

ABSTRACT

The spread of the COVID-19 virus is known to be very fast and is increasingly spreading to other countries. Based on the Circular Letter of the Ministry of Education and Culture (Kemendikbud) Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (COVID-19) Emergency Period, the Indonesian Ministry of Education and Culture has also made policies related to learning at home or distance learning. . Telkom University is one of the institutions in Indonesia that implements a distance learning system during the pandemic. Students are required to be able to understand theoretical and practical material well even though it is not done face-to-face. Therefore, students must be able to adapt to distance learning activities because this system has only been implemented since the pandemic to avoid stress.

This study aims to determine the effect of self-efficacy on academic stress in Telecommunication and Informatics Business Management (ICT Business) students at Telkom University. The aspect studied in this study is how self-efficacy affects academic stress during distance learning for MBTI students at Telkom University. The method used in this research is quantitative with descriptive analysis techniques and simple linear regression analysis with IBM SPSS version 25 program.

The sampling technique in this study used the slovin formula with the results of 95 respondents. The sampling method used is non-probability sampling with quota sampling technique. In this study, the primary data source was obtained through data collection techniques through a questionnaire (questionnaire) given to students of Telkom University Business Management Telecommunication and Information Technology (ICT Business). Secondary data in this study were obtained through literature studies, internal university data, and the Telkom University website and parties deemed relevant to this research.

Based on the results of descriptive analysis, self-efficacy is in the moderate category with a percentage value of 66.67%. The effect of self-efficacy on academic stress is 0.034 or 3.4%. While the remaining 96.6% is influenced by other variables not examined in this study.

Statistical results show that t count $(-1.802) < t$ table (1.66140) , meaning that the alternative hypothesis or H_1 is rejected, it is said that self-efficacy has no significant effect on academic stress in ICT Business students at Telkom University.

Keywords: *Self-Efficacy, Academic Stress, Distance Learning*