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Research Article

The Correlation Between Self-Disclosure, Academic Hardiness, and Academic Stress on Vocational High School Students

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About Article

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ABSTRACT

Implementing an independent curriculum aims to create a flexible teaching and learning process but often creates academic pressure that impacts student academic stress. In this case, students need to recognize the conditions and situations that exist so that self-disclosure becomes an important step that needs to be owned, as well as a resilient personality that makes students able to deal with stress and accept academic situations that arise as a step of self-development. The research was conducted on 238 students of vocational high school "X" students in Surabaya using multiple linear regression analysis techniques. The results showed that self-disclosure and academic hardiness correlate with vocational students' academic stress. Students with self-disclosure can express self-information, supported by the personality of academic hardiness, which makes a person stronger, resistant, and optimistic so that academic stress decreases. The following result shows that self-disclosure negatively correlates with vocational students' academic stress. Self-disclosure with the closest person can reduce academic stress because problems and conflicts in the surrounding environment can be expressed to their friends. The third hypothesis result shows that academic hardiness has a negative correlation with the academic stress of vocational students. Students with resilient personalities can deal with stressors positively because they can identify activities around them.

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1. INTRODUCTION

Education is an essential aspect of human life. It allows individuals to develop and prepare for the future, creating quality human resources (Hemasti *et al.*, 2023). Indonesian education is inseparable from its curriculum and education system, so changes in the education curriculum are not strange (Aziz *et al.*, 2022). Indonesia's curriculum is constantly innovating to achieve optimal learning, such as the 2004 competency-based curriculum, the 2006 KTSP curriculum, the 2013 curriculum, and the currently developed independent learning curriculum (Mujab *et al.*, 2023).

The independent learning curriculum seeks to liberate students by providing opportunities for self-regulation through student-centered learning methods and emphasizing responsibility, honesty, and tolerance (Kurniasih, 2022; Mujab *et al.*, 2023). The independent curriculum has an effort to make the learning process more flexible and independent because of the student-centered learning process, but many problems still arise in its application (Norma & Hindun, 2024; Lutfiana, 2022).

The problem that arises is the unpreparedness of students to be actively and creatively demanded so that teachers have a role in encouraging students to learn for themselves in increasing their experience, which affects the effectiveness of independent curriculum learning from readiness and how students learn both individually and in groups (Norma & Hindun, 2024; Lutfiana, 2022). The implementation of the independent curriculum also has problems in students' academic stress, where the issues that arise are projected learning carried out by students also often makes them uncomfortable in interacting with others because closed individual personalities tend to like conventional learning, students' demands from teachers to complete tasks thoroughly and students feel that the tasks given by the teacher are not suitable for students' abilities because they are too complicated to cause fatigue in completing assignments with learning, demands in completing too many project tasks in various subjects cause physical and psychological fatigue and result in decreased learning achievement (Ayuningtyas *et al.*, 2023).

Vocational high school students also experience problems in implementing an independent curriculum. Vocational high school is an educational institution that can prepare students for employment and develop professional attitudes, prepare for careers, compete in developing themselves, and prepare workers to meet the needs of the business and industrial world to be more productive, adaptive, and creative (Hemasti *et al.*, 2023). Sulistiani *et al.* (2022) also explained the purpose of vocational high school education: that graduates are ready to open their businesses or enter the world of work. This makes vocational high school education different from other education. Hence, schools need to prepare their graduates to enter the world of work and improve their competencies, as well as the demands of a more applicable curriculum with a clear career orientation that raises students' academic stress because they feel pressured by the implementation of the curriculum (Utaminingsih, 2011). The problem is that vocational students are categorized as adolescents aged 15-24 years (Almaida & Febriyanti, 2019), are generally starting to be required to reach the exploration stage of career planning, search for self-identity, rational thinking,

abstract thinking, and idealism (Almaida & Febriyanti, 2019; Annisa & Supriatna, 2022; Nuraeni *et al.*, 2024), but on the other hand, according to Santrock (2011), they also tend to experience conflicts related to their adjustment to the environment, one of which is conflict related to academic problems due to various stressors, both intrapersonal, interpersonal, educational, and environmental, so that they are prone to causing academic stress (Suci & Ifdil, 2023).

Stress is a common problem in individual life, whether it occurs in school, work, or family, but when the demands of the academic environment peak, academic stress arises, such as arising from the expectation of getting high grades, piling up assignments, grade pressure, cheating, difficulty deciding on majors and careers, time management difficulties, and test-taking anxiety because the adjustment becomes more frustrating due to academic failure (Desmita, 2010; Govaerts & Grégoire, 2004; Lubis & Matara, 2023; Suci & Ifdil, 2023). High academic stress has an impact on low academic performance ability, declining health, depression, and sleep disorders (Izzati *et al.*, 2020). This occurs because of the response to the demands of the teaching and learning process, such as demands for promotion, demands for completing assignments, test scores that tend to be high, decisions in determining majors, anxiety about exams, and demands in managing study time (Kariv *et al.*, 2005; Karneli *et al.*, 2019).

Academic stress experienced by vocational students, one of which occurred at a vocational high school in Semarang, resulted in difficulty sleeping because they had to prepare presentations and do many assignments. They appeared anxious when the teacher asked questions in class (Ernawati & Rusmawati, 2015). This also happened in one of the vocational schools in Padang if 40.74% of students were burdened with maintaining school rankings, 62.96% were anxious about semester exams, 82.72% were afraid of poor test scores, 80.25% were confused about completing much homework, and 50.62% were tired of attending additional lessons at school (Karneli *et al.*, 2019).

Academic stress arises because of the emotional strain of events at school, which is a burden that can exceed the limits of one's abilities and cause various physical, psychological, and behavioral reactions that affect students' psychological adjustment and academic achievement. (Ayunda & Affandi, 2023). The problem of academic stress that occurred at vocational high school in Malang found that 71% of 96 students who experienced difficulties in fulfilling academic demands experienced academic stress because students felt that there was increased pressure to make differences in individual demands internally and externally in academic achievement (Calysta & Ambarini, 2024). The demands experienced by students tend to impact their academic performance and well-being, ultimately affecting their psychology and behavior (Ambarwati *et al.*, 2017; Sarafino & Smith, 2016).

The problem of academic stress is also felt by students of Vocational High School "X" in Surabaya. Researchers conducted interviews with 14 students of Vocational High School "X" in Surabaya and found that 9 out of 14 students (64.3%) felt academic stress. Academic stress experienced by students is due to student-centered learning, so students are confused and complain because learning requires students to



learn the material first before the teacher explains it because students are given assignments for presentations. Students struggle to understand the material concept when they have to learn independently. Students also feel fatigued because the assignments tend to be many and varied from individual and group assignments, so they still have difficulty managing time. In addition to being given group assignments, students also have to practice because they come from the Vocational High School level, so students feel that they need time to do assignments, especially group work with colleagues who cannot work together, so the task load increases. Students also think that the collection of assignments is speedy. Students also face project-based assignments, so they have difficulty focusing on vocational subjects because they have to focus on general, vocational, and P5 subjects. Students also have to spend more money on assignments because the majority of assignments given by teachers are project-based.

Academic stress problems faced by students occur due to various factors, namely internal and external factors. Academic pressures, such as intense learning and pressure to achieve high grades, are factors that cause academic stress (Lubis & Matara, 2023), making students take steps to understand academic stress by recognizing the conditions and situations that occur so that self-disclosure is an important step (Gamayanti *et al.*, 2018; Lazarus & Folkman, 1984).

Self-disclosure is a type of communication in which one discloses personal information often hidden from others, such as information on the person concerned's behavior, attitudes, feelings, desires, and motivations (Devito, 2011). Self-disclosure can calm the mind and help students evaluate and understand problems by improving themselves (Hanisa *et al.*, 2024; Yang *et al.*, 2017). Research by Zhen *et al.* (2021) This is supported by the evidence that self-disclosure can reduce the stress experienced by students because students can share their feelings and problems with others.

Jourard (1964) and Hamid (2000) suggest that if individuals can share information and disclose themselves with trusted others, feelings and thoughts about stress, emotional states, and problems faced can reduce the stress that occurs. Hence, it becomes essential for mental health. Closing oneself off and keeping it a secret from others can cause stress to the detriment of physical and psychological health, so self-disclosure can be a form of carcasses and a step in understanding oneself (Hamid, 2000). Research conducted by Zhen *et al.* (2021) explains that self-disclosure can reduce the stress experienced by students through the process of sharing their feelings and problems with others. High self-disclosure can reduce academic stress, and conversely, low self-disclosure can have high academic stress (Malik *et al.*, 2024; Dutton & Sotardi, 2023; Hanisa *et al.*, 2024; Novitarum *et al.*, 2022).

The factor that causes academic stress, among all the factors that dominantly influence academic stress, is personality (Barseli *et al.*, 2017), especially the resilient personality known as academic hardiness. Academic hardiness is a personality characteristic that reflects an individual's fundamental strength to control and deal with life pressures. It has a positive effect on individual status and is a source of resistance when there is a stressful event, making a person stronger, resistant,

and optimistic in the face of existing stress (Kobasa, 1979). Academic hardiness characterizes an individual's personality in controlling reactions to stress, making them stronger, more resilient, stable, and optimistic about dealing with the effects of stress. That hardiness can affect how individuals perceive stressful situations and determine a positive response (Lutfiana & Zakiyah, 2021; Mulyati & Eryani, 2022). A person's ability to be highly endurance makes one able to deal with stress due to patterns of attitudes and strategies that can see changes in stressful conditions (Aditia *et al.*, 2023; Maddi *et al.*, 2012; Taylor, 2003). Academic hardiness possessed by students can lead to steps in self-development by controlling attitudes, regulation, and academic stressors to reduce academic stress (Azizah & Satwika, 2021). Academic hardiness has a negative correlation with academic stress, meaning that the higher the academic hardiness a student has, the lower his academic stress will be, and vice versa, the lower the student's academic hardiness, the higher his academic stress will be (Agustina & Deastuti, 2023; Putri *et al.*, 2023; Handara & Irafahmi, 2022; Lestari & Nuraqmarina, 2024; Lestari & Kinayung, 2022; Suci & Ifdil, 2023).

The problem formulations in this study are:

1. Can self-disclosure and academic hardiness predict vocational students' academic stress?
2. Does self-disclosure correlate with the academic stress of vocational students?
3. Does academic hardiness correlate with the academic stress of vocational students?

2. LITERATURE REVIEW

Stress is a condition that occurs due to the mismatch of the desired situation with the biological and psychological state of a person's social system (Sarafino & Smith, 2016). Sarafino and Smith (2016) explain the aspects and indicators of academic stress, namely:

a. Biological aspects. Biological aspects explain conditions that can be directly threatening and dangerous to the self, leading to physiological reactions in the body. Indicators are a faster heartbeat, trembling arm and leg muscles, an impaired immune function such as allergies and getting sick quickly.

b. Psychosocial aspects. Indicators include cognitive, namely difficulty remembering, difficulty concentrating, forgetfulness, and inability to solve problems; emotional, namely fear, anxiety, sadness, and anger due to frustration resulting in aggressive behavior and depression; and social behavior indicators, namely being less friendly and insensitive to the needs of others.

DeVito (2011) explains that self-disclosure involves disclosing personal information usually hidden from others through various topics such as behavioral information, attitudes, feelings, desires, and motivations of the person concerned. DeVito (2011) explains that the aspects that exist in self-disclosure include:

a. Amount, which includes frequency of self-disclosure and time taken to disclose.

b. Valence includes the quality of self-disclosure. The indicators are positive and negative aspects of self-disclosure explained by pleasant and unpleasant things, praising things in themselves, and demonizing themselves.



c. Accuracy and Honesty, including knowing both strengths and weaknesses, honesty in disclosing information by not exaggerating the story, and not missing important parts of the story by lying.

d. Intention, including the breadth of one's disclosure of what one wants to disclose, one's awareness in controlling the information said to others.

e. Intimate is a detailed and intimate disclosure through a close correlation, revealing personal and private things and disclosing things that are not personal.

Hardiness is a personality characteristic in a person's fundamental strength to control and deal with existing life pressures to have a positive influence on individual status as well as a source of resistance when there is a stressful event by making a person stronger, resistant, and optimistic in the face of existing stress (Kobasa, 1979). Aspects and indicators of academic hardiness according to Kobasa (1979), namely:

a. Commitment. The indicators are confidence in one's ability to do work, activities that identify every event and everything in the environment, and involvement in an activity with people who play a role in one's life.

b. Control. Indicators are acceptance and trust if a person can control and influence events in experience when dealing with unexpected events, optimism in dealing with problems, and self-control over what happens.

c. Challenge. Indicators of challenges include a view of change as an opportunity for growth, the ability and desire to move forward and finding easier ways to eliminate or reduce inhibiting circumstances.

The hypotheses in the study are:

1. Self-disclosure and academic hardiness correlate with academic stress in vocational students.

2. Self-disclosure has a negative correlation with academic stress in vocational students.

3. Academic hardiness negatively correlates with academic stress in vocational students.

3. METHODOLOGY

The research used is a quantitative approach with a correlational research design to reveal the correlation between self-disclosure and academic hardiness with academic stress in vocational students. The population in the study amounted to 734 students in grades 10-12 at vocational high school "X" students in Surabaya. The research sample is part of the population that can represent the entire population so that the study results can be generalized. The criteria for selecting research samples are:

1. Students who attend in vocational high school "X" Surabaya
2. Grades 10 – 11.

The sampling technique in this study uses nonprobability sampling techniques with quota sampling techniques, namely sampling techniques with specific characteristics until the desired quota amount has been met (Sugiyono, 2017). The number of sample calculations uses the Isaac and Michael technique by looking at the table to determine the number of samples from a given population using an error rate of 5%. This study's minimum number of samples is 238 vocational high school "X" students in Surabaya. Respondents in the research results amounted to 238 vocational high school "X" in Surabaya students in grades 10 and 11 based on gender, age, class, and significance.

Table 1. Demographics of Research Subjects

No	Demographics Profile	Description	Frequency
1	Gender	Male	134
		Female	104
2	Age	14 years old	1
		15 years old	30
		16 years old	71
		17 years old	95
		18 years old	38
		19 years old	3
3	Class	X	124
		XI	114
4	Major	Software Engineering	101
		Hospitality	7
		Catering	91
		Travel Service Business	39

The data collection method is a questionnaire given directly to the subject, which contains three scales, namely the self-disclosure scale, academic hardiness, and academic stress, to measure the variables studied with quantitative data results.

The measuring instrument uses a questionnaire with three scales made by the researcher, namely the self-disclosure scale, academic hardiness, and academic stress, using a Likert scale with five alternative answers, namely strongly disagree,



disagree, neutral, agree, and strongly agree.

Making the academic stress scale measuring instrument refers to the aspects and indicators of Sarafino and Smith (2011). The number of valid items is 21, with a reliability of 0.929. The self-disclosure scale measuring instrument refers to aspects and indicators from DeVito (2011), with 47 valid items with a reliability of 0.963. The making of academic hardiness scale measuring instrument refers to the theory of aspects and indicators from Kobasa (1979), which has a total of 32 valid items and a reliability of 0.941.

Data analysis in this study used multiple linear regression analysis because this study consisted of 3 variables: self-disclosure, academic hardiness, and academic stress. Multiple linear regression analysis testing in its analysis requires an assumption test or prerequisite test, including the normality test of the distribution is used to determine whether the research data is normally distributed or not. Testing used the Kolmogorov-Smirnov normality test and the data is said to be normal when the p value > 0.05 . the linearity test with the aim of knowing the relationship between self-disclosure variables, academic hardiness, and academic stress has a linear relationship or forms a straight line. The linearity test of the relationship is done by looking at the p value, if the p value > 0.05 then the relationship between these variables is said to be linear. The next assumption test is the multicollinearity test which aims to test a regression model there is a relationship between independent variables, because when multicollinearity occurs, one of the independent variables should be removed from the model because the regression model should not occur between independent variables, by testing the VIF (Variance Inflation Factor) and tolerance values. A regression model that is free from multicollinearity is when the tolerance value > 0.10 and the VIF value < 10.00 . The heteroscedasticity test aims to determine the regression model whether there is an inequality of variance from the residuals of one observation to another. The heteroscedasticity test used is Spearman's Rho, where the regression model results do not have heteroscedasticity if the variable significance value is > 0.05 and is declared to have heteroscedasticity when the variable significance value is < 0.05 . The entire assumption test process was carried out by researchers with the help of the IBM SPSS version 25 for Windows program.

The normality test results for academic stress variables with Kolmogorov-Smirnov obtained a significance level of 0.200 ($p > 0.05$), so the academic stress variable is normally distributed. The results of the linearity test between self-disclosure and academic stress obtained a p -value of 0.576 ($p > 0.05$) with an F value of 0.959, meaning that there is a linear correlation between the self-disclosure variable and academic stress. The results of the linearity test between academic hardiness and academic stress obtained a p -value of 0.935 ($p > 0.05$) with an F value of 0.717, meaning that academic hardiness and academic stress have a linear correlation.

The multicollinearity test results between the self-disclosure and academic hardiness variables obtained a tolerance value of 0.435 > 0.10 and a VIF value of 2.301 < 10.00 , meaning that there is no multicollinearity or intercorrelation between the self-disclosure and academic hardiness variables. The results of

the heteroscedasticity test on the self-disclosure and academic hardiness variables using the Spearman's rho correlation on the self-disclosure variable with ABS_RES of -0.053 and the academic hardiness variable with ABS_RES of -0.010 obtained a significance value of 0.413 ($p > 0.05$) on the self-disclosure variable and a significance value of 0.883 ($p > 0.05$) on the academic hardiness variable, so there is no heteroscedasticity in both variables. All assumption test results and prerequisite tests in the study have been met, so data analysis techniques using multiple linear regression analysis in this study can be applied. The study's results used multiple linear regression analysis techniques to test the first hypothesis and second and third hypotheses, including simultaneous regression analysis, partial regression analysis, regression line equation, and effective contribution of each variable with the help of the IBM SPSS version 25 for Windows program.

4. RESULTS AND DISCUSSION

The first hypothesis in this study is that self-disclosure and academic hardiness simultaneously correlate with academic stress in vocational students. The results of hypothesis testing of self-disclosure and academic hardiness with academic stress show an F value of 214.335 with a significance value of 214.335 with a significance value of 0.00 ($p < 0.01$), so the hypothesis of self-disclosure and academic hardiness has a simultaneous correlation with academic stress is accepted.

The second hypothesis in this study is that self-disclosure negatively correlates with academic stress in vocational students. The hypothesis test results obtained a t score of -5.390 with a significance value of 0.00 ($p < 0.01$). The test results show a negative correlation between self-disclosure and academic stress in vocational students. The hypothesis test results show the opposite direction of the correlation. This means that the higher the self-disclosure of vocational students, the lower the academic stress they have and vice versa, the lower the self-disclosure of vocational students, the higher the academic stress they have.

The third hypothesis in this study is that academic hardiness negatively correlates with academic stress in vocational students. The hypothesis test results obtained a t score of -9.125 with a significance value of 0.00 ($p < 0.01$). The test results show a negative correlation between academic hardiness and academic stress in vocational students. The hypothesis test results show the opposite direction of the correlation. This means that the higher the academic hardiness of vocational students, the lower the academic stress they have and vice versa, the lower the academic hardiness of vocational students, the higher the academic stress they have.

The regression line equation in this study is $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$ with coefficient $\beta_0 = 134,927$; $\beta_1 = -0,191$; and $\beta_2 = -0,434$. Then, the regression line equation is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

$$Y = 134,927 X_0 + (-0,191) X_1 + (-0,434) X_2.$$

These results indicate that if there is no self-disclosure and academic hardiness, then academic stress is 134.927. The regression coefficient of self-disclosure is -0.191, indicating that each addition of 1 self-disclosure score will reduce academic hardiness by 0.191. The regression coefficient of academic



hardiness is -0.434, indicating that each addition of 1 score of academic hardiness will reduce academic stress by 0.434.

Multiple linear regression analysis results in the effective contribution of both independent variables to the dependent variable and the effective contribution of each independent variable to the dependent variable. The effective contribution of each independent variable is calculated by the following formula:

$$\text{Effective Contribution } X = ((\beta_x \cdot \text{Cross Product} \cdot R^2) / \text{Regression}) \times 100\%$$

The results of the effective contribution of each variable show that the effective contribution score of self-disclosure to academic stress is 0.229, so that self-disclosure has a contribution of 22.9% to the academic stress of vocational high school students. The effective contribution score of academic hardiness to academic stress is 0.417 so that academic hardiness has a contribution of 41.7% to academic stress. The effective contribution score of self-disclosure and academic hardiness with academic stress is 0.646, so that self-disclosure and academic hardiness have a contribution of 64.6% to the academic stress of vocational students.

Comparing the empirical mean value with the hypothetical mean shows that the self-disclosure variable has an empirical mean value of 158.86 and a hypothetical mean value of 141. Hence, the empirical mean value is greater than the hypothetical mean. This means that vocational students have a high tendency to self-disclosure. The academic hardiness variable has an empirical mean value of 113.29 and a hypothetical mean value of 96, so the empirical mean value is greater than the hypothetical mean. This means that vocational students have a high tendency to academic hardiness. The academic stress variable has an empirical mean of 55.36 and a hypothetical mean of 63. Hence, the empirical mean value of the educational stress variable is lower than the hypothetical mean value. This means that the academic stress of vocational students has a low tendency.

Someone with self-disclosure can express information about himself, mainly supported by the personality of academic hardiness; someone will also be able to control himself, making someone more potent, more resilient, and optimistic because someone with academic hardiness believes in his ability to do something through identifying events around him. The attitudes and behaviors described above will help a person reduce academic stress because students can express themselves well, honestly, openly, and in detail about both pleasant and unpleasant things in themselves (DeVito, 2011).

Self-disclosure, when supported by high academic hardiness as an individual personality characteristic in seeing self-treatment as a value both for oneself and others, accepting change as self-development, and realizing oneself as the holder of control in the life process makes academic stress less (Benishek & Lopez, 2001). For example, vocational students feel stressed because their academic load increases, such as when it comes to final assignments and practical exam preparation. However, the students prepare it themselves because they are embarrassed and afraid of being considered weak by their friends, so they often feel sleepless and lose the Motivation to learn. The student then dared to express her feelings and worries to

her teacher, who advised her to study more effectively. The student's academic stress decreased further after taking the teacher's advice because he felt relieved and not alone in expressing his negative emotions. Students can also see the exam as a challenge that develops them by studying according to the teacher's advice, so they can get good learning results if they try to do more classes.

The empirical mean result in academic stress is 55.36, and the hypothetical mean is 63. These results indicate that students' academic stress is in the low category. This can strengthen the research results if the academic stress of vocational students tends to be low. Vocational high school "X" in Surabaya students can deal with academic stressors so that biological and psychosocial reactions that make students experience academic stress can be adequately minimized. The results of the practical contribution score of self-disclosure and academic hardiness with academic stress are significant, at 64.6%, and other factors influence the remaining 35.4%. This strengthens the first hypothesis that self-disclosure and academic hardiness are simultaneously correlated with the academic stress of vocational students.

The second hypothesis in this study is that self-disclosure has a negative correlation with academic stress in vocational students, so the higher the self-disclosure owned, the lower the educational stress and vice versa, the lower the self-disclosure owned by vocational students, the higher the academic stress of students. This is in line with research conducted by Malik *et al.* (2024), Hamid (2000), Novitarum *et al.* (2022), and Hanisa *et al.* (2024). Self-disclosure made to the closest people, such as friends, can reduce the occurrence of stress because problems and conflicts that occur in the surrounding environment can be expressed to their friends (Hamid, 2000); for example, students feel anxious if they get bad grades making students reveal their problems to their friends about the pressure that exists, fear of failure. Self-disclosure relieves students, and students get emotional support and try to find solutions together, such as studying together.

The empirical mean value of the self-disclosure variable is 158.86, and the hypothetical mean value is 141. These results show that the empirical mean value of the self-disclosure variable is greater than the hypothetical mean value, so the self-disclosure of vocational students is high. Vocational high school "X" Surabaya students can reveal themselves from information often hidden from others; this makes vocational high school "X" students able to be open in conveying the academic difficulties they experience while at school. The practical contribution of the self-disclosure variable is 22.9%, thus strengthening the hypothesis that students with self-disclosure will reduce their academic stress level even though the contribution is relatively small, but in line with the results of research from Yani *et al.* (2021) if self-disclosure is one of the factors that can contribute to high and low adolescent stress.

The third hypothesis in this study is that academic hardiness has a negative correlation with the academic hardiness of vocational students, so the higher the academic hardiness of vocational students, the lower the academic stress they have and vice versa, the lower the academic hardiness of vocational students, the higher the academic stress they have. This is in



line with research conducted by Suci and Ifdil (2023), Nastasia *et al.* (2023), Lestari and Nuraqmarina (2024), Lestari and Kinayung (2022), Handara and Irafahmi (2022), Agustina and Deastuti (2023), Aditia *et al.* (2023), and Adelusola and Onadiji (2020) if academic hardiness correlates with academic stress. Students with academic hardiness are more able to carry out tasks at school well (Suci & Ifdil, 2023). Academic stressors can be minimized when students are committed to achieving their academic goals, efforts, and personalities. Students with high academic hardiness will also have a sense of optimism about commitment to achieving academic goals, so stressful conditions will be interpreted as fun (Lestari & Kinayung, 2022). The empirical mean value of the academic hardiness variable is 113.29, and the hypothetical mean value is 96. These results mean that the empirical mean value exceeds the hypothetical mean value. This shows that vocational students have high academic hardiness. Vocational high school "X" Surabaya students can commit to themselves, control themselves, and believe they can complete the academic challenges at school. The practical contribution of the academic hardiness variable is 41.7%, so it can strengthen the hypothesis that high academic hardiness can reduce the academic stress of vocational students because students can resolve existing academic pressures and believe they can fix them one by one. The practical contribution of academic hardiness is more significant than the effective contribution of self-disclosure, making academic hardiness have a more substantial role in reducing academic stress. The magnitude of the total effective contribution of self-disclosure and academic hardiness variables with academic stress is quite large, which is 64.6%, giving an idea if the other 35.4% is influenced by different factors that affect academic stress apart from the two predictors studied in the thesis. These other factors include autonomy support (Zheng *et al.*, 2020), psychological need satisfaction (Tanriverdi & Celik, 2022), school belonging (Abdollahi *et al.*, 2019), fear of failure (Gamal, 2021), and emotional intelligence (Khorasani *et al.*, 2023; Martinez, 2021).

5. CONCLUSIONS

Vocational students are students in the adolescent period, ages 15-24 years, and experience a period of storm and stress due to conflicts that arise, one of which is academic stressors. Various factors, including academic hardiness and self-disclosure, influence academic stress. This study aims to analyze self-disclosure and academic hardiness as predictors of academic stress of vocational students, test the correlation of self-disclosure with academic stress of vocational students, and test the correlation of academic hardiness with academic stress conducted through multiple linear regression analysis. Respondents in this study amounted to 238 students of vocational high school "X" in Surabaya. The results of this study are:

1. The first hypothesis is accepted that self-disclosure and academic hardiness simultaneously correlate with academic stress in vocational students. Students with self-disclosure can disclose information within themselves supported by a resilient personality related to student academic stress. The practical contribution of self-disclosure and academic hardiness to

academic stress is 64.6%. Other factors influence the other 35.4%.

2. The second hypothesis is that self-disclosure negatively correlates with academic stress in vocational students. The higher the self-disclosure, the lower the educational stress, and vice versa: the lower the self-disclosure, the higher the educational stress. The practical contribution of the self-disclosure variable is 22.9%, thus strengthening the hypothesis that self-disclosure is one of the predictors of high and low stress in vocational students.

3. The third hypothesis is that academic hardiness negatively correlates with academic stress in vocational students. The higher the academic hardiness of vocational students, the lower the academic stress they have, and vice versa: the lower the academic hardiness of vocational students, the higher the academic stress they have. The practical contribution of the academic hardiness variable is 41.7%, thus strengthening the hypothesis that students with academic hardiness can be one of the predictors of high and low academic stress in vocational students.

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