



Academic Stress on Structured Internship Students: The Effect of Interpersonal Communication and Friendship Quality

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Abstract

The purpose of this study was to examine the effect of parent-child interpersonal communication and friendship quality on academic stress. This study used multiple regression analysis methods with the SPSS version 26.0 program to examine the effect of Parent-Child Interpersonal Communication and Friendship Quality on Academic Stress in Structured Internship Students. A total of 206 participants were selected using non-probability sampling, convenience sampling. Data collection used three research instruments, which are the Academic Stress Scale ($\alpha = .957$), the Parent-Child Interpersonal Communication Scale ($\alpha = .922$), and the Friendship Quality Scale ($\alpha = .926$). All hypotheses of this study can be accepted. There is a significant influence of parent-child interpersonal communication and friendship quality both together and separately on academic stress. The results showed that parent-child interpersonal communication and friendship quality influenced academic stress by 10.3%. Parent-child interpersonal communication on academic stress is 14.5%, and the quality of friendship has an influence of 7.2% on the occurrence of student academic stress.

Keywords: Academic stress, parent-child interpersonal communication, friendship quality, structured internship, psychology students.

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Introduction

Improved education with the help of a curriculum aimed at producing the greatest graduates is critical in moulding graduates. The Merdeka 2020 curriculum is based on Regulation No. 3 of 2020 of the Minister of Education and Culture of the Republic of Indonesia on National Higher Education Standards. The Merdeka 2020 curriculum is intended to assist students prepare for change by enhancing competency to meet the needs of a dynamic era. The Merdeka 2020

Curriculum requires universities to develop and implement innovative learning processes in order to encourage students to achieve learning outcome indicators such as optimal attitudinal characteristics, knowledge, and skills relevant to the situation. Internships are one of the activities that colleges may do to increase students potential (Direktorat Jenderal Pendidikan Tinggi Kementrian Pendidikan dan Kebudayaan, [2020](#)).

As stated by (Burton & Cao, [2022](#)), internships provide excellent benefits in students' lives, such as the opportunity to apply material with field practice, develop soft and hard skills, increase knowledge about the world of work, build a network of connections and credibility, and strengthen resumes as a provision for finding a job. Due to this regulation, the faculty of psychology implemented a new internship program called structured internship. The program is specifically designed by the faculty to be able to guarantee and supervise the performance of students who intern at partner institutions, which lasts for one semester. The MBKM structured internship program is implemented according to the technical guidelines book, and students are assigned to internship partners who have agreed to collaborate with the faculty in accordance with the specialization courses they have chosen. During the MBKM structured internship, students can select from a variety of specialization courses, including those in the following areas: (1) education, including education for children with special needs and school education; (2) development, including gerontology and community psychology; (3) clinical, including internal psychology, psychotherapy, forensic psychology, and community mental health; (4) social, including group dynamics and environmental psychology; and (5) industry and organization, including organizational behavior (Direktorat Jenderal Pendidikan Tinggi Kementrian Pendidikan dan Kebudayaan, [2020](#)).

According to preliminary research, students participating in structured internship programs experience stress. Stress in students caused by academic problems can be referred to as academic stress. Academic stress can be caused by various causes including anxiety about taking exams, too many academic tasks, standards from peers, difficulty in finding references or learning resources, health problems, virtual learning, unexpected level of difficulty in tasks, pressure on

deadlines for submitting assignments, difficulty in compiling projects or reports, and lack of direction or feedback (Islam & Rabbi, 2024). In addition, other studies have shown the influence of parent-child relationships on academic stress. Research shows that the existence of family support realized through good parent-child relationships can improve students' academic performance, in which a good relationship can fulfill students' basic emotional needs to lead to exploration and strive for positive academic achievement (Li et al., 2022).

Based on Shadi et al. (2017) research, stress that is properly processed or faced can turn into encouragement or motivation for an individual, whereas stress that is not properly processed or faced has an impact on lack of concentration, reduced time to sleep, and an increased risk of an individual acting impulsively. Sarafino and Smith (2022) proposed four aspects of academic stress: biological, cognitive, emotional, and social behavior. The biological aspect is characterized by physical symptoms such as rapid pulse, cold sweat, and trembling of the hands and feet. In addition, the biological aspect is also characterized by physiological symptoms such as headaches, stomach aches, muscle stiffness or discomfort, and continuous fatigue. The cognitive aspect relates to the capacity of memory to work in all situations. Students with academic stress can experience memory impairment and decreased focus. The emotional aspect relates to various feelings such as fear, worry, pleasure, sadness, or anger. While the social behavior aspect is related to interpersonal relationships. Academic stress can change how individuals behave towards each other which is characterized by a less friendly attitude, less socializing, and less sensitive to the surrounding environment (Sarafino & Smith, 2022).

Parent-Child interpersonal communication has previously been studied quantitatively and is associated with self concept variables (Thariq, 2018); academic performance (Li et al., 2022); emotional regulation (Rafiq et al., 2022); mental health (Zapf et al., 2023), and self-regulated learning (Wijaya & Armelia, 2024). Friendship quality has been studied before and is related to happiness (Hapsari & Sholichah, 2021; Sharma & Parveen, 2021), and subjective well-being (Alsarrani et al., 2022). Meanwhile, academic stress has previously been studied and is related to social support (Marhamah & Hamzah, 2016); emotional adjustment, and academic performance

(Shanti, Janssens & Setiadi, 2021); emotion regulation and peer social support (Karamina & Martani, 2023). There is no previous research that examines the effects of parent-child interpersonal communication and friendship quality on academic stress in college students, especially on students who participating structured internship program.

According to DeVito (2022), interpersonal communication is the act of sending and receiving messages between people who have a defined relationship. DeVito (2022) also mention that influence the incidence of efficient interpersonal communication include openness, empathy, support, a positive attitude, and equality. Study done by Mayasari and Susilawati (2019), interpersonal contact has been shown to lessen the stress level of students completing a thesis. The study's findings are consistent with the findings that interpersonal interactions between students and supervisors can lower academic stress symptoms in students (Yulia, Afrianti, & Octaviani, 2015). Other research proves that parent-child communication can improve academic performance so as to avoid academic stress (Li et al., 2022).

In addition to being influenced by parent-child communication, research shows that academic stress can also be influenced by the quality of friendships. Attachment to peers was shown to have a significant negative relationship with academic stress (Purwati & Rahmandani, 2020). Other studies also prove that a decrease in interaction in students with their friends can reduce the quality of friendship and affect the occurrence of academic stress (Yuhuan et al., 2022).

Wrench, Punyanunt-Carter, and Thweatt (2020) explain friendship as an emotional interaction between two or more people of the same or different genders in which there is mutual understanding, mutual respect, mutual trust, and information exchange in order to achieve a goal. Making friends requires the formation of a sense of security and comfort in order to obtain emotional support. Friendship quality is described as satisfaction in building friendship ties that are marked by togetherness, supporting one another, being open to one another, caring for one another, and not frequently suffering conflict and betrayal (Parker & Asher, 1993).

According to Suyono and Nugraha (2012), friendships quality may be a source of emotional support for students in order to avoid or lessen academic stress. Friendship relations that take place in person or online have major disparities in friendship quality. Online friendship quality have a low degree of quality, but offline friendship relationships have a greater level of quality Suyono and Nugraha (2012). According to Anggraini and Cucuani (2014), the qualities of friendship and empathy might promote student forgiveness while coping with daily challenges. Rachmanie and Swasti (2022) did a study on the friendship quality with 216 students at one of Indonesia's universities. According to the findings, excellent relationship quality between students and their friends might lower stress levels.

Academic stress in students can be handled by improving the attachment relationship between children and parents. Previous study proves that attachment between children and parents built through effective communication can reduce the level of academic stress in students (Mahmudah & Rusmawati, 2018). Other research also corroborates that there is a significant negative relationship between parent-child communication and academic stress, where the more effective parent-child communication is established, the lower the level of academic stress in students (Saraswati, Antari, & Saputra, 2020).

In addition, friendship quality also plays an important role in preventing academic stress. Quality friendship relationships have been shown to improve students' psychological well-being so that they will have good emotional regulation and avoid the occurrence of academic stress (Langheit & Poulin, 2024). Until this study was conducted, there was no previous research that examined the relationship between parent-child interpersonal communication and friendship quality on academic stress. This study aims to empirically prove how the effect of parent-child interpersonal communication and friendship quality together on academic stress in college students. Therefore, the following research question is whether there is an effect of parent-child interpersonal communication and friendship quality on academic stress in college students participating in organized internships.

Method

Design

The research adopted a correlational quantitative method to examine a correlation between parent-child interpersonal communication and friendship quality on academic stress of structured internships students. The variables studied include academic stress, parent-child interpersonal communication, and friendship quality.

Participants

The criteria for this study were psychology students who participated in a structured internship. The total population in the study amounted to 360 students. Based on Isaac and Michael's sampling table, a population of 360 requires a minimum sample of 177 respondents with a significance level of 5%. Therefore, the researcher involved 206 participants to reach the minimum number of respondents needed and exceeded the minimum number to avoid data that could not be processed during the data analysis process. This 206 participant were chosen using non-probability sampling, convenience sampling. Convenience sampling were chosen because when no other sampling approach is practicable, it can be used to generate hypotheses and objectives for use in more rigorous research initiatives (Creswell & Creswell, 2018). Convenience sampling is quite effective when used on a population with a lot of responsibilities or a lot of things to do, so that polling may be done with ease. The primary selection criteria for convenience sampling are availability, practicability, and ease of use (Neuman, 2014). Based on demographic data (Table 1), the participant consisted of 40 men (19,4%) and 166 women (80,6%).

Measuring Instruments

This research data collecting was used three research instruments, which are the Academic Stress Scale, the Parent-Child Interpersonal Communication Scale, and the Friendship Quality Scale. The three measuring instruments used in this study were compiled by researchers. The scale used in this study is a Likert Scale with scoring method for *favorable* items were 1 (*strongly agree*), 2 (*agree*), 3 (*disagree*), and 4 (*strongly disagree*). And for the *unfavorable* items were revers as if 4 (*strongly agree*), 3 (*agree*), 2 (*disagree*), and 1 (*strongly disagree*).

The Academic Stress Scale measures the stress student experiencing along with structured internship program implementation. It consist of 33-item with *favorable* and *unfavorable* items, and had a realibility of ($\alpha=0.957$) which is modified from Sarafino and Smith's (2022) academic stress theory. The aspects of the theory were used to create the question items of the questionnaire, which consist biological aspect, emotional aspect, cognitive aspect, and social behavioural aspect. The Parent-Child Interpersonal Communication Scale measures the effectiveness of parent-child interpersonal communication during structured internship program implementation. It consist of 47-item with *favorable* and *unfavorable* items, and had a realibility of ($\alpha=0.922$), which is modified from DeVito (2022) interpersonal communication theory. The theory's aspects were utilized to generate questionnaire question items, which included openness, empathy, supporting attitude, positive attitude, and equality.

The Friendship Quality Scale measures the friendship quality student had during structured internship program implementation. It consist of 37-item with *favorable* and *unfavorable* items, and had a realibility of ($\alpha=0.926$) which is modified from Parker and Asher's (1993) friendship quality aspects. Validation and care, togetherness and recreation, help and direction, intimate change, conflict and betrayal, and conflict resolution were all used to construct questionnaire items.

The research instrument was distributed online in the form of a *google form*. The data used in this study were only data that met the inclusion criteria. Participants were initially asked to fill out an informed consent form and submit *personal* information such as their name and gender. After that, individuals were asked to thoroughly read the informed consent and state their consent and desire to participate in this research, which decided whether their data would be further processed or removed. Upon that, they answered a questionnaire on the research variables, followed by a debrief form. This research process has obtained ethical permission with an ethical certificate number I55/UN7.FI I/PP/VI/2024.

Data Analysis

Furthermore, the data will be analyzed using multiple regression analysis using SPSS 26.0, to prove the research hypothesis. The regression equation model's conclusions may be utilized as a rule of thumb to predict the association beyond the sample data (Ningsih & Dukalang, 2019). Before hypothesis testing is carried out, researchers first conduct an assumption test. The assumption tests used are normality test, linearity test, and heteroscedasticity test. The normality test serves to see whether or not the distribution of X and Y variable scores is normal. The linearity test serves to determine whether or not the relationship between research variables is linear. While the heteroscedasticity test serves to determine whether there is an inequality of variance from the residuals for all observations in the linear regression model (Creswell & Creswell, 2018).

Result

Descriptive Statistic and Item Correlation

There were 206 participants who agreed to participate in this study. The criteria for this study were psychology students of the Faculty Psychology, Diponegoro University who participated in structured internships program. The following demographic data of research subjects are presented in [Table I](#).

Table I
Demographic Data of Research Subjects

Demographic Data	Category of Research Subjects	N	%
Gender	Male	40	19.4
	Female	166	80.6
Semesters	Six	206	100%

Based on [Table I](#), it is known that the research subjects were dominated by female students. In addition, the researcher has also identified the scores obtained by participants in filling out the questionnaire.

Based on the categorization results ([Table 2](#)), the results show that the majority of research

subjects have a very high categorization for parent-child interpersonal communication and friendship quality. As for academic stress, the majority of research subjects are in the low category. This shows that parent-child interpersonal communication, friendship quality and academic stress have a negative relationship. The table below shows the directional tendency of categorization of each variable.

Table 2
Categorization of Each Variable

Variable	Low	Moderate	High	Highest
Parent-Child Interpersonal Communication	3 (1,5%)	27 (13,1%)	72 (35%)	104 (50,5%)
Friendship Quality	1 (0,5%)	24 (11,7%)	74 (35,9%)	107 (51,9%)
Academic Stress	92 (44,7%)	84 (40,8%)	29 (14,1%)	30 (14,6%)

Normality Test

The Kolmogorof Smirnov method in the SPSS 26.0 application is used to test normality. The normality test is used to see whether the distribution of X and Y variable scores is normally distributed or not. Azwar (2019) states that data is considered normally distributed if the significance value obtained is $p > .05$. Based on the table (Table 3) it is known that the significance value obtained is .200, so it can be said that the data is normally distributed.

Table 3
Normality Test

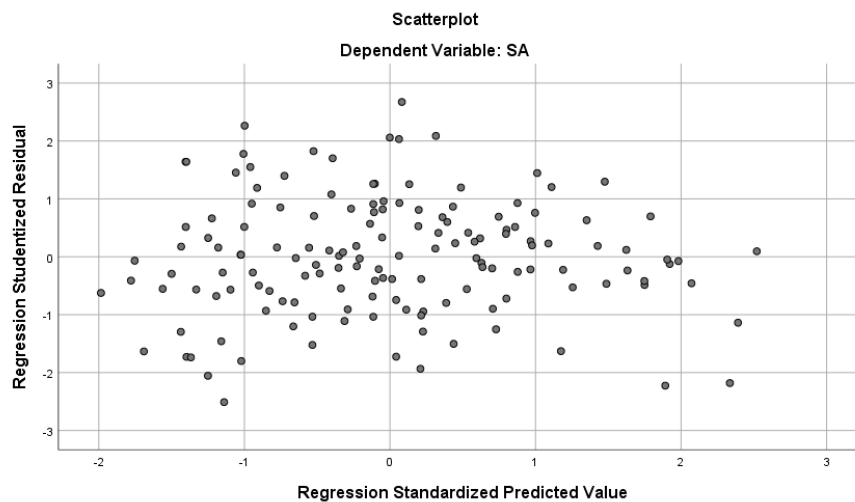
	Unstandardized Residual
Asymp. Sig. (2-tailed)	.200 c.d

Heteroscedasticity Test

The heteroscedasticity test is carried out to see whether the residual variance of the observations is the same or not. Residuals that have the same variance are called homoscedasticity, while residuals that have unequal variances are called heteroscedasticity. The graph (Figure 1) shows irregular and scattered dots both below and above the Y line (value 0). Therefore, it can be concluded that the research variables are homoscedasticity and no heteroscedasticity occurs. The

next classic assumption test were included test of normality and test of linearity.

Figure 1
Heteroscedasticity Test



Linearity Test

The next assumption test were tes for linearity (Table 4), The SIG value in the deviation from linearity line of academic stress and parent-child interpersonal communication is 0.006 while academic stress and friendship quality is 0.194. Since the value of 0.006 < 0.05 and the value of 0.194 > 0.05, it can be concluded that there is a significant linear relationship between academic stress and friendship quality but there is no significant linear relationship between academic stress and parent-child interpersonal communication. These results indicate that the relationship between academic stress and friendship quality is statistically significant, suggesting that changes in academic stress have a meaningful impact on friendship quality. However, the lack of statistical significance between academic stress and parent-child interpersonal communication implies that changes in academic stress may not have a significant effect on parent-child interpersonal communication.

Table 4
Linearity Test

		Sum of Square	df	Mean Square	F	Sig.
Parent-child interpersonal communication*academic stress		17424.061	73	238.686	1.652	.006
Friendship quality*academic stress		12325.244	56	220.094	1.200	.194

Hypothesis Testing

The data was examined using SPSS 26.0 to explain the findings of the fit of the analysis results with the hypothesis stated, as shown based on the results of the classic assumption test. The hypothesis is proven in the anova table (Table 5), calculated that F value is 8.337 and sig .000. Since the calculated F value is more than the F table (3.040) and the sig value is less than 0.005, it means that there is significance between parent-child interpersonal communication and friendship quality to academic stress. This indicates that the relationship between parent-child interpersonal communication and friendship quality with academic stress is statistically significant. These findings suggest that changes in friendship quality and parent-child interpersonal communication have an impact on the outcome variable academic stress.

Table 5
Linear Regression Test ANOVA

		ANOVA			
Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2	1736.848	8.337	.000
	Residual	146	208.324		
	Total	146			

After doing classic assumption test we can further explore the data using regression analysis to quantify the strength and direction of the relationship between academic stress and friendship quality, as well as academic stress and parent-child interpersonal communication. This will provide more comprehensive insights into the impact of academic stress on both variables. One of the test were shown in the model summary table (Table 6), parent-child interpersonal communication and friendship quality in the model summary table show the R Square number .103 or 10.3%. This

means that parent-child interpersonal communication and friendship quality together only have an influence of 10.3% on academic stress, the rest is influenced by other things.

Table 6
Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.320 ^a	.103	.090	14.433	1.651

Furthermore, the results of the analysis show a significance value between the parent-child interpersonal communication variable and the academic stress variable (Table 7) of 0.000 which indicates that there is a relationship between the parent-child interpersonal communication variable and the academic stress variable. The direction of the relationship that occurs is negative as seen in the calculated t value of -5.884 which shows the negative direction of the relationship.

Table 7
Coefficients Parent-Child Interpersonal Communication

B	R	Standarized Coefficients Beta	t	Sig
117.378	7.148		16.422	.000
-.274	.047	-.381	-5.884	.000

Meanwhile, the significance value between the friendship quality variable and the academic stress variable (Table 8) is 0.000 which indicates that there is a relationship between the friendship quality variable and the academic stress variable. The direction of the relationship that occurs is negative as seen in the calculated t value of -3.975 which indicates a negative direction of the relationship.

Table 8
Coefficients Friendship Quality

B	R	Standarized Coefficients Beta	t	Sig
106.358	7.780		13.671	.000
-.255	.064	-.268	-3.975	.000

The effect of each independent variable on the dependent variable was tested separately. The

results show that the effect of parent-child interpersonal communication variables on academic stress variables is 14.5%, and the effect of friendship quality variables on academic stress variables is 7.2%. The results of the analysis are listed in the table (Table 9).

Table 9
Model Summary

Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
Parent-child interpersonal communication	.381 ^a	.145	.141	13.349
Friendship Quality	.268	.072	.067	13.909

Discussion

The aim of this study is to examine the effect of parent-child interpersonal communication and friendship quality on the academic stress. The results of this study prove that parent-child interpersonal communication and friendship quality have a significant impact on academic stress. This study also shows that the variables of parent-child interpersonal communication and friendship quality are able to influence academic stress quite significantly. Therefore, this study also tries to identify the effect of each variable of parent-child interpersonal communication and friendship quality on academic stress to get a description of the amount of contribution of each variable separately. These findings highlight the importance of considering these factors when addressing and managing academic stress in individuals.

These findings are in line with study done by Lubis, Nuraflah, and Hanum (2021) which revealed that family communication approaches that are used as they are, without anger toward kids, along with encouragement and proactive learning help kids experience fewer stress. Lubis, Nuraflah, and Hanum (2021) further explained that children experience fewer loneliness while dealing with new academic challenges and changes, which is beneficial. The importance of communication in the home helps children to feel appreciated and gives them a support system when they are having difficulties in school. Associated with the friendship quality, students who have strong friendship qualities typically receive emotional support from peers while dealing with the emotional

components of academic stress. As a result, the emotional requirements that arise during the stressful time. High friendship quality can also result in a feeling of acceptance and belonging, which can enhance one's general wellbeing and resilience in the face of academic stress. Additionally, having people who can support emotionally might help have a good outlook and be more motivated to conquer obstacles (Alsarrani et al., [2022](#)).

The results further show that the variable of parent-child interpersonal communication with the academic stress variable has a significant negative relationship. This negative relationship means that the higher the parent-child interpersonal communication, the lower the tendency of academic stress experienced by students. Furthermore, the variable of friendship quality and academic stress also has a significant negative relationship. The direction of the negative relationship indicates that the more quality friendship relationships that exist in students, the lower the level of academic stress experienced, and vice versa.

The R Square value is 0.103, or 10.3%, based on the study results ([Table 6](#)). According to this graph, parent-child interpersonal communication variables and friendship quality variables have a combined effect of 10.3% on academic stress variables. The remaining 89.7% is impacted by factors not investigated in this study. Furthermore, the effect of each independent variable on the dependent variable was tested separately ([Table 9](#)), and it was discovered that the effect of parent-child interpersonal communication variables on academic stress variables was 14.5%, and the effect of friendship quality variables on academic stress variables was 7.2%.

When the impact of the independent factors on the dependent variable is examined independently, it is clear that the parent-child interpersonal communication variable has a bigger impact on academic stress than the friendship quality variable. This result is in line with research from Gunandar and Utami ([2017](#)) which proves that parental support plays a greater role in helping students to make adjustments to academic tasks. In addition, students spend more time in the family environment, so that the interpersonal communication that exists between children and their parents while at home acts as a model for students to communicate with their friends outside the

home (Mahirah & Tondok, 2024). When the two independent variables are examined together, their influence on the academic stress variable is less than when the parent-child interpersonal communication variable is examined and more than when the friendship quality variable is examined. This demonstrates that parent-child interpersonal contact contributes more to the occurrence of academic stress.

Changes in regulations regarding internship programs for students have a significant impact on the likelihood of academic stress. One of the reasons is that, although while they can still interact socially with their peers and engage in activities with their friends, the quantity and quality of their time together have significantly decreased. This is explained by the fact that students who complete internships concurrently with their groups often still have time to engage in activities together outside of their internships, such as collaborating on internship assignments, engaging in organizational tasks, and eating lunch outside. However, they are only permitted to talk about the internship. This restriction on conversational topics can cause boredom and limited personal connection among students. Additionally, the focus on the internship may overshadow other aspects of their lives, making it challenging for them to fully engage in non-internship related activities or conversations.

A study found that long-term friendships and perceived academic and emotional support from friends contribute to school-related affect (Lessard & Juvonen, 2022). Friendships maintained from middle to high school provided greater academic support, and students with a greater number of stable friends reported higher levels of both academic and emotional support. These results suggest that stable friendships play a crucial role in providing academic support, such as assistance with homework and advice on course selection. According to the current research, friends may be a valuable source of specialized academic assistance that can encourage positive school-related attitudes and effects in college. Importantly, such academic help depends on maintaining relationships. The move easily undermines students' capacity to keep current friendships due to the abundance of alternatives and the greater pool of new classmates, so restricting their access to academic support.

Another study conducted by Sheng et al. (2022) showed that academic adaptation and friendship were significantly positively related to psychological adaptation and socio-cultural adaptation. Friendship significantly moderates the effects of academic adaptation on psychological adaptation and sociocultural adaptation. This is what helps exchange students avoid academic stress during the exchange.

Academic stress is associated with stressful academic conditions and is a natural thing that occurs in individuals who experience changes in academic situations. This condition requires individuals to be able to adapt to the learning situation. However, those who experience academic stress are vulnerable to psychological distress, because they are faced with academic demands, challenges and targets that each must face. This situation is a source of stress. This is in accordance with the results of this study, which show a negative influence of friendship quality and parent-child interpersonal communication on academic stress experienced by students participating in structured internships. The results of this study support similar research by Wijaya and Naryoso (2017), which states that the effectiveness of international communication carried out by parents and children can change the distance between the two, allowing parents and children to get to know each other more deeply. Parents can also find out what their children need and help prepare children to compete by motivating, showing control and self-efficacy to children to be able to solve problems.

According to this study, parent-child interpersonal contact has a stronger impact since openness and equality are two aspects of academic stress. When successful and well-established parent-child interpersonal connection is developed, kids will develop a sense of trust and openness to their parents, and when there is equality in the communication established, students will not face pressure that leads to academic stress. This study also highlights the importance of effective communication between parents and children in reducing academic stress. When parents actively listen to their children's concerns and provide emotional support, it fosters a positive environment where academic stress is minimized. Additionally, when parents treat their children as equals and

involve them in decision-making processes, it promotes a sense of autonomy and reduces the likelihood of academic stress.

The overall description of the academic stress variable score reveals that 40.8%, or 84 students, suffer moderate stress, indicating that the students believe they can handle the demands of academic duties. According to study by Mahmudah and Rusmawati (2018), students do not see academic expectations as risky when their academic stress ratings fall into the low range. This study discovered that the theoretical model's parameters fit the data well, indicating that the hypothesized model of academic stress in relation to friendship quality and parent-child interpersonal communication is valid and supported by the relevant empirical data. The influence of each variable of friendship quality or parent-child interpersonal communication on academic stress has been widely discussed in previous studies; however, this study adds innovation by analyzing parent-child interpersonal communication and friendship quality directly or simultaneously on academic stress.

The originality of this research findings related to the correlation of academic stress with friendship quality and parent-child interpersonal communication. The definition of stress used in this study is also more specific, namely academic stress. Therefore, the measuring instruments used, namely the academic stress scale, friendship quality, and parent-child interpersonal communication, were designed by themselves based on aspects of each theory used. These measuring instruments have been shown to have good validity, as indicated through validity testing, which is reinforced by Cronbach's alpha coefficient and composite reliability (CR), which are also considered relatively high (Neuman, 2014).

The findings have practical implications. First, in order to prevent academic stress, this study promotes raising the level of friendship and communication between parents and kids. Even in the face of unforeseen external circumstances, a student's capacity to manage academic stress will be more consistent and long-lasting when they have the support of friends and open lines of communication with their parents. By offering a thorough understanding of the causes of stress,

these results aid in the creation of organized internship programs. The findings of this study have broad significance for educational and social settings, particularly for psychology students. The findings of this study support the hypothesis friendship quality and parent-child interactions are significant predictors of direct effect on academic stress. The statistics show that as communication efficacy rises in family and peer group, students can overcome their academic stress. The study's findings are applicable to educational and societal situations, and they advised that decision-makers should take students' adaptability and preparation into account when developing new programs.

This study's strength is that it looks at the connections between parent-child communication, friendship quality, and academic stress and provides a spotlight on the correlations that underlie those connections. Additionally, the study included a sizable population sample. Additionally, various types of parent-child interpersonal communication, friendship quality, and academic stress are examined. This research's limitation is include the difficulty in contacting or meeting the subjects either online or in person, due to the tight schedule and the inconsistent schedule of internships. The fact that this study is correlational in design and unable to prove causation is one of its limitations. Additionally, the study used self-reported data, which is vulnerable to response bias. Additionally, because this study was limited to psychology students, it may not be possible to generalize its results to other groups. This study did not take into account participants who moved or did not have parents; instead, it focused solely on parent-child interpersonal contact in general.

Conclusion

Based on the results of the analysis, this study shows that parent-child interpersonal communication is generally effective, although there are still those in the medium and low categories. These results show that most students are able to convey and receive messages from parents, there is openness, empathy, positive attitude, supportive attitude, and equality in communication. Overall, the quality of friendship in students is high. This means that students are able to make good friends, get support from their friends and are able to provide help or support back to their friends. In addition, overall students have relatively low levels of academic stress. These results indicate that the

majority of students are able to deal with the various academic demands that exist and do not experience various disorders both in terms of biological, cognitive, emotional, and social behavior. The overall hypothesis of this study can be accepted, there is a significant effect between parent-child interpersonal communication and friendship quality both together and separately on academic stress. The results of data analysis in this study indicate that parent-child interpersonal communication and friendship quality together are able to influence the occurrence of academic stress by 10.3%. Meanwhile, parent-child interpersonal communication affects academic stress by 14.5%, while the quality of friendship has an effect of 7.2% on the occurrence of academic stress in structured internships students.

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Conflict of Interest

The researchers declare that this paper has no conflicts of interest.

Author Contribution

All authors have contributed equally to the study's conceptualization, interpreting data, reviewing, and editing the manuscript.

Data Availability

Data can be provided upon request to the author.

Declarations Ethical Statement

The study followed the guidelines of the Declaration of Helsinki.

Informed Consent Statement

Informed consent was obtained from all persons involved in the study.

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