

ABSTRACT

The phenomenon of students working while studying is increasingly common in Indonesia, yet this dual role often triggers high academic stress. This study aims to analyze the relationship between individual characteristics, self-efficacy, and coping mechanisms on the level of academic stress among working students at Politeknik Negeri Jember. The research method used is a quantitative correlational design with a cross-sectional approach involving 40 working student respondents. The results showed that the majority of respondents had high self-efficacy (60%), moderate/sufficiently adaptive coping mechanisms (55%), and moderate academic stress levels (55%). Statistical test results indicated no significant relationship between individual characteristics (age, income, employment status, residence) and academic stress ($p > 0.05$). However, there was a significant positive relationship between self-efficacy and academic stress ($r = 0.737$; $p = 0.000$) as well as between coping mechanisms and academic stress ($r = 0.634$; $p = 0.000$). This suggests that internal factors such as self-belief and adaptive coping strategies are crucial in managing academic pressure for students in dual-role situations (study and work).

Keywords: *Academic Stress, Coping Mechanism, Self-Efficacy, Working Students.*