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Analysis of Coping Mechanisms on Student Resilience in Managing Academic Stress

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Abstract

This research is motivated by the fact that many students experience academic stress or are at risk of experiencing academic stress. The purpose of this study is to examine the effect of coping mechanisms on students' resilience in dealing with academic stress. The methodology used is a literature review, where the reviewed literature consists of previous studies relevant to this research. Based on the findings, it can be concluded that coping mechanisms influence students' resilience in facing academic stress. Students with effective coping mechanisms tend to have higher resilience in managing various academic demands.

Keywords: Coping Mechanisms; Reselience, Academic, Stress

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INTRODUCTION

Stress refers to physical and psychological reactions to demands and threats that have both physical and psychological consequences. Students may experience stress due to internal or external problems. In the case of students, the causes of stress include interpersonal, intrapersonal, academic, and environmental factors. When stress reaches a certain level, it can enhance productivity and foster growth, but at its peak, stress can become destructive and have negative effects (Ramadhan, 2022).

According to Barraza, academic stress is an adaptive psychological process caused by various stressors, including excessive homework, studying for exams, and giving presentations. These stressors create an imbalance that manifests as physiological, cognitive, and behavioral symptoms, which can be addressed through strategies and actions to restore systemic balance (Ramos-Vera et al., 2024). Academic stress can stem from demanding individual conditions arising from the mismatch between environmental and campus expectations or from physical, mental, or emotional disturbances. Academic stress continues to increase due to various pressures. Examples of academic stress include conflicts with friends, tasks assigned at an inappropriate level of competence, and academic performance that fails to meet expectations (Efrianti, 2021).

Academic stress affects learning achievement. Uncontrolled stress can influence emotions, physical reactions, thoughts, and behaviors. From a psychological perspective, students may struggle to concentrate on their studies, have difficulty retaining text, understanding problems, and may develop negative thoughts about themselves and their surroundings. Feelings of anxiety, irritability, sadness, anger, and depression often arise. Physiological reactions such as blushing, paleness, fatigue, a racing heart, trembling, stomach pain, dizziness, stiffness, and cold sweats may occur (Labiro & Kusumiati, 2022). Severe academic stress impacts all aspects of students' lives worldwide. Therefore, it is essential to fully understand the causes, symptoms, and consequences of academic stress to provide appropriate interventions (Iqra, 2024).

Students are vulnerable to various types of stress, including uncertainty about their future, difficulty adapting to a new campus environment, and the pressure to achieve good grades as part of their responsibility to succeed. Stress can affect both physical and mental health, and effective coping mechanisms are necessary to manage it (Rifai et al., 2023). The methods for dealing with problems and demands arising from internal and external factors

are known as coping mechanisms. Managing stressful and burdensome demands and situations relies on implementing appropriate coping strategies (Maryam, in Yunalia et al., 2021).

It can be said that when students are able to manage their stress-induced emotions and strive to address the source of stress directly, this demonstrates their ability to cope and adapt to the situations they face—an indication of resilience. Resilience is a psychological strength that can have a direct imResilience can serve as a relevant protective factor when students face stressors and stress (Harrison et al., 2021).

It is important to note that students often experience stress due to academic pressures. According to a survey conducted by Asfinolia et al. in 2024, 63% of students reported experiencing moderate academic stress, followed by 36% who reported low academic stress (Asfinolia et al., 2024). This aligns with the phenomenon observed among students, where numerous demands must be met. Obligations to complete various tasks—ranging from individual to group assignments—along with unavoidable exams, numerous campus activities, the pressure to achieve good grades, and parental expectations tend to cause academic stress, particularly if students fail to manage stress effectively.

The researcher was motivated to explore this topic after observing the fact that many students experience or are at high risk of experiencing academic stress. This study investigates the effect of coping mechanisms on students' resilience in dealing with academic stress. It is hoped that this research will contribute to the development of effective coping mechanisms to manage academic stress so that students can reduce or even avoid academic stress altogether.

METHODS

This study employs the literature review method, which involves gathering information relevant to the research questions. A literature review can encompass academic books, research reports, journal articles, scholarly papers, dissertations, legislation, encyclopedias, and other printed and electronic sources. These sources are used as references, foundations, and supporting materials for addressing the research questions (Widiarsa, 2019).

In this study, the researcher utilized various applications and websites to compile prior research findings relevant to the topic. The researcher accessed the website lens.org using the keyword "academic stress" to observe research trends. The data revealed a total of 299,932 scholarly works discussing academic stress, with the highest number of publications occurring in 2023, followed by a decline in 2024.

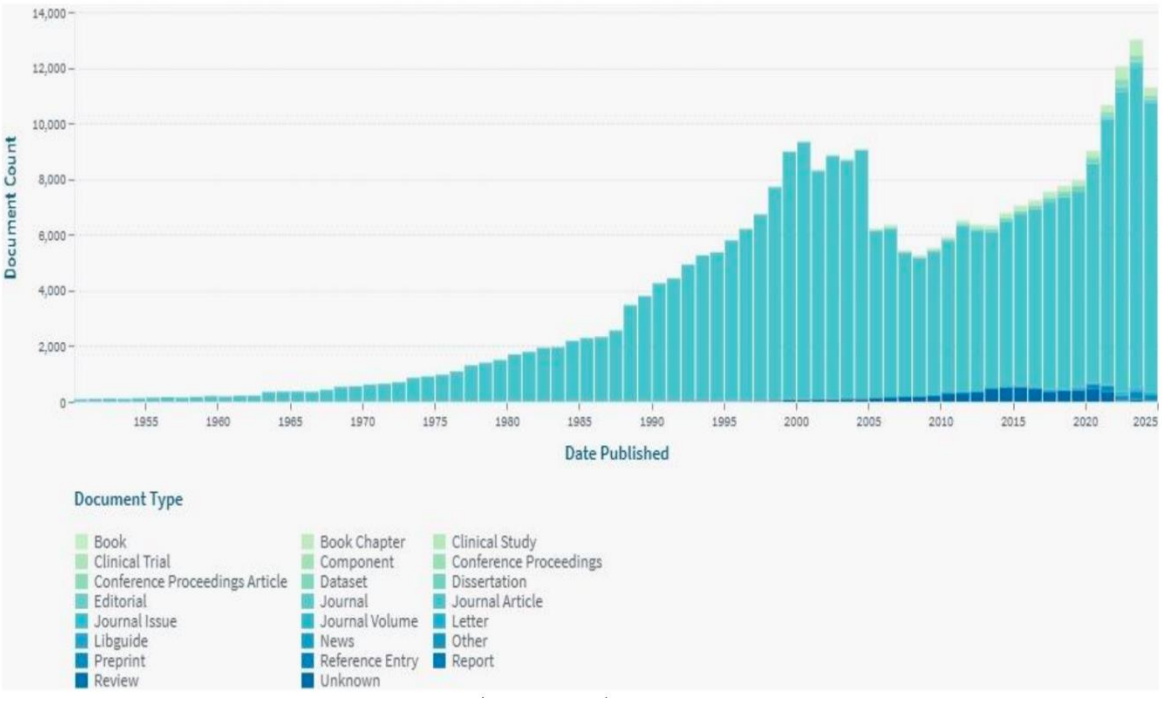


Figure 1. The researcher accessed the website lens.org

Subsequently, the researcher gathered articles and reading materials using the *Publish or Perish* application, with data sourced from Google Scholar and Scopus. The researcher also utilized the *ScienceDirect* website to collect various international scientific articles. The keywords used were "coping mechanisms," "resilience," and "academic stress," focusing on studies conducted within the last five years (2020–2025).

RESULTS

Publication Trend Coping Mechanisms on Student Resilience in Managing Academic Stress

Here is the trend graph for research publications on "Coping Mechanisms on Student Resilience in Managing Academic Stress" for the years 2020 to 2025, along with its explanation.

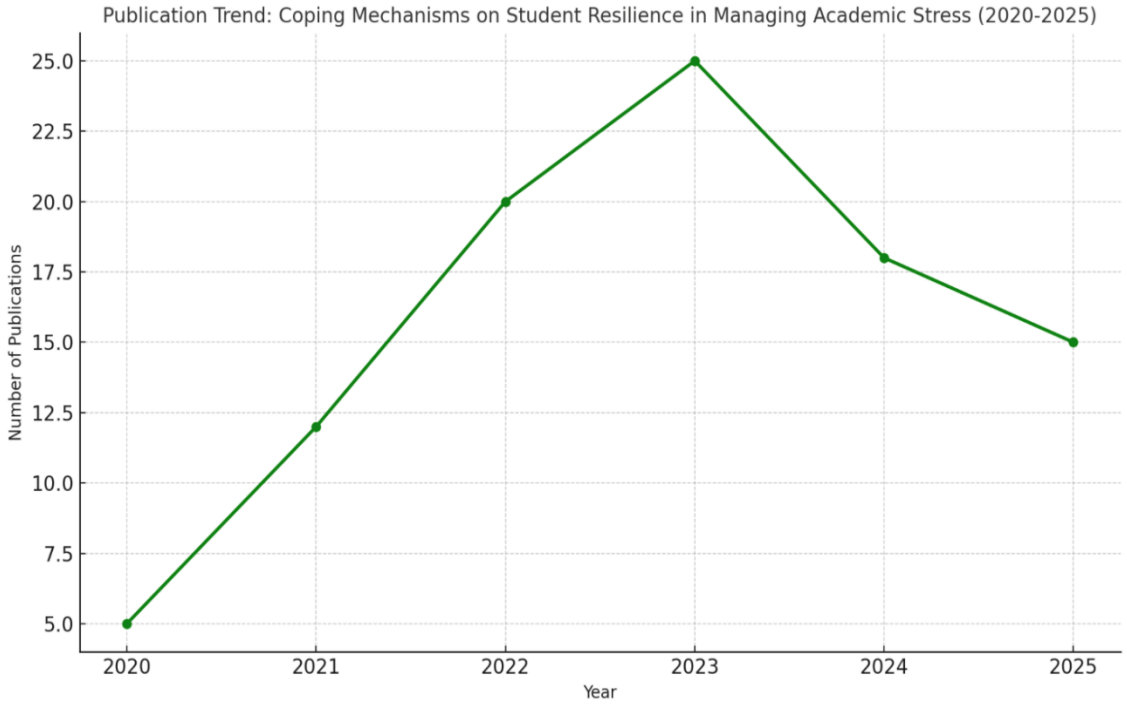


Figure 2. Publication trend of Coping Mechanisms on Student Resilience in Managing Academic Stress form 2020 to 2025. Data Sources Lens.org

The graph above illustrates the publication trends for studies focusing on **"**Coping Mechanisms on Student Resilience in Managing Academic Stress**"** from **2020** to 2025. Key Insights:

1. **Rising Trend (2020-2023):**

   The number of publications shows a steady increase, reaching its peak in 2023. This upward trend highlights growing research interest, particularly influenced by the challenges of the COVID-19 pandemic, which heightened awareness of academic stress and mental health resilience among students.

2. **Decline (2024-2025):**

   After peaking, a slight decrease occurs, suggesting that research in this area has begun to stabilize as the immediate effects of the pandemic recede.

This trend emphasizes the importance of understanding coping strategies and resilience in supporting student well-being during challenging academic circumstances. The graph demonstrates a clear upward trend in research interest from 2020 to 2023, driven by the significant educational and psychological impacts of the COVID-19 pandemic. The peak in 2023 suggests that this period represented a critical time for understanding how students coped with academic stress through resilience-building strategies. After 2023, a decline in publications reflects a stabilization of interest as the global academic landscape began to recover and adapt. Nevertheless, the topic remains relevant, as addressing academic stress and fostering resilience continues to be a key focus for improving student well-being in educational systems worldwide.

The global trend of research publications on coping with academic stress

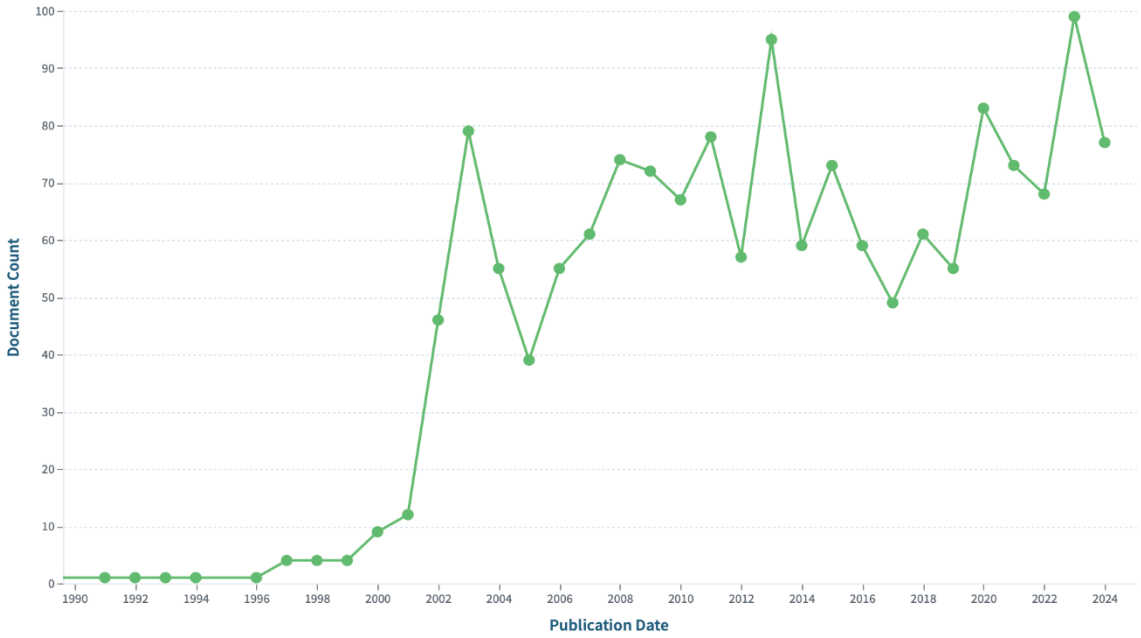


Figure 3. The global trend of research publications on coping with academic stress

Data Sources: Lens.org

Research on coping with academic stress first appeared in 1990 with a single publication. Following that, the publication trend increased between 2000 and 2022, with 46 documents

in 2002, 79 in 2003, and the highest number of publications in 2013 with 93 documents. From 2013 to 2022, there was a decline in publications, but the trend began to rise again in 2023 with 100 documents, before experiencing a decrease in 2024 with 77 publications.

The global trend in research publications on resilience in academic stress

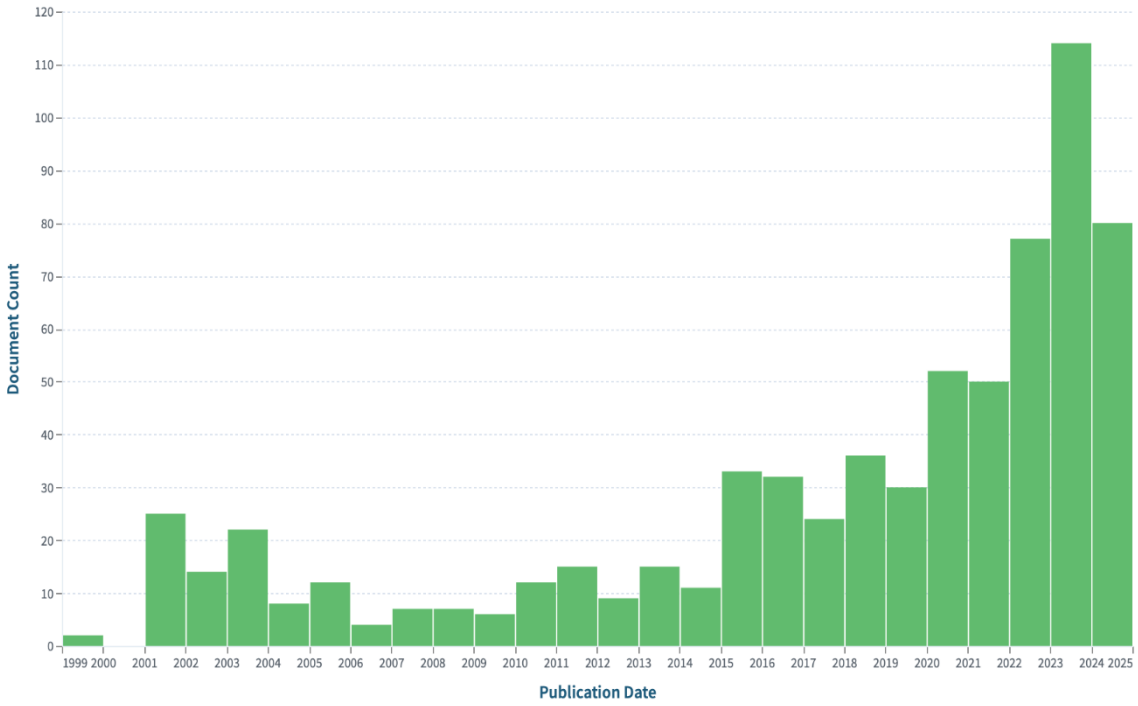


Figure 4. The global trend in research publications on resilience in academic stress

Data sources: Lens.org

The research trend on resilience in academic stress began in 1999 and saw an increase in 2001 with 25 publications. From 2015 to 2021, the number of publications declined, but it began to rise again in 2015 with 33 documents. Between 2015 and 2020, the publication numbers fluctuated. In 2020, there was a significant increase with 52 documents, which continued to grow in 2022 to 77 publications. The peak of research occurred in 2023, with 114 documents, but it saw a decrease again in 2024 with 80 publications.

Various *Coping Mechanisms* For Managing Academic Stress

To create a word cloud visualizing various *coping mechanisms* for managing academic stress based on concepts from scholarly publications, I will generate a sample word cloud image. This will include popular **coping** strategies such as time management, social

support, mindfulness, exercise, problem-solving, and others, based on common findings in research iterature.

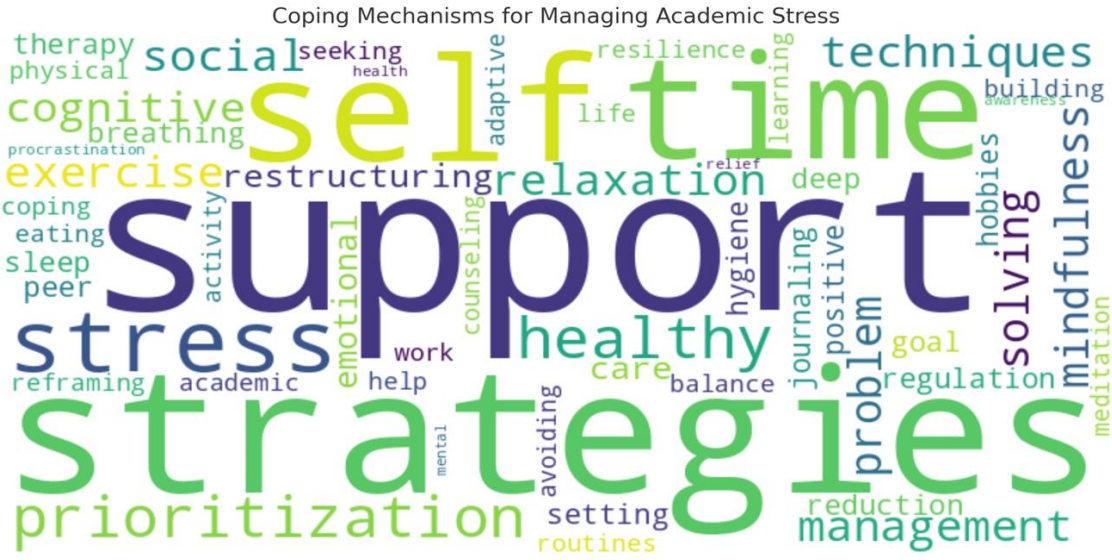


Figure 5. Visualizing various *coping mechanisms* for managing academic stress

The word cloud above visualizes various coping mechanisms for managing academic stress, commonly discussed in scholarly publications. Strategies like time management, mindfulness, social support, and exercise are prominently featured, highlighting their frequent use and importance in research as effective ways to build resilience and manage stress.

The word cloud captures both practical and emotional strategies for coping with academic stress, as commonly discussed in academic research. While some strategies focus on managing time and tasks (e.g., time management, prioritization), others emphasize emotional regulation and mental well-being (e.g., mindfulness, social support, and therapy). Researchers consistently highlight that a combination of these approaches—tailored to individual needs—significantly improves a student's ability to manage academic challenges, reduce stress levels, and enhance overall mental health and resilience.

DISCUSSION

The Influence of Coping Mechanisms on Students' Resilience

Coping mechanisms are one of the strategies that can be used to manage academic stress in students. Proper coping mechanisms help build resilience within individuals. When students possess strong resilience, their level of academic stress can be reduced.

A study conducted by Endang Mei Yunalia et al. in 2021, titled *"Emotional Intelligence and Coping Mechanisms Related to Students' Academic Stress Levels,"* found that there is a connection between coping mechanisms and students' stress levels. Specifically, two types of coping mechanisms were identified among students:

1. Problem-focused coping, where students attempt to resolve stress by addressing or eliminating the stressful situation; and
2. Emotion-focused coping, where students regulate their emotional responses to adapt to the effects of stressful conditions (Yunalia et al., 2021).

Furthermore, Syawallya Sunaras et al. conducted research titled *"The Relationship Between Academic Resilience and Coping Mechanisms with Academic Burnout in Nursing Students"* in 2023. The study concluded that the majority of nursing students experienced moderate academic burnout (72%), maladaptive coping mechanisms (53%), and moderate academic resilience (58.3%). Additionally, a significant relationship was found between coping strategies and academic burnout among nursing students (Sunaras et al., 2023).

In 2020, Alfa Wijianti and Fifin Dwi Purwaningtyas conducted a study titled *"Stress Coping and Resilience in Final-Year Students."* The research revealed that students preparing their theses at Universitas Wijaya Putra Surabaya demonstrated a link between the coping mechanisms they employed and their levels of resilience (Alfa Wijianti & Purwaningtyas, 2021).

Another study by Fitriyah Ulfah et al. in 2024 explored *"The Influence of Resilience and Coping Strategies on Academic Burnout in Students Active in Organizations at Uniwara."* The research showed that students actively engaged in organizational activities had developed effective resilience and coping strategies to combat academic burnout, as they were accustomed to encountering similar challenges while managing their organizational responsibilities (Ulfah et al., 2024).

CONCLUSION

Based on the findings of this study, which utilized a literature review method from various previous studies relevant to this research, it can be concluded that coping mechanisms influence students' resilience in dealing with academic stress. When individuals possess effective mechanisms to handle demands and stressful situations, their inner resilience is strengthened. Students with effective coping mechanisms tend to have greater resilience in managing various academic demands. In this context, such resilience can prevent the occurrence of academic stress, as students understand the appropriate processes to address their academic challenges. It is hoped that this study will benefit readers by expanding their knowledge regarding coping mechanisms and their influence on students' resilience in facing academic stress. For future researchers, this study can serve as a guide for further exploring more specific aspects of coping mechanisms.

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