathematics Exams

Abstract

Academic stress in students can negatively impact math exam results. Everyone, especially students, has different stress management strategies. This study aims to identify the differences in stress coping strategies high school students use on mathematics exams. This study uses a quantitative research method with a descriptive analytical approach. The analysis technique includes percentage and trend analysis from a questionnaire with 56 statements about high school students' stress-coping strategies in mathematics exams. This study population consists of 94 students, with a sample of 37 male and 57 female students. This study uses purposive sampling. This study found that 83.78% of the 37 male students and 64.91% of the 57 female students in grade X used problem-focused coping strategies in mathematics exams, unaffected by gender differences. Future research is recommended to improve understanding of the factors that influence stress coping strategies, measure the relationship between supportive factors and the stress coping strategies used, and determine the relationship between stress coping strategies and students' mathematics exam results.

Keywords: coping stress; gender; math exam; senior high school students

INTRODUCTION

Mathematics is a crucial subject in the curriculum (Bhagat, Chang, & Chang, 2016). It helps individuals solve everyday problems. During mathematics lessons, key activities for students and teachers are essential for effective education. Evaluations after these activities gauge the achievement of learning goals involving students and teachers. Evaluation or Examination is a method teachers use to assess the learning process and determine student progress. School exams are essential for measuring and evaluating student learning outcomes to achieve learning goals (Zahro & Purwaningsih, 2018). Exams are conducted continuously by competent evaluators, such as teachers, in the relevant fields.

One crucial factor for success in mathematics exams is student readiness. Student readiness includes mental, emotional, and cognitive conditions influencing academic performance. Stress coping and academic stress, changes in learning demands from the previous period, also lead to the emergence of stress symptoms. School math stress problems (academic stress) are stress conditions experienced by students due to school demands regarding mathematics lessons that are considered stressful. The problem of school mathematics stress arises due to the many demands of the school given to students, including physical, task, role, and interpersonal demands. High learning demands have the potential to cause academic stress. Changes in learning demands from the previous era also cause the appearance of stress symptoms. High demands on student achievement partly cause this condition (Taufik, Ifdil, & Ardi, 2013; Wulandari & Theis, 2012). This is also in line with Baldwin's opinion that facing a heavy learning load at school will cause stress in adolescents, especially for high school adolescents, considering that at this time adolescents generally experience pressure from schools and sometimes parents to get high grades to continue their education at their favourite universities (Desmita, 2010) (Suraya & Yunus, 2012). Rainham asserts that the high school years are, on the one hand, an opportunity to gain valuable experience for adolescents, but on the other hand, they are faced with many demands and rapid changes that make them experience times full of stress (Desmita, 2010). It is a key aspect of learning that psychology can be influenced by gender, leading to variations in how male and female students learn mathematics (Nugraha & Pujiastuti, 2019). Additionally, student readiness can affect exam results, especially in mathematics exams.

According to the 2022 Program for International Students Assessment (PISA) report, the average score for Indonesian students' mathematics ability is 354, which is relatively low (PISA, 2022). Many students find mathematics difficult, which contributes to their low exam scores. Gurganus said that students who find mathematics complicated often develop a negative perception of it, which generally impacts their motivation or enthusiasm for learning (Siregar & Restati, 2017). One impact of this negative perception is increased stress on students.

Stress in students is usually caused by academic failure, and events that cause stress are called stressors. Waghachavare et al., (2013) stated that pressure and expectations in the academic field are major factors causing students' stress, which can affect their academic achievement. (Elias, Ping, & Abdullah, 2011) stated that students tend to complain about academic pressure when facing exams and competing grades.

Stress, according to Handoko, is a condition of a person with a tense state that can affect their emotions and way of thinking (Asih, Widhiastuti, & Dewi, 2018). According to Robbins & Coulter (2018), stress is an adverse reaction that a person experiences to excessive pressure due to extraordinary demands, constraints or opportunities. According to (Michie, 2002), an acute or excessive response to stress can take the form of feelings (such as anxiety, depression, irritability, fatigue), behaviour (such as withdrawal, aggression, tearfulness, lack of motivation), thinking (such as difficulty concentrating and solving problems) or physical symptoms (such as palpitations, nausea, headaches). To deal with stress and pressure, a person needs to have a strategy for dealing with the problem. These strategies are known as coping strategies.

According to King, a coping strategy is a person's effort to overcome the situation and the desire to solve life problems while finding ways to control and reduce stress. According to Folkman (2013), strategies for stress management include common causes of stress and certain diseases. According to Lazarus & Folkman (1984), there are two strategies that can be applied, namely: a) Emotionally focused coping is a strategy that focuses on managing emotions arising from stressful situations, namely: (1)

Positive reappraisal is a strategy that changes individual perceptions of stressful situations by finding positive ways to grow and learn from the experience; (2) Accepting responsibility is a strategy that increases awareness of individual responsibility for taking actions and the impact of those actions; (3) Self-control is a strategy that manages and controls individual emotions, thoughts, and behaviours in response to stressful situations, including impulse control, refraining from unwanted emotional reactions, and managing responses to difficult situations through more rational means; (4) Distancing is a strategy that creates emotional or cognitive distance when confronted with stressful problems; (5) Avoidance is a strategy that diverts attention, delays, and avoids problems or distances oneself from stressors, b) Problem-focused coping is a strategy that focuses on solving problems arising from stressful situations, namely: (1) Planful problem solving is a strategy that seeks effective solutions and reduces the negative impact of stressful situations; (2) Confrontational coping is dealing with problems or stressful situations by changing or overcoming the situation; (3) Seeking social support is a strategy that seeks emotional support, information, understanding, or assistance from other individuals in dealing with stressful situations. From the explanation of the two coping strategies, students can use them to manage, minimise and respond to stressors when faced with mathematics exams. Students with good stress coping skills can use these skills to manage stress so that it does not interfere with their mathematics exams, and they can achieve satisfactory mathematics exam results. According to Lazarus and Folkman, when dealing with problems a person believes they can control, they are guided to use problem-focused coping. Meanwhile, in dealing with problems that a person believes are difficult to control, he is directed to use emotion-focused coping (Nasir & Muhith, 2011). Therefore, it is relevant and essential to research the stress coping strategies of grade X students of SMA Negeri 3 Tambun Selatan in the mathematics examination.

This study focuses on high school students facing mathematics exams, which is a common and significant situation in the educational environment. Thus, this study aims to identify the stress coping strategies used by high school students in dealing with mathematics examinations. The main benefit of this research object is to provide an in-depth insight into how male and female students manage academic stress during maths exams. This helps create a more conducive and supportive learning environment, where students can optimise their academic potential without excessive stress. As such, the object of this research is relevant to students' academic development and their emotional and psychological well-being.

In recent years, there has been a significant increase in knowledge about academic stress and coping strategies. Previous research has identified the tendency of stress coping strategies used by university and online students. Studies on stress coping have shown that male and female students typically use different coping strategies to deal with academic pressure. For example, research by (Lazarus & Folkman, 1984) coping theory has been a cornerstone in understanding how individuals cope with stress. Other research, such as that conducted by (Carlson, 2010) also stated that a person's response to stress, based on a review of the effects of gender and hormonal status, found distinguishing characteristics between men and women. This study continues and deepens the understanding of stress coping strategies, focusing on mathematics examinations, often a significant source of stress for students. By comparing the coping strategies of male and female students, this study adds to the current literature and offers opportunities to develop more effective and gender-specific interventions in education.

Research on stress management has indeed grown. However, there are still some weaknesses and limitations in the current understanding, particularly about differences in coping with academic stress between male and female students. One of the main weaknesses is the limited measurement tools and instruments used to assess coping strategies. Therefore, this study seeks to address these weaknesses by developing a more valid and reliable instrument that psychometric experts have tested to ensure that the instrument used provides accurate measurements of stress coping strategies.

Based on the analysis of the questionnaire data regarding the stress coping strategies used by students during mathematics exams, it can be concluded that male and female students do not have significant differences in the use of stress coping strategies (null hypothesis). The majority of male and female students tend to use problem-focused coping strategies to deal with stress during mathematics

exams. Previous studies have shown that other factors such as learning environment, anxiety level and social support play a role in influencing the stress coping strategies that students choose.

Although several studies have been conducted Purna (2020), Zulaikha (2021), and Suryana, (2022) on the coping stress of university and online learning students, no one has specifically examined the differences between male and female students in the context of mathematics exams at the senior high school level, particularly in the South Tambun sub-district area. With this study, it is desirable to provide relevant empirical data and new insights on whether or not gender can differentiate students' coping with stress in mathematics examinations. The researcher hopes that this study can contribute to improving the results of mathematics examinations in line with the psychological development of students at the upper secondary level, and can help students cope with academic pressure more effectively, thus improving academic performance and students' mental health.

METHOD

The research method used in this study is an analytical descriptive approach with a quantitative nature. This research sampling technique uses purposive sampling, the selection of which is adapted to the nature of the research and the homogeneity of the population. This results in 37 male student samples and 57 female student samples. In this descriptive quantitative research method, the analysis used is percentage analysis and trend analysis from questionnaire research. The summary produced is, therefore, specific.

The instrument of the research was in the form of an adapted questionnaire from (Lazarus & Folkman, 1988) with a total of 56 statements. Two experts, psychology and counselling lecturers, checked the validity of the construct and content. After that, to ensure that the instrument used measures what is desired, the researcher validated it on 47 students at the school. The questionnaire responses are scored using a Likert scale consisting of four alternative response options, such as Never (TP), Sometimes (KK), Often (SR) and Always (SL), where each alternative option has a score from 1 to 4. The instrument validation sheet, which has been tested for validity by expert lecturers and students, provides the raw data. The data will be processed using Winstep version 3.73 software.

The Winstep software version 3.73 is a Rasch model approach calculation tool used to assess the suitability of the statement items according to three criteria, namely Outfit MNSQ, Outfit ZSTD, and Point Measure Correlation (Muntazhimah, 2023). Table 1 shows the parameters used to check the suitability of the statement.

Table 1. Statement Item	n Suitability Parameters
Criteria	Value
Outfit Mean Square (MNSQ)	0,5 < MNSQ < 1,5
Outfit Z-Standart (ZSTD)	-2,0 < ZSTD < +2,0
Point Measure Correlation	0,4 < PT Measure Corr < 0,85

Table 1 shows that if a declaration item meets all three of the above criteria, then the declaration item is considered 'adequate'. However, if the declaration item meets only two or one of the criteria, then the declaration item can be retained so that it is considered 'appropriate'. However, if the claim item does not meet the three criteria above, then the claim is considered "inappropriate" and needs to be corrected or replaced with another claim. The results of the statement item suitability processing can be seen in Table 2 below.

Table 2. Validity	Test Processing Resul	ts on Winstep version 3.73 Softwo	ire
Status Fulfilled	Interpretation	Number of Statements	Quantity
		1, 2, 4, 12, 13, 21, 22, 23, 24,	
3 Criteria	Suitable	27, 28, 29, 33, 34, 35, 36, 39, 40, 41, 43, 44, 46, 47, 48, 49	27

54.56

Status Fulfilled	Interpretation	Number of Statements	Quantity
2 or 1 Criteria	Suitable	3, 5, 19, 20, 25, 26, 30, 37, 42, 52, 53, 55,	12
0 Criteria	Not Suitable	6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 31, 32, 38, 45, 50, 51	17

Table 2 above shows that 39 statement items are considered 'appropriate' and 17 are considered 'inappropriate'. Thus, the 39 statement items can be used for research.

This study aimed to identify the stress-coping strategies used by high school students in facing mathematics examinations. The population that became the focus of this study were the students of Class X of SMA Negeri 3 Tambun Selatan, a total of 94 students, with a research sample of 37 male and 57 female students. A sample is a small group of individuals who participate and are selected from a population as representatives of the population (Gravetter & Forzano, 2018). By using Winstep Version 3.73 software, the research sample obtained as many as 94 students according to the three criteria of the Rasch model, namely Outfit MNSQ, Outfit ZSTD, and Point Measure Correlation. In addition, Winstep Version 3.73 software also obtained Cronbach Alpha, Person Reliability and Item Reliability values, which can be seen in Table 3.

Table 3. Reliability Test Processing Results for Winstep version 3.73 Software

Cronbach Alpha	Interpretation	Person Reliability	Interpretation	Item Reliability	Interpretation
0,85	Very Good	0,83	Very Good	0,97	Very Good

Table 3 shows the Cronbach's alpha, person reliability and item reliability values of 0.85, 0.83 and 0.97, respectively. Cronbach's alpha value is helpful as a measure of reliability between respondents and the statement items of the instrument (Muntazhimah, 2023). Based on the reliability analysis listed in Table 3, it can be concluded that there is consistency or compatibility between the statement items of the questionnaire instrument and the respondents who are declared as "very good". Then, the consistency of the answers of the respondents who were declared "very good" or "strong" with the quality of the statement items of the questionnaire instrument prepared by the researcher was also proclaimed "very good". Thus, the research questionnaire instrument used was declared reliable.

This research data collection uses a questionnaire on high school students' stress coping strategies in mathematics exams, consisting of 39 statement items (7 statements related to problem-focused handling and 32 statements pertaining to emotion-focused handling, which refer to indicators of stress coping strategies). The nature of this questionnaire is closed by providing four alternative response options that describe the respondents in real terms based on a Likert scale, namely Never, Sometimes, Often and Always.

Descriptive statistical analysis was used in this research. This research also uses the Microsoft Excel 2016 application analysis to process the research data. The respondents' scores on the questionnaire are classified into three categories of stress coping strategy use, namely problem-focused coping (PFC), emotion-focused coping (EFC), and the use of both coping strategies (PFC and EFC). The formula used in the Microsoft Excel 2016 application is:

$$P = \left(\frac{f}{n}\right) \times 100\%$$

The formula's information is that P is the percentage score, f is the number of respondents' response scores, and n is the maximum score. The formula is helpful in determining the amount of stress coping strategies used in each aspect of PFC and EFC.

RESULTS

This study involved 94 SMA Negeri 3 Tambun Selatan students with the following characteristics.

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Gender	Number of Samples	Percentage
Male	37	39,36%
Female	57	60,64%
Total	94	100%

Table 4.	Respor	ndent's	Gender
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Table 4 shows that 37 male students (39.36%) and 57 female students (60.64%) participated in this study.

Gender	Stress Coping Strategies	Total (Person)	Percentage	Total	
	Problem-focused Coping (PFC)	31	83,78%		
Male	Emotion-focused Coping (EFC)	6	16,22%	1000/	
	Problem-focused Coping (PFC) maupun		0%	100%	
	Emotional-focused Coping (EFC)	-			
	Problem-focused Coping (PFC)	37	64,91%		
Esmala	Emotion-focused Coping (EFC)	motion-focused Coping (EFC) 19		1000/	
гешае	Problem-focused Coping (PFC) maupun	1	1 750/	100%	
	Emotional-focused Coping (EFC)	1 1,73%			

Table 5 shows the types of stress coping students experience based on gender. This table explains that the stress coping strategies implemented by male and female students in Class X SMA Negeri 3 Tambun Selatan show a tendency towards problem-focused coping (PFC), namely 87.78% of 37 male respondents and 64.91% of 57 female respondents. While the rest, using emotion-focused coping (EFC) strategies, as much as 16.22% of male respondents, 33.33% of female respondents and students with balanced stress coping strategies, as much as 1.75%, with a total of 1 female respondent. The researchers made a pie chart about the use of stress coping strategies by the students of Class X at SMA Negeri 3 Tambun Selatan in the mathematics examination.



Figure 1. Circle Diagrams of Students' Use of Stress Coping Strategies

Figure 1 shows the use of stress coping strategies by Grade X students of SMA Negeri 3 Tambun Selatan in the mathematics examination as a pie chart. In Figure 1, the researcher explains the identity of the male, namely L, and the sub-coping strategies used by Grade X students of SMA Negeri 3 Tambun Selatan are as follows.

Stross Coning		Score A	cquisition	Score	Total
Stress Coping Туре	Stress Coping Sub	Male	Female	Acquisition	Maximum score
Duchlam Ecourad	Planful Problem Support	583	926	1.509	1.880
Coping (DEC)	Seeking Social Support	70	76	146	376
Coping (FFC)	Confrontative Coping	103	150	253	376
Total		756	1.152	1.908	2.632
	Self-Control	754	1123	1.877	2.632
Emotionally	Avoidance / Escape	807	1290	2.097	3.384
Focused Coping	Distancing	453	634	1.087	1.880
(EFC)	Positive Reappraisal	749	1179	1.928	2.632
	Accepting	442	737	1.179	1.504
	Total	3961	6115	8.168	12.032

Table 6. Distribution of The Use of Stress Management Strategies by Male and Female Students
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Table 6 presents the results of the calculation of the score of each sub-indicator of the instrument distributed by the researchers to male and female students. From Table 6, it can be concluded that the sub-coping of the type of PFC that is most dominantly used by both types of respondents is planning problem support with the acquisition of each respondent's score of 583 and 926 respectively from the total maximum score is 1,880, and the sub-coping of the type of EFC that is most dominantly used by both types of respondents is avoidance/escape with a score of 807 and 1290 respectively from the total maximum score is 3,384.

DISCUSSION

According to the researcher's findings, students experience stress during maths exams. Students who experience stress in mathematics examinations try to cope with their stress. What these students do is called coping (Nasir & Muhith, 2011). The stressor or source of stress from the situation is the maths exam. Stress is a form of result of individual and environmental interactions caused by an imbalance between the demands of the situation and the individual's biological, psychological and social capabilities (Wardhana, 2022). The dominant stress management strategy applied by the students of Grade X at SMA Negeri 3 Tambun Selatan when facing mathematics exams is Problem Focused Coping (PFC) by 83.78% of 37 male students and 64.91% of 57 female students. Meanwhile, the number of students used an emotion-focused coping (EFC) type of stress management strategy was 24, or 16.22% of male students and 33.33% of female students from the total remaining students. In addition, the number of students who used both stress management strategies was 1.75%, with one female student. The sub-coping strategies that dominate the use are planning problem support from problem-focused coping (PFC) and avoidance/escape from emotion-focused coping (EFC), with scores of 1,509 and 2,097, respectively.

Problem-focused coping (PFC) is a stress management strategy that focuses on efforts to change the stressful situation or problem, to minimise or possibly eliminate the stress. The sub-coping that dominates its use is planned problem support, which is a strategy to change stressful situations in a directed and planned way (Nasir & Muhith, 2011). Therefore, it is essential to implement stress management strategies for students in mathematics examinations, which are considered stress triggers and may interfere with the examination's conduct, so that students can achieve satisfactory results.

In this study, most respondents were female students, and the most commonly used stress coping strategy was problem-focused coping. The results of this study are inversely proportional to Ptacek's statement that it has been shown that it is generally preferable to manage stress with emotion-focused coping strategies to regulate appropriate emotional responses (Patton & Goddard, 2006). One effective solution to deal with academic stress is Stress Management Techniques. Therefore, the community service team conducted Stress Management Technique training for students of SMAN 1 Sliveg to improve students' ability to cope with the academic stress they experience. The application of Stress Management Techniques can also be applied to community service activities for other groups,

both within the scope of educational institutions, health and industry, to reduce the stress they experience (Itsna Hasni, Supriatun, & Artauli Lumban Toruan, 2023; Aminullah, Ramli, & Hidayah, 2019).

CONCLUSION

Based on the above discussion, it can be concluded that the majority of Grade X students in SMA Negeri 3 Tambun Selatan apply Problem Focused Coping (PFC) type stress coping strategies from both male and female genders. The research findings presented that Grade X students in SMA Negeri 3 Tambun Selatan use stress coping strategies that are not influenced by gender differences. Although there is no difference in the use of stress coping strategies between male and female students in mathematics exams, this study is still relevant. It provides essential empirical data for further research and explains to readers that students' gender does not affect academic stress coping. Future research is recommended to improve understanding of the factors that influence stress coping strategies, measure the relationship between supportive factors and the stress coping strategies used, and determine the relationship between stress coping strategies and students' mathematics exam results.

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