

SELF DISCLOSURE AND ACADEMIC STRESS LEVELS IN UNDERGRADUATE NURSING STUDENTS; CORRELATIVE STUDIES

Tamaya Hanisa, Anny Rosiana M*, Ashri Maulida Rahmawati

Nursing Department, Health Sciences Faculty, Universitas Muhammadiyah Kudus, Indonesia

*Corresponding author: annyrosiana@umkudus.ac.id

Article Info	Abstract
<p>DOI : https://doi.org/10.26751/ijp.v9i1.2410</p>	<p><i>Final year students often experience stress in preparing their final assignments. Having an understanding and awareness regarding the conditions and situations that are being experienced is a way to deal with stress, including by self-disclosure. This study measures the relationship between self-disclosure and the level of academic stress in final year nursing students. The research was conducted using quantitative methods using a cross sectional approach. Simple random sampling technique was applied in sampling so that 41 respondents were obtained who were final year nursing students at University A. The self-disclosure questionnaire and academic stress questionnaire were used as instruments in collecting research data carried out in January 2024. Data were analyzed using the Spearman test. The results of data analysis show that there is a significant correlation between self-disclosure and academic stress in final year Bachelor of Nursing students with a p value (0.000) < 0.05. Self-disclosure has a relationship with academic stress in final year Bachelor of Nursing students. Universities should facilitate self-disclosure efforts for final year students to reduce the stress experienced in preparing their final assignments.</i></p>
<p>Article history: Received May 16, 2024 Revised June 03, 2024 Accepted June 10, 2024</p>	
<p>Keywords: <i>relationship, self disclosure, stress, final year students.</i></p>	
<p><i>This is an open access article under the CC BY-SA license.</i></p>	

I. INTRODUCTION

High levels of stress, anxiety, or depression might be experienced by nursing student with final assignment. This has an impact on one's academic success and general well-being, as well as on clinical placement communication with patients and the standard and safety of the healthcare services offered (Aloufi *et al.*, 2021). Stress is a very common condition and can be experienced and felt by anyone, including students. Final year students often experience stress in planning, compiling and creating final assignments. Nursing students may experience stress due to internal or external issues. Such as the inability to carry out their duties and obligations as a student, the complexity of the problems being faced, academic demands, the environment and

other problems (Gamayanti, Mahardianisa and Syafei, 2018).

The World Health Organization reports that the prevalence of stress worldwide has risen to the fourth rank, with about 350 million people reporting moderate to severe levels of stress (Putri *et al.*, 2021). Students in the world who experience stress are 38-71%. Meanwhile, 3 studies conducted in Asia showed the following results: (1) In Pakistan, with 161 students participating, the prevalence of student stress was 30.84%. (2) in Thailand, with 686 participants, the stress prevalence was 61.4%, (3) In Malaysia, with 396 participants, the stress prevalence was 41.9%. Meanwhile, Stress among Indonesian students is becoming more prevalent, with a prevalence of 36.7-71.6% (Agustiningsih, 2019).

The American College Health Association (ACHA) reports that in 2017, up to 45.1% of students experienced higher-than-average stress levels, 12% expressed extraordinary stress, and up to 87% of students felt overburdened by their duties. difficulty finishing the last task, and 84% reported feeling mentally exhausted. In the survey obtained in 2021, the number of stress levels among students was 43.1%, the anxiety level was 32.3%, the depression level was 23.4% and difficulty sleeping was 23.9%, while in 2022, More than 75% of students report feeling moderately to severely stressed out psychologically. 79% of students said they were under moderate to high stress, 54% said they were lonely, 29% said they were having suicidal thoughts, and 3% said they had attempted suicide in the previous year (Association, 2022).

Prior to the COVID-19 epidemic, a number of nursing students had mental health issues, including stress, anxiety, and depression, according to data from earlier studies (Dwidiyanti *et al.*, 2021). Prior studies have yielded data regarding the stress, anxiety, depression, and resilience of nursing students. Nearly one-third of the respondents reported mild to extremely severe levels of stress throughout their time as nursing students, with an average stress rating of 12.22 ± 7.75 (Devi, Purborini and Chang, 2021).

Seeing the problems that occur in students while working on their final assignments, appropriate ways are needed to reduce and prevent problems related to the possibility of stress. Lazarus and Folkman said that one way to understand stress is to know the conditions and situations that are being experienced. One of them is self-disclosure (Gamayanti, Mahardianisa and Syafei, 2018). Self-disclosure can make the mind calm and not disturbed by events that arise, thus allowing individuals to evaluate and understand problems that are or have been experienced and improve the individual's abilities. (Yang *et al.*, 2017).

Studies indicate that social media self-disclosure and parental support can mitigate the detrimental effects of life events that

trigger stress on students' stress levels. According to survey data gathered from a sample of 215 university students, parents' support and self-disclosure on social media help to mitigate the stress that students feel as a result of life's disturbances (Zhen, Nan and Pham, 2021).

Previous research that has been conducted only measured the relationship between self-disclosure via social media with students' levels of loneliness (Ramadhan and Coralia, 2022) and relationship between self-disclosure with resilience and anxiety experienced by inpatient nurses (Sari and Suara, 2024). Currently there is no research that directly tests the relationship between self-disclosure and stress in nursing students facing their final assignments. Nursing as a holistic science group should also pay attention to the psychological aspects of nursing students so that the learning process becomes more optimal and produces professional nurse (Agustiningih, 2019).

Based on the findings of an interview conducted on July 20, 2023, with eight final-year students enrolled in the Bachelor of Nursing study program who were working on their thesis, it was discovered that the eight students had academic stress related to writing their thesis because they had trouble coming up with titles and starting data, ran into problems later on in the process, and were afraid to meet with their supervisor.

Based on the magnitude of stress problems that may be experienced by nursing students, as well as the results of previous research evaluating how self-disclosure can moderate stress levels as well as the results of preliminary studies conducted by researchers regarding stress problems experienced by students, The purpose of this study was to determine whether self-disclosure and academic stress in the final year of college are related. Students pursuing bachelor's degrees in nursing

II. RESEARCH METHOD

The type of research used is quantitative research with a cross sectional approach. Quantitative research itself is research that

has the aim of testing a hypothesis (Sugiyono, 2019). In this study, the population was all final year students in the undergraduate nursing study program at University A, research was conducted at University A in Januari 2024. The sample was calculated using the Slovin formula with an anticipated drop out of 10%, resulting in a total of 41 respondents. The sample was selected using a simple random sampling technique. Samples were taken randomly using lottery. The inclusion criteria used are nursing students, currently in their final year, and currently working on their thesis. The instruments used are academic stress and self-disclosure questionnaires. The self-disclosure and academic stress questionnaire was prepared by researchers and tested for validity and reliability on 40 final year nursing students at University B who had almost the same characteristics as the respondents in this study.

The self-disclosure questionnaire consisting of 15 question items was proven to be valid with a calculated r value of 0.419-0.677 and reliable with a Cronbach's Alpha value of 0.801. The Academic Stress Questionnaire consists of 10 question items proven to be valid with a calculated r value of 0.344-0.686 and reliable with a Cronbach's Alpha value of 0.777. Researchers are looking for information regarding whether or not there is a relationship between self-disclosure and the level of academic stress in undergraduate nursing students. Following consent, the researcher gave students an explanation of the purpose and advantages of the study and used a lottery system to randomly assign research participants in order to get the required 41 respondents. Invited to join the WhatsApp group, chosen responders are then required to sign a consent form to participate in the study. Should any statement be unclear, the researcher will clarify it for the participant. After that, the researchers used Google Form to disseminate online self-disclosure and stress level surveys to respondents, allowing them to complete them within the allotted time. Data were analyzed using the Spearman Rho test.

III. RESULT AND DISCUSSION

The research process started by taking samples from the population at University A, Bachelor of Nursing study program, then determining a sample from the population using the Random Sampling technique, namely by randomizing and obtaining a sample of 41 respondents, then these respondents were measured from the results of the questionnaire. After that, the data was processed computerized using the Spearman Rho test.

This research was conducted in January 2024, after obtaining approval the researcher explained and directed the conditions for filling out the questionnaire and the researcher promised to protect the privacy of respondent data as best as possible.

Study Result

A. Respondents Characteristic

The characteristics of the respondents can be characterized as follows:

Tabel 1. Frequency Distribution of Respondents Based on Age (n=41)

Age	f	%
20	7	17,1
21	22	53,7
22	10	24,4
23	2	4,9
Total	41	100,0

Table 1 above indicates that the respondents' median age is 21 years old and their average age is 21 years old. The youngest respondent was 20 years old, while the oldest was 23 years old. The majority of respondents were 21 years old.

Tabel 2. Frequency Distribution of Respondents Based on Gender (n=41)

Gender	f	(%)
Male	6	14,6
Female	35	85,4
Total	41	100,0

Based on table 2 above, it can be concluded that the majority of respondents'

gender is female 35 respondents (85.4%) more than male.

Moderate	28	68,3
High	9	22,0
Total	41	100

B. Self Disclosure

Table 3. Distribution of Self Disclosure

Self Disclosure	<i>f</i>	(%)
Low	3	7,3
Moderate	31	75,6
High	7	17,1
Total	41	100,0

Based on table 3, the majority of respondents have moderate self-disclosure namely 31 respondents (75.6%)

C. Academic Stress

Table 4. Distribution of Academic Stress

Academic Stress	<i>f</i>	(%)
Low	4	9,8

Table 5. The Relationship between Self-Disclosure and Academic Stress in Final Level Nursing Undergraduate Students

Self Disclosure	Academic Stress						Total	P-value
	Low		Moderate		High			
	N	%	N	%	N	%	N	%
Low	3	7,31	0	0	0	0	3	7,31
Moderate	1	2,43	28	68,29	2	4,87	31	75,59
High	0	0	0	0	7	17,1	7	17,1
Total	4	9,75	28	68,29	9	21,95	41	100

Correlation Coefficient = 0,871**

Based on table 5, there are 41 respondents. The relationship between Self-Disclosure and Academic Stress in final year Bachelor of Nursing students at University A in 2023 was studied using the spearman-rho statistical test data processing method to obtain a significance value or sig (2 tailed) $0.000 < \text{smaller than } 0.005$, so academic Stress and the Self Disclosure variable are significantly correlated.

From the statistical test results, it can be concluded that there is a relationship between academic stress and self-disclosure among final year Bachelor of Nursing students at University A in 2023. The relationship is significant at $p < 0.05$, and the Pearson correlation value is 0.871, indicating a very strong correlation. The correlation coefficient figure above is positive. Based on this information, the relationship is strong.

Based on table 4, the majority of final year Bachelor of Nursing students experience moderate levels of academic stress, namely 28 respondents (68,3%).

D. The Relationship between Self-Disclosure and Academic Stress in Final Year Nursing Students

The private analysis in this study aims to analyze the relationship between Self-Disclosure and Academic Stress in final year Bachelor of Nursing students. To find out the hypothesis above, it is necessary to test the hypothesis with the help of a computerized program. After testing the hypothesis, there is the following data:

Discussion

1. Respondent Characteristic

Based on data analysis, the majority of respondents were women with an average adult age of 21 years. Gender and age can influence individual resilience with stress including academic stress that may be experienced by final year nursing students. This is supported by previous research which states that optimism is one of the assets that is positively correlated with resilience outcomes, showing that men and younger people are more optimistic and resilient with stress than women (Lagat, 2021) Another study by Elmore, Crouch and Kabir Chowdhury, (2020) states that female nurses have a lower level of resilience with stress than men.

2. Self Disclosure

The results of the research showed that there were 31 respondents (75.6%) experienced a moderate level of self-disclosure. This is in line with research data by Gamayanti, Mahardianisa and Syafei, (2018) Of the total number of subjects, 49 showed that 6 subjects or 12.24% were in the high self-disclosure category, then 35 subjects or 71.43% were in the medium category, and 8 subjects or 16.33% were in the low category. So it can be concluded that the level of self-disclosure among research subjects is in the medium category, namely 35 subjects or 71.43%. Other research conducted by Adhetio Rinolva Putra, (2020) examine the level of self-disclosure at UIN Maulana Malik Ibrahim Malang, results were obtained at a medium level of 240 or 70.38% of people. Most or as many as 240 students have a moderate level of self-disclosure. In research conducted by Utami, (2023) Using categorization, self-disclosure among students is in the medium category, namely 255 students, where students are quite capable of carrying out self-disclosure to their friends. Students who are working on their final assignment (thesis) can experience less stress if they have solid communication skills and self-disclosure. They are able to communicate the difficulties they are having with their thesis to friends who are thought to be able to relate to them.

Self-disclosure is a crucial component of education and must be taken on by students themselves in order to develop their capacity, potential to live independently of other people, and positive social environment through the development of close, loving, stable, and solid relationships. talks on motivation for learning and achievement (Utami, 2023). Self-disclosure is an interaction between two people verbally and non-verbally where at least one of them consciously tells other people about self-information, thoughts, feelings, secrets or even just preferences and things that dislike towards others in order to gain familiarity and gain support (Adhetio Rinolva Putra, 2020).

Self-disclosure is defined as a person's ability to reveal information about

themselves to others. The effect of self-disclosure is associated with two mechanisms, first, venting negative feelings can generate feelings of relief. The effects of these negative feelings are reduced when they are expressed or told to other people. Second, self-disclosure can make the mind calm and not disturbed by events that arise, thus allowing students to evaluate and understand problems that are or have been experienced and improve the students' existing abilities, get social benefits with self-disclosure, someone gets resources from other people. other things, be it emotional support or real help, fostering interdependent relationships, mutual giving which can create a sense of security, self-acceptance, being able to understand yourself and obtain solutions to the problems you are facing. (Hasibuan, 2021).

Based on research that has been conducted, the majority of undergraduate nursing students at University A can express themselves well with results (75.6%) by 31 respondents out of a total of 41 respondents. Good self-disclosure is considered to be able to relieve tension and stress, because by sharing stories about the problems faced with other people it will create feelings of relief and feelings of burden will be reduced). Disclosing problems to other people can help individuals find the right solution to the problems they face (Putri et al., 2023).

3. Academic Stress

The results of the research showed that there were 4 respondents (9.8%) who experienced low levels of academic stress, and 28 respondents (68.3%) experienced moderate levels of academic stress, while 9 respondents experienced high levels of academic stress (22.0%). This is in line with research obtained by Putri, Jumaini and Utami, (2023) with moderate stress levels as many as 51 people (39.5%). Other research conducted by (Adhetio Rinolva Putra, 2020) To examine the level of academic stress at UIN Maulana Malik Ibrahim Malang, the results were at a moderate level for 228 or 66.86% of people. Most or as many as 240 students at the Maulana Malik Ibrahim State

Islamic University of Malang have moderate levels of academic stress. Stress among students is typically caused by their academic obligations. Planning, assembling, and finishing a thesis is typically stressful for final-year students (Kurniasani and Wahyudi, 2022). It is not as simple to work on a thesis as it is to complete papers or other academic assignments. The lengthy process of producing a thesis can be tedious for students, which can lead to feelings of boredom, tension, and depression. As a result, students' journeys are frequently impeded. Academic stress is defined as a state in which a person experiences pressure from his or her perception and evaluation of academic stresses associated with science and education in higher education (Jasman *et al.*, 2020).

Another understanding of academic stress from Octavia, (2019) clarifies that a combination of high academic demands and low personal adaptability leads to academic stress. The academic stress experienced by students needs to be considered because it has an influence on the educational process. Physically, academic stress causes sleep disorders which cause a decrease in student performance (Octavia, 2019) Apart from that, the symptoms of stress in students are feeling tired, anxious, not enthusiastic or wanting to stop working on their thesis (Gamayanti, Mahardianisa and Syafei, 2018). One effort to find out about this situation is to reveal yourself. Self-disclosure provides an opportunity for individuals to let other people understand who they are and what they think or feel. People open themselves up to the possibility of friendship, development, self-acceptance, compassion, and trust.

4. The Relationship between Self-Disclosure and Academic Stress in Final Year Nursing Students

The research results show that there is a correlation between self-disclosure and the level of academic stress in final year Bachelor of Nursing students at University A. The results of the Spearman rho statistical test obtained a value of $0.000 < (\alpha = 0.05)$, so H_0 was rejected, which means there is a

correlation between self-disclosure and the level of academic stress in final year Bachelor of Nursing students at University A.

Based on this research in table 4.3, it can be concluded that from 41 respondents, 3 respondents (7.3%) were students who had a low level of self-disclosure, 31 respondents (75.6%) were students who had a medium level of self-disclosure, 7 respondents (17.1%) are students who have a high level of self-disclosure. Based on table 4.4, the results obtained were 41 respondents, 4 respondents (9.8%) were students who had low levels of academic stress, 28 respondents (68.3%) were students who had moderate levels of academic stress, 9 respondents (22.0%) are students who have high levels of academic stress. The results based on the Spearman rho distribution in table 4.5 show a p value of $0.000 < (\alpha = 0.05)$ with the strength of the relationship being very strong because the correlation coefficient value (0.871) is in the range of 0.71-1 and has a positive relationship direction, so it is increasingly A high level of self-disclosure can reduce the level of academic stress.

Students with high self-disclosure skills can reduce academic stress in working on their thesis and completing their studies. They reveal themselves to friends who they believe understand the problem and share it with others (Kurniasani and Wahyudi, 2022), dalam kasus ini lebih tepatnya terkait dengan penyusunan skripsi dan penyelesaian masa studi. These results are in line with previous studies that when someone does self-reporting (self-disclosure), someone can report the problems and pressures they experience and receive knowledge, feedback, input, or support from other people. (Kurniasani and Wahyudi, 2022)

According to the researcher in the discussion above, based on the results of research conducted by researchers, in accordance with the discussion, the best way to deal with stress is to get social support and know as much as possible about our own condition. One way to get social support and find out as much as possible about our condition is to open up to other people where

we can get information or views about what we are experiencing. Paying attention to the impact of stress as explained above, techniques are needed to reduce stress levels so that the impact that appears can be further reduced. One technique for reducing stress levels is self-disclosure. Part of the reason is because connecting with other people is one of the sources of comfort we feel when we feel stressed.

Self-disclosure can cover a wide range of subjects, including details about one's own appropriate and contained ideas, motivations, attitudes, feelings, and conduct. The circumstances and the people one encounters with determine how much of oneself is shown. The likelihood of our opening up more is high if the individuals we interact with are kind, reassure us, and uplift us. However, when it comes to some people, we could become aloof since we don't feel like we can trust them.

This is in line with research conducted by Hasibuan, (2021) The chi square statistical test yielded a p-value of 0.001 ($p < 0.05$), suggesting a correlation between final year students' stress levels and self-disclosure. The purpose of this study is to ascertain how stress levels and self-disclosure relate to final-year STIKES Santa Elisabeth Medan students in 2021. This study employs a cross-sectional design and correlation research.

Other research conducted by Pinakesti, (2016) The correlation coefficient (r) between the two variables, as determined by data analysis using the Pearson Product Moment test, is -0.130. With a significance level of 0.041 ($p < 0.05$), this indicates a negative link between the two variables student stress and self-disclosure, indicating their substantial relationship.

Other research was conducted by Rahmadani, (2022) according to the analysis's findings, academic stress and academic resilience have a link with a correlation value of -0.456 (<0.001), while academic stress and self-disclosure have a relationship with a correlation value of -0.369 (<0.001). The study's findings also demonstrated that self-disclosure and

academic stress in the classroom were moderated by academic resilience.

The purpose of this study was to determine whether students' levels of academic stress and self-disclosure were related. The findings indicate that there is a substantial correlation between students' self-disclosure and their academic stress. This indicates that students' levels of academic stress and self-disclosure are related. The degree of academic stress experienced by students decreases with an improvement in their self-disclosure. Conversely, a student's stress level increases with the degree of self-disclosure. So, students must express themselves by sharing personal details and cultivating a mutually trusting attitude toward others in order to maintain excellent psychological health and prevent mental problems.

Universities should facilitate self-disclosure efforts in final year students to reduce the stress experienced in preparing final assignments. In this study, researchers found a number of limitations, which are the sample used in this research is still very limited and lack of openness from respondents in conducting the research.

IV. CONCLUSION

In general, researchers concluded that there is a significant relationship between self-disclosure and academic stress. Because the p value (0.000) <0.05 at the 5% significance level. According to the rho value, there is a substantial positive correlation between self-disclosure and students' levels of academic stress; the higher the self-disclosure, the lower the students' levels of academic stress. It is hoped that future research can evaluate more deeply the application of self-disclosure to students in an effort to reduce stress levels and increase the productivity of undergraduate nursing students.

ACKNOWLEDGEMENT

We would like to thank Muhammadiyah Kudus University and the Research and

Community Service Institute of Universitas Muhammadiyah Kudus for providing full support in carrying out this research.

REFERENCE

- Adhetio Rinolva Putra (2020) 'hubungan self disclosure dengan stres akademik pada mahasiswa'.
- Agustiningsih, N. (2019) 'Gambaran Stress Akademik dan Strategi Koping Pada Mahasiswa Keperawatan', *Jurnal Ners dan Kebidanan (Journal of Ners and Midwifery)*, 6(2), pp. 241–250. doi: 10.26699/jnk.v6i2.art.p241-250.
- Aloufi, M. A. *et al.* (2021) 'Reducing stress, anxiety and depression in undergraduate nursing students: Systematic review', *Nurse Education Today*, 102(February), p. 104877. doi: 10.1016/j.nedt.2021.104877.
- Association, A. C. H. (2022) 'American College Health Association-National College Health Assessment III: Undergraduate Student Reference Group Executive Summary Spring 2022', in *Silver Spring, MD: American College Health Association. Spring 2022*.
- Devi, H. M., Purborini, N. and Chang, H. J. (2021) 'Mediating effect of resilience on association among stress, depression, and anxiety in Indonesian nursing students', *Journal of Professional Nursing*, 37(4), pp. 706–713. doi: 10.1016/j.profnurs.2021.04.004.
- Dwidiyanti, M. *et al.* (2021) 'DAHAGA : An Islamic spiritual mindfulness-based application to reduce depression among nursing students during the COVID-19 pandemic', 7(3), pp. 219–226.
- Gamayanti, W., Mahardianisa, M. and Syafei, I. (2018) 'Self Disclosure dan Tingkat Stres pada Mahasiswa yang sedang Mengerjakan Skripsi', *Psymphatic : Jurnal Ilmiah Psikologi*, 5(1), pp. 115–130. doi: 10.15575/psy.v5i1.2282.
- Hasibuan, G. F. (2021) 'self disclosure dengan tingkat stres pada mahasiswa yang melakukan skripsi'.
- Jasman, P. A. *et al.* (2020) 'Jurnal abdi', 2(1), pp. 33–39.
- Kurniasani, R. A. and Wahyudi, H. (2022) 'Pengaruh Self-Disclosure terhadap Stres Akademik pada Mahasiswa Tingkat Akhir di Unisba', *Bandung Conference Series*, 2(2), pp. 348–355.
- Octavia, W. K. (2019) 'Faktor-Faktor Yang Mempengaruhi Stres Akademik', in *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*.
- Pinakesti, A. R. A. (2016) *Self-disclosure dan Stres pada Mahasiswa*. Universitas Muhammadiyah Malang.
- Putri, S. E., Jumaini and Utami, S. (2023) 'Hubungan Self Disclosure Dan Self Efficacy Dengan Stres Pada Mahasiswa', *Indonesian Journal of Nursing Research (IJNR)*, 6(1), pp. 42–48.
- Putri, Y. S. *et al.* (2021) *Komunikasi Kesehatan*. Depok: Raja Grafindo Persada.
- Rahmadani, U. R. (2022) *HUBUNGAN ANTARA SELF DISCLOSURE DAN STRES AKADEMIK PEMBELAJARAN DARING, DENGAN RESILIENSI AKADEMIK SEBAGAI VARIABEL MODERATOR PADA SISWA KELAS X SMA NEGERI SE-KABUPATEN INDRAGIRI HILIR*. UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU.
- Ramadhan, A. P. and Coralia, F. (2022) 'Hubungan antara Self Disclosure dan Loneliness pada Mahasiswa Pengguna Instagram di Kota Palembang', *Bandung Conference Series: Psychology Science*, 2(2), pp. 525–533. Available at: <https://doi.org/10.29313/bcsps.v2i3.3129>.
- Sari, D. W. and Suara, M. (2024) 'Pengaruh Self Disclosure Terhadap Tingkat Stress Perawat', *Malahayati Nursing Journal*, 6(2), pp. 802–809. doi: 10.33024/mnj.v6i2.10757.
- Sugiyono (2019) *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Jawa Barat: Alfabeta.

Utami, P. W. (2023) 'Hubungan Self-Disclosure dengan Psychological Well-Being pada Mahasiswa', 7, pp. 3435–3442.

Yang, X. *et al.* (2017) 'Oxidative Stress-Mediated Atherosclerosis: Mechanisms and Therapies', *National Library of Medicine*.

Zhen, L., Nan, Y. and Pham, B. (2021) 'College students coping with COVID-19: stress-buffering effects of self-disclosure on social media and parental support', *Communication Research Reports*, 38(1), pp. 23–31. doi: 10.1080/08824096.2020.1870445.