



Coping Strategies for Academic Pressure among Adolescents in Islamic Schools

Des Ariska¹, Reza Fazan Dihad²

¹ Faculty of Education, Universitas Hamzanwadi, Lombok Timur, 83611, Indonesia

² Faculty of psychology, Universitas Ahmah Dahlan, Yogyakarta, 55166, Indonesia

✉correspondend_author_email: desi_ariska@hamzanwadi.ac.id

Abstract

Academic stress is a common challenge experienced by students and may affect their psychological well-being and coping strategies. This study aims to explore students' experiences of academic stress and the coping strategies they employ to manage academic demands. Using a qualitative research design, data were collected through semi-structured interviews with participants selected using purposive sampling. The data were analyzed using thematic analysis following Braun and Clarke's framework. The findings revealed several sources of academic stress, including academic workload, performance expectations, and time management difficulties. In response to these stressors, students employed various coping strategies, such as problem-focused coping, emotion-focused coping, and religious coping. The results indicate that coping strategies play a crucial role in helping students manage academic stress and maintain psychological balance. This study contributes to the literature by providing an in-depth understanding of students' subjective experiences of academic stress and coping, which may inform educational institutions in developing appropriate support programs.

Keywords: Coping strategies; Qualitative research; Students; Psychological well-being

Pysiche 165 Journal is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.



1. Introduction

Academic pressure is a psychological phenomenon commonly experienced by adolescents within formal educational systems. During this developmental stage, adolescents are confronted with increasing academic demands, including heavy workloads, continuous examinations, and high expectations for academic achievement from both schools and families [1]. Prolonged and intense academic pressure may negatively affect adolescents' mental health, leading to increased stress, anxiety, emotional exhaustion, and a decline in psychological well-being and academic motivation [2], [3].

Recent studies have highlighted that academic stress among students is increasingly influenced by academic demands, performance expectations, and psychosocial factors within educational environments [1]. Psychological well-being is closely related to individuals' ability to regulate emotions and respond adaptively to stressors, as research has shown that self-compassion and adaptive coping strategies contribute significantly to improved well-being in educational contexts [4].

Several studies have identified academic pressure as one of the primary sources of stress among adolescents compared to other life stressors [5]. Competitive school environments, demanding curricula, and performance-oriented assessment systems further

intensify adolescents' experiences of academic pressure [6]. When adolescents lack adequate psychological resources to manage these demands, they are more vulnerable to emotional distress and academic maladjustment [7].

To cope with academic pressure, individuals employ various coping strategies. Lazarus and Folkman conceptualized coping as cognitive and behavioral efforts to manage internal or external demands that are perceived as exceeding one's resources [8]. Coping strategies are generally categorized into problem-focused coping and emotion-focused coping. Problem-focused coping aims to address the source of stress directly, whereas emotion-focused coping focuses on regulating emotional responses to stressful situations. Previous research has demonstrated that adaptive coping strategies play a crucial role in maintaining adolescents' psychological well-being and academic functioning [9].

Effective coping strategies have been shown to play a critical role in maintaining students' psychological well-being and academic adjustment when facing academic stressors [10]. Previous research has demonstrated that adaptive coping strategies play a crucial role in maintaining adolescents' psychological well-being and academic functioning [9].

However, most existing studies on academic pressure and adolescent coping have been conducted within general educational contexts and tend to overlook the

influence of religious and cultural values on coping processes. Religious belief systems can serve as important sources of meaning, hope, and psychological support when individuals face stressful situations [11]. Religious coping, which involves practices such as prayer, patience, and reliance on God, has been shown to help individuals reframe stress in a more positive and adaptive manner [12].

In Islamic-based educational settings, religious values are not only taught as academic subjects but are also integrated into students' daily lives. Islamic schools possess distinctive characteristics that may influence how adolescents perceive academic pressure and the coping strategies they employ [13]. Despite this, empirical studies that specifically examine adolescents' experiences of academic pressure and coping strategies within Islamic school contexts remain limited, particularly studies employing qualitative approaches that emphasize students' subjective experiences.

From an educational psychology perspective, understanding students' coping processes is essential for developing supportive interventions that promote resilience and adaptive functioning [14]. Despite this, empirical studies that specifically examine adolescents' experiences of academic pressure and coping strategies within Islamic school contexts remain limited, particularly studies employing qualitative approaches that emphasize students' subjective experiences.

Most previous research has relied on quantitative methods focusing on measuring stress levels and general coping categories, which may fail to capture the complexity of adolescents' psychological experiences in religious educational environments [15]. Consequently, a research gap exists in understanding how adolescents in Islamic schools experience academic pressure and how they meaningfully construct and apply coping strategies in their everyday lives.

Based on this gap, the present study aims to explore adolescents' experiences of academic pressure and the coping strategies they employ in Islamic-based schools. Using a qualitative narrative approach, this study seeks to provide an in-depth understanding of adolescents' coping processes. The findings are expected to contribute theoretically to the literature on adolescent coping and practically to school guidance and counseling services, particularly in developing interventions that are sensitive to religious and cultural contexts.

2. Methods

This section describes the research methodology employed in this study, including the research design, participant selection, data collection procedures, data analysis techniques, and ethical considerations. The

methodological approach was carefully selected to ensure that the research objectives were addressed systematically and that the findings accurately reflect adolescents' experiences of academic pressure and coping strategies within Islamic-based school settings. The methods were designed to allow transparency and reproducibility while maintaining sensitivity to the subjective and contextual nature of the participants' lived experiences [16].

2.1 Research Design

This study employed a qualitative approach with a narrative study design to explore adolescents' experiences of academic pressure and the coping strategies they employ in Islamic-based schools. A qualitative approach was chosen because it enables an in-depth understanding of individuals' subjective experiences and the meanings they construct from those experiences [17]. Qualitative methods are particularly useful for exploring complex social and psychological phenomena, as they allow researchers to capture participants' perspectives, lived experiences, and contextual interpretations of events in their natural settings [18]. Narrative inquiry is particularly appropriate for examining personal stories related to stress and coping, as it emphasizes context, temporality, and individual meaning-making processes. This approach allows researchers to explore how individuals interpret their lived experiences through stories that are shaped by social, cultural, and temporal contexts [19]. Narrative inquiry views human experience as storied and highlights the importance of understanding participants' perspectives and personal interpretations of events within their life contexts [20].

2.2 Participants and Research Setting

The participants consisted of five secondary school students enrolled in an Islamic-based educational institution. Participants were selected using purposive sampling based on specific criteria, namely students who were actively engaged in academic activities and willing to share their experiences related to academic pressure. Purposive sampling was applied to ensure the selection of information-rich participants relevant to the research objectives [21]. The number of participants was determined based on the principle of data saturation, whereby data collection ceased when no new significant themes emerged from the data [22]. Small sample sizes are common in narrative inquiry because this approach prioritizes in-depth exploration of participants' lived experiences and personal stories rather than broad generalization [23].

2.3. Data Collection Technique

Data were collected through semi-structured in-depth interviews. This technique allowed flexibility in exploring participants' experiences while maintaining alignment with the research objectives through an interview guide [24]. The interview questions focused

on sources of academic pressure, emotional responses to academic demands, and coping strategies used by participants. All interviews were conducted face-to-face, audio-recorded with participants' consent, and transcribed verbatim to ensure data accuracy and completeness [25].

2.4 Data Analysis

Data analysis was conducted using thematic analysis. This method was selected because it provides a systematic and flexible approach for identifying, analyzing, and interpreting patterns or themes within qualitative datasets [26]. The analysis began with repeated reading of the interview transcripts to achieve familiarity with the data. Initial codes were then generated by identifying meaningful segments of the data related to academic pressure and coping strategies. These codes were subsequently organized into broader themes that represented recurring patterns across participants' narratives.

The analytic process was conducted iteratively, involving continuous comparison between the data, codes, and emerging themes until coherent and well-defined themes were established. Thematic analysis is particularly suitable for interview-based qualitative studies because it allows researchers to interpret participants' experiences while maintaining sensitivity to contextual meanings within the data [26], [27]. To enhance the rigor and trustworthiness of the qualitative findings, the analysis process followed established criteria emphasizing credibility, dependability, and transparency in qualitative research practices [28].

2.5 Trustworthiness of the Study

The trustworthiness of the study was ensured by addressing credibility, dependability, and confirmability. Credibility was strengthened through careful examination of interview transcripts and comparison across participants' narratives to ensure consistency in the interpretation of findings. Dependability was maintained by documenting the research procedures and analytic decisions throughout the study, while confirmability was supported through reflexive practices that allowed the researchers to critically reflect on potential biases during data interpretation [29].

2.6 Ethical Considerations

This study was conducted in accordance with ethical principles for research involving human participants. Participants were informed about the purpose and procedures of the study prior to data collection and provided informed consent. Participants' confidentiality and anonymity were maintained through the use of codes or pseudonyms during data analysis and reporting. All research procedures adhered to established ethical standards in social and psychological research [30].

3. Results and Discussions

This section presents the findings derived from the analysis of in-depth interviews with participants and discusses these findings by linking them to relevant theoretical frameworks and previous studies. The results indicate that academic pressure is subjectively experienced by adolescents and interpreted in diverse ways, depending on academic demands, social relationships, and religious values. The main findings are organized into themes representing adolescents' experiences of academic pressure and the coping strategies they employ in Islamic-based schools.

3.1 Experiences of Academic Pressure among Adolescents

The findings reveal that all participants experienced academic pressure as an integral part of their daily school life. Academic pressure primarily stemmed from high academic demands, including heavy workloads, continuous examinations, and performance targets set by the school. In addition, parental expectations regarding academic achievement emerged as a significant source of pressure for adolescents. These findings are consistent with recent studies indicating that academic demands and parental expectations constitute major stressors for adolescents and may contribute to increased academic stress in school environments [31], [32].

Several participants reported that academic pressure was not only perceived as academic demands but also as a psychological burden that affected their emotional well-being. Feelings of anxiety, fear of failure, and emotional exhaustion frequently arose when participants felt unable to meet academic standards. Previous research has similarly reported that high academic pressure is associated with increased psychological distress, anxiety, and reduced well-being among adolescents in educational settings [31], [33].

Within the context of Islamic-based schools, academic pressure was also interpreted as a moral and religious responsibility. Some participants viewed academic failure not merely as a personal shortcoming but as an inability to fulfill obligations to their parents and religious values. This interpretation suggests that academic pressure in faith-based educational contexts may encompass both psychological and moral dimensions that shape adolescents' perceptions of academic expectations and responsibilities [34].

3.2 Coping Strategies in Dealing with Academic Pressure

The findings indicate that participants employed various coping strategies to manage academic pressure. These strategies can be categorized into problem-focused coping, emotion-focused coping, and religious coping. Problem-focused coping was reflected in participants' efforts to manage study time, increase

study intensity, and seek assistance from teachers or peers when facing academic difficulties. This aligns with the concept of problem-focused coping, which aims to directly address the source of stress [35]

Participants also utilized emotion-focused coping strategies to regulate negative emotions resulting from academic pressure. These strategies included calming themselves, accepting their circumstances, and engaging in pleasurable activities to divert attention from academic stress. Emotion-focused coping helped participants maintain emotional stability when academic demands could not be immediately altered. This finding supports [36] who emphasized the role of emotional coping in maintaining adolescents' psychological well-being.

Participants also utilized emotion-focused coping strategies to regulate negative emotions resulting from academic pressure. These strategies included calming themselves, accepting their circumstances, and engaging in pleasurable activities to divert attention from academic stress. Emotion-focused coping helped participants maintain emotional stability when academic demands could not be immediately altered. Recent research similarly highlights that emotion regulation and emotional coping strategies contribute significantly to adolescents' psychological well-being when dealing with academic stressors [37].

Notably, religious coping emerged as a prominent and meaningful strategy among participants in Islamic-based schools. Participants reported that religious practices such as prayer, patience, and reliance on God helped them reframe academic pressure in a more positive manner. Religious coping functioned not only as a stress-reduction mechanism but also as a source of psychological and spiritual strength. Recent studies have shown that religious coping can enhance adolescents' resilience and psychological adjustment by providing meaning, hope, and emotional support when facing stressful situations [38].

3.3 Limitations and Future Research

Despite providing an in-depth understanding of adolescents' experiences of academic pressure and coping strategies in Islamic-based schools, this study has several limitations. First, the limited number of participants and the qualitative research design restrict the generalizability of the findings. However, the primary aim of qualitative research is to obtain a rich and contextualized understanding of participants' experiences rather than to produce statistical generalizations [39].

Second, this study focused on a single Islamic-based school context, which may influence the findings due to specific institutional and cultural characteristics. Future studies are encouraged to include a broader range of Islamic schools or to conduct comparative studies with non-religious schools to obtain a more

comprehensive understanding of the role of religiosity in adolescent coping.

Future research may also integrate qualitative and quantitative approaches to examine the relationships among academic pressure, coping strategies, and adolescents' psychological well-being more comprehensively. Such approaches may strengthen the empirical basis for developing psychological and educational interventions tailored to adolescents' needs in diverse educational contexts.

4. Conclusions

This study aimed to explore adolescents' experiences of academic pressure and the coping strategies they employ in Islamic-based schools. The findings indicate that academic pressure is a significant and inseparable aspect of adolescents' academic lives. Such pressure primarily arises from high academic demands, parental expectations, and achievement standards imposed by the school environment. Academic pressure is not perceived merely as academic demands but also as a psychological burden that affects adolescents' emotional states and overall psychological well-being.

The results demonstrate that adolescents utilize various coping strategies to manage academic pressure, including problem-focused coping, emotion-focused coping, and religious coping. Problem-focused coping is reflected in efforts to manage study time, increase learning intensity, and seek assistance from teachers or peers. Emotion-focused coping helps adolescents regulate negative emotions such as anxiety and emotional exhaustion, particularly when academic demands cannot be immediately altered. These findings highlight the importance of adaptive coping strategies in maintaining adolescents' emotional balance and academic functioning.

Notably, this study underscores the central role of religious coping within the context of Islamic-based schools. Religious practices such as prayer, patience, and reliance on God enable adolescents to interpret academic pressure more positively and function as sources of psychological and spiritual strength. Religious values help adolescents perceive academic pressure not only as a challenge but also as part of a meaningful learning and personal development process. This finding enriches the existing literature on adolescent coping by emphasizing the significance of religious context in shaping coping processes.

Theoretically, this study contributes to the literature on academic pressure and adolescent coping by highlighting the influence of Islamic educational settings. Practically, the findings offer implications for school guidance and counseling services, particularly in designing interventions that are culturally and religiously sensitive to students' needs. Future research is encouraged to involve more diverse participants and employ varied methodological approaches to broaden

the understanding of adolescents' coping strategies in dealing with academic pressure across different educational contexts.

Acknowledgements

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Funding Information

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Author Contributions Statement

Name of Author	C	M	So	Va	Fo	I	R	D	W
Desi Ariska	✓	✓	✓	✓	✓	✓		✓	✓
Reza Fazan Dihaq	✓	✓		✓	✓	✓		✓	
Bq. Niswatul Hurry	✓	✓	✓			✓	✓	✓	✓

Conflict of Interest Statement

The authors declare no conflict of interest.

Informed Consent

Informed consent was obtained from all participants prior to their involvement in the study. Participants were informed about the purpose of the research, the voluntary nature of their participation, and their right to withdraw at any time without penalty.

Ethical Approval

This study was conducted in accordance with ethical standards for research involving human participants. Ethical approval was not required due to the non-clinical nature of the study. Participants' confidentiality and anonymity were strictly maintained throughout the research process.

Data Availability




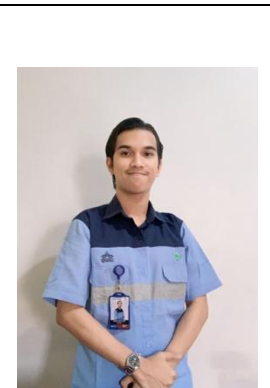

The data supporting the findings of this study are not publicly available due to ethical and privacy considerations but are available from the corresponding author upon reasonable request.

References

- [1] M. C. Pascoe, S. E. Hetrick, and A. G. Parker, "The impact of stress on students in secondary school and higher education," *International Journal of Adolescence and Youth*, vol. 25, no. 1, pp. 104–112, 2020, doi: 10.1080/02673843.2019.1596823.
- [2] S. Deb, E. Strodl, and J. Sun, "Academic stress, parental pressure, anxiety and mental health among Indian high school students," *International Journal of Psychology and Behavioral Sciences*, vol. 5, no. 1, pp. 26–34, 2020, doi: 10.5923/j.ijpbs.20150501.04.
- [3] S. M. Suldo, A. Shaunessy, and E. Hardesty, "Relationships among stress, coping, and mental health in high-achieving high school students," *Psychology in the Schools*, vol. 45, no. 4, pp. 273–290, 2021, doi: 10.1002/pits.20300.
- [4] A. Purba and N. Farida, "Self-compassion, coping strategies, and psychological well-being among university students," *Journal of Educational and Psychological Studies*, vol. 19, no. 1, pp. 45–56, 2025.
- [5] R. P. Ang and V. S. Huan, "Academic expectations stress inventory: Development, factor analysis, reliability, and validity," *Educational and Psychological Measurement*, vol. 66, no. 3, pp. 522–539, 2006, doi: 10.1177/0013164405282461.
- [6] D. Putwain, "Test anxiety in UK schoolchildren: Prevalence and demographic patterns," *British Journal of Educational Psychology*, vol. 77, no. 3, pp. 579–593, 2007, doi: 10.1348/000709906X161704.
- [7] D. S. Kaplan, B. Liu, and R. Kaplan, "School related stress in early adolescence and academic performance three years later: The conditional influence of self-expectations," *Social Psychology of Education*, vol. 4, no. 1, pp. 3–17, 2001, doi: 10.1023/A:1009652302458.
- [8] R. S. Lazarus and S. Folkman, *Stress, Appraisal, and Coping*. New York, NY, USA: Springer Publishing Company, 1984.
- [9] B. E. Compas, J. K. Jaser, E. H. Bettis, A. E. Watson, K. H. Gruhn, M. A. Dunbar, M. A. Williams, and A. M. Thigpen, "Coping, emotion regulation, and psychopathology in childhood and adolescence: A meta-analysis and narrative review," *Psychological Bulletin*, vol. 143, no. 9, pp. 939–991, 2017, doi: 10.1037/bul0000110.
- [10] E. Frydenberg, R. Martin, and A. Collie, "Adolescents' coping strategies and well-being in the context of academic stress," *Educational Psychology*, vol. 41, no. 4, pp. 1–15, 2021, doi: 10.1080/01443410.2020.1711876.
- [11] K. I. Pargament, *The Psychology of Religion and Coping: Theory, Research, Practice*. New York, NY, USA: Guilford Press, 1997.
- [12] K. I. Pargament, J. J. Exline, and J. W. Jones, *APA Handbook of Psychology, Religion, and Spirituality*. Washington, DC, USA: American Psychological Association, 2013.
- [13] H. Raiya, K. I. Pargament, R. Mahoney, and A. Stein, "A psychological measure of Islamic religiousness: Development and evidence for reliability and validity," *International Journal for the Psychology of Religion*, vol. 18, no. 4, pp. 291–315, 2008, doi: 10.1080/10508610802229270.
- [14] Organisation for Economic Co-operation and Development (OECD), *Beyond Academic Learning: First Results from the Survey of Social and Emotional Skills*. Paris, France: OECD Publishing, 2021.
- [15] E. A. Skinner, K. Edge, J. Altman, and H. Sherwood, "Searching for the structure of coping: A review and critique of category systems for classifying ways of

- coping,” *Psychological Bulletin*, vol. 129, no. 2, pp. 216–269, 2003, doi: 10.1037/0033-2909.129.2.216.
- [16] J. W. Creswell and C. N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. Thousand Oaks, CA, USA: Sage Publications, 2018.
- [17] M. Hennink, I. Hutter, and A. Bailey, *Qualitative Research Methods*, 2nd ed. London, U.K.: SAGE Publications, 2020.
- [18] K. deMarrais, K. Roulston, and J. Copple, *Qualitative Research Design and Methods: An Introduction*. New York, NY, USA: Routledge, 2023.
- [19] D. J. Clandinin, *Engaging in Narrative Inquiry*, 2nd ed. New York, NY, USA: Routledge, 2023.
- [20] J. W. Neumann, *The Narrative Inquiry Primer: An Introductory Guide to Experiential Research*. London, U.K.: Bloomsbury Academic, 2026.
- [21] M. Hennink, I. Hutter, and A. Bailey, *Qualitative Research Methods*, 2nd ed. London, U.K.: SAGE Publications, 2020.
- [22] M. Hennink and M. Kaiser, “Sample sizes for saturation in qualitative research: A systematic review,” *Qualitative Health Research*, vol. 32, no. 3, pp. 1–12, 2022, doi: 10.1177/10497323211069926.
- [23] D. J. Clandinin, *Engaging in Narrative Inquiry*, 2nd ed. New York, NY, USA: Routledge, 2023.
- [24] U. Flick, *An Introduction to Qualitative Research*, 7th ed. London, U.K.: SAGE Publications, 2022.
- [25] H. Cooper, M. N. Coutanche, and L. M. McMullen, *APA Handbook of Research Methods in Psychology*, 2nd ed. Washington, DC, USA: American Psychological Association, 2023.
- [26] V. Braun and V. Clarke, *Thematic Analysis: A Practical Guide*. London, U.K.: SAGE Publications, 2021.
- [27] V. Braun and V. Clarke, “One size fits all? What counts as quality practice in (reflexive) thematic analysis,” *Qualitative Research in Psychology*, vol. 18, no. 3, pp. 328–352, 2021, doi: 10.1080/14780887.2020.1769238.
- [28] U. Flick, *An Introduction to Qualitative Research*, 7th ed. London, U.K.: SAGE Publications, 2022.
- [29] American Psychological Association, *Publication Manual of the American Psychological Association*, 7th ed. Washington, DC, USA: American Psychological Association, 2020.
- [30] M. C. Pascoe, S. E. Hetrick, and A. G. Parker, “The impact of stress on students in secondary school and higher education,” *International Journal of Adolescence and Youth*, vol. 25, no. 1, pp. 104–112, 2020, doi: 10.1080/02673843.2019.1596823.
- [31] S. Putwain and L. Daly, “Test anxiety prevalence and gender differences in secondary school students,” *Educational Psychology*, vol. 41, no. 6, pp. 1–15, 2021, doi: 10.1080/01443410.2020.1827844.
- [32] J. L. Romano, S. Angelini, and A. M. Brown, “Academic stress, emotional exhaustion, and psychological well-being among adolescents,” *Journal of Adolescence*, vol. 94, pp. 12–21, 2022, doi: 10.1016/j.adolescence.2021.12.004.
- [33] H. Raiya and K. I. Pargament, “Religious coping and psychological adjustment among adolescents,” *Journal of Religion and Health*, vol. 60, no. 6, pp. 4273–4288, 2021, doi: 10.1007/s10943-021-01231-9.
- [35] R. S. Lazarus and S. Folkman, *Stress, Appraisal, and Coping*. New York, NY, USA: Springer Publishing Company, 1984.
- [36] M. C. Pascoe, S. E. Hetrick, and A. G. Parker, “The impact of stress on students in secondary school and higher education,” *International Journal of Adolescence and Youth*, vol. 25, no. 1, pp. 104–112, 2020, doi: 10.1080/02673843.2019.1596823.
- [37] B. E. Compas, J. K. Jaser, M. A. Dunbar, A. E. Watson, E. H. Bettis, K. H. Gruhn, and M. A. Williams, “Coping and emotion regulation from childhood to early adulthood: Points of convergence and divergence,” *Australian Journal of Psychology*, vol. 73, no. 1, pp. 1–12, 2021, doi: 10.1080/00049530.2021.1882271.
- [38] H. Raiya and K. I. Pargament, “Religious coping and psychological adjustment among adolescents,” *Journal of Religion and Health*, vol. 60, no. 6, pp. 4273–4288, 2021, doi: 10.1007/s10943-021-01231-9.
- [39] M. Hennink, I. Hutter, and A. Bailey, *Qualitative Research Methods*, 2nd ed. London, U.K.: SAGE Publications, 2020.

Biographies of Authors

	<p>Desi Ariska   works at Universitas Hamzanwadi as a lecturer and researcher. She was born on December 24, 1995, in Keruak, Lombok Timur. She completed her undergraduate studies in Psychology at Universitas Ahmad Dahlan and later earned a master’s degree in Educational Psychology from the same university. Her academic interests focus on educational psychology and counseling. She can be reached by email at desi_ariska@hamzanwadi.ac.id. Her office is located in Pancor, Selong-Lombok RTimur, NTB. Her areas of specialisation are in Guidance and Counseling Study Program, Faculty of Education.</p>
	<p>Reza Fazan Dihad  works at PT Hasnur Riung Sinergi as an Human Capital and an alumni of Ahmad Dahlan University. He earned his bachelor’s degree in Psychology at Ahmad Dahlan University and also his Master & Professional’s degree in Industrial & Organizational Psychology at Ahmad Dahlan University. He held a certification of psychology practice permit (SIPP) and professional certification from BNSP in Training Need</p>

	Analysis. His areas of expertise is in Industrial & Organizational psychology and Human Capital. His email address is rezafazand.psi@gmail.com
--	--