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## **Stress Symptoms of Students Who Complete Late Thesis at The Faculty of Teacher and Education Jambi University**

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### **ABSTRACT**

*The background of this research discusses the symptoms of stress in students who are late in completing their thesis. who claimed to feel depressed, feel sad, confused, have difficulty controlling their emotions, often feel afraid and have trembling or sweaty hands when they want guidance with their supervisor, feel sad and sometimes feel lazy. This research aims to reveal the frequency of stress symptoms in students who were late completing their thesis at the Faculty of Teaching and Education, University of Jambi. The methodology used in this research is to use quantitative research with a descriptive type. Based on research result, it found that the frequency of stress symptoms in college students is at a "high" level with a percentage of 66%. In detail regarding matters related to the symptoms of stress, namely: Symptoms of mental stress obtain a "moderate" level of frequency, namely with a percentage of 56%. Symptoms of emotional stress get a frequency of "moderate" with a percentage of 58%. Symptoms of physical stress get a frequency of "moderate" with a percentage of 51%. Symptoms of behavioral stress get a frequency of "moderate" with a percentage of 51%. Suggestions for both lecturers and students are expected to be able to anticipate the symptoms of stress experienced by students during the completion of the thesis so that they do not appear. make motivational deadlines so that they can immediately complete their thesis and prepare themselves to follow the thesis writing process.*

**Keywords:** *Students, Symptoms of stress, Thesis*

## INTRODUCTION

Students who will finish researching at tertiary institutions, must complete their final assignment by writing a thesis. Thesis is the final project that must be made and done by students to get a bachelor's degree. Therefore, students are required to write a thesis to be able to complete their studies (Sutja et al., 2017). It can be concluded that thesis is a final assignment that must be done by students individually as an indispensable requirement to obtain a bachelor's degree or graduate from the educational process at tertiary institutions which has been lived for years. Completion of this final project is a final process that is quite difficult for students to do. Not infrequently students experience delays in completing their thesis so that they experience stress. As revealed by Pratama & Burhanto (2019) the preparation of final assignments actually causes a lot of stress for students. Stress as a relationship between a person and his environment, which is considered a burden and endangers his health. Academic stress is when individuals experience pressure that comes from individual or student perceptions and judgments about academic stressors (Ekawarna, 2018).

Every student experience different symptom of stress. The stress experienced by a person can be seen from the symptoms, according to Chandra Patel, he summarizes several examples of mental symptoms such as stress; loss of self-confidence, blank look and irritability towards others. According to Beck in Amalia (2021) emotional symptoms are a manifestation of a decrease in mood, a negative view of oneself. As Candra Patel's opinion, emotional symptoms, namely; anxiety, irrational panic attacks, sadness and fear of criticism. Physical symptoms such as; sweaty palms, restlessness, and shaking hands. And behavioral symptoms; sleeping a lot or a little, socially withdrawn, and lazy (Ekawarna, 2018)

Based on the results of interviews with 2 English education students, it was found that the 9th semester student with the initials M admitted that he felt pressured because of the demands of his thesis that he had to carry, he felt sad because he saw his friends were one step further than him while he was still in development. proposals. He was confused in writing his thesis because his supervisor suggested he change the title of his research. In addition, M is also very difficult to control his emotions. He gets angry easily when something he expects is not what he wants.

In addition, a student with the initials W also said that he also experienced symptoms of stress in completing his thesis, W admitted that he often felt scared and his hands were shaking or sweating when he wanted guidance from his supervisor. In addition, he admitted that he felt sad when he found out that his friend had finished his thesis. Then W also admitted that he sometimes felt lazy so he procrastinated working on his thesis.

This phenomenon is also supported by the results of interviews with one of the lecturers of the English language education research program which revealed that there were 37 students from class 2018 who had attended the proposal seminar,

then 8 students who had not found a thesis title, 2 students who still had to complete the course and there were still many class of 2018 students who have not completed their thesis. In addition, he said that he found students who, when carrying out guidance, looked scared or felt burdened and there were many students who had disappeared without a word in 1 semester without being present or carrying out guidance while these students were not on leave. Then he also admitted that he found a new student submitting a title after 2 semesters without any news. Based on the phenomena that have been obtained by researchers, the researcher is interested in conducting research with the title "Stress Symptoms in Students who are late completing their thesis at FKIP UNJA".

## **LITERATUR REVIEW**

### **Definition of Stress**

According to Hans Selye in Hawari, (2006) stress is a non-specific bodily response. Stress as a relationship between a person and his environment, which is considered a burden and endangers his health. Stress is a condition where individuals experience a discrepancy between the demands that must be met and their ability to cope with these demands (Mawarpury, 2021). According to Treven in Ekawarna (2018) argues that stress is a situation where a person or group is subject to requirements, to adapt to a new set of circumstances. Academic stress is when individuals experience pressure that comes from individual or student perceptions and judgments about academic stressors (Kadiyono et al., 2021).

In addition, stress is interpreted as an imbalance in the ability to adapt to the demands of the surrounding environment which triggers various disturbances from a biological, psychological, spiritual and social perspective (Andy & Chris, 2018). So based on the opinions of the experts above, it can be concluded that stress is a condition in which a person does not have the balance to be able to adjust to the demands that must be fulfilled, causing disturbances which are symptoms of stress biologically, psychologically, socially and spiritually. However, it is not uncommon for this stress to be equated with anxiety and depression. Anxiety is a feeling of discomfort or worry about something unpleasant. Anxiety is an emotional feeling characterized by unpleasant inner turmoil accompanied by feelings of nervousness. This is an unpleasant feeling of fear in anticipation of a situation. Meanwhile, depression is a condition in which a person feels very sad, helpless, unenthusiastic and unenthusiastic in life.

### **Factors that cause stress for students who are doing their thesis**

The factors that cause stress in students are as follows (Kim & Lee, 2013):

1. Internal Factors

Internal stress-causing factors are caused by; Gender. Based on the results of research in the United States stated that women have a tendency to stress levels higher than men. Furthermore, socioeconomic strategies, individuals

with low socioeconomic status tend to have higher levels of stress. Because the low economic status creates pressure on the individual's life. Then, the personality characteristics of students. Students who have fortitude have resistance to stress. But on the contrary, students who do not have steadfast personality characteristics will easily experience stress, especially those who do not have motivation and interest in themselves. Next, student coping strategies. The coping strategies used by students who are currently writing their thesis in dealing with the difficulties of thesis writing greatly affect the stress level of students; Tribe and culture; Intelligence. Students who have higher intelligence tend to be more resistant in dealing with stressors than students who have low intelligence. Because students who have higher intelligence are more adaptive in adjusting.

## 2. External factors

External factors namely; Job demands and academic assignments (thesis) that are considered not in accordance with individual abilities so that the individual feels heavy and difficult which then causes stress on the individual. In addition, student relationships with their social environment such as friends, partners and parents. Both the support received by students and the interpersonal relationships of students with their social environment can affect stress for students who are writing their thesis.

Whereas in Ismiati (2015) reveals the factors that cause student stress in completing thesis are divided into several factors, namely as follows:

## 1. Internal factors

The internal factors namely; New experience. It is not uncommon for students in writing their thesis to experience confusion about how to deal with situations while working on their thesis, because this is a new experience for them. This creates anxiety for them. They can overcome this anxiety if they can solve the problems that cause the anxiety they feel. In addition, time management is not good. The cause of stress for students who are writing their thesis can be caused by their inability to manage time and the difficulty in determining which activities are their priorities. Like students who take part in various kinds of organizational activities. As well as internal activities which are the requirements of the course itself such as TOEFL, internships, comprehensive tests, and others. Excessive fear of students for no reason about their ability to complete the thesis can be indicated as a lack of confidence in these students with their abilities. So that this feeling of insecurity becomes one of the causes of stress experienced by students; Be prejudiced against the supervising lecturer. Then, the existence of thoughts on the easy and difficult image of lecturers can be a cause of student stress. The image of the supervising lecturer is usually transmitted through senior students or their seniors who have had

unpleasant experiences with the supervising lecturer. With the unfavorable prejudice against the supervisor, it causes unreasonable fear in students, so that the student avoids meeting with the supervisor as one of the stress coping strategies. The more students think the supervisor they face is difficult, a killer, the more afraid and anxious they are. These feelings will eventually lead to stress in writing thesis. Next, don't be assertive. The inability of students to be assertive in conveying what they want to research so that they often experience changes in the title of their thesis. Not being assertive causes stress on students both when they are dealing with supervisors and rejection of fellow students. The actions of students who cannot be firm can become a dilemma for themselves, so that students will feel uncomfortable in acting.

## 2. External Factors

As for the cause of stress externally, namely; Residential environment (boarding house). The state of the living environment or boarding house can affect students, especially those who are currently writing their thesis. For example, a friend who lives in a boarding house and it's noisy, causing difficulties to focus on writing a thesis. An uncomfortable and unsupportive living environment will cause stress for the students themselves. Then, there is a lack of reference books related to research. There are many difficulties in finding book references for students in completing their thesis writing. Therefore, students must pay attention to the availability of reference books related to the research they will examine. This kind of situation can cause stress for students in writing their thesis. Furthermore, it is difficult to find a supervisor for consultation. The problem of difficulty meeting lecturers is not uncommon in student circles. One of the factors causing stress is the difficulty for students to meet their supervisors to provide guidance. This can be caused by lecturers who are too busy and rarely on campus. Therefore, the supervisor's commitment in taking the time and allocating time for students is very important.

Based on the description above, it can be concluded that stress can be caused by factors from within the student or the individual himself. Factors from within or internal namely; gender, socio-economic strategy, student personality characteristics, student coping strategies, ethnicity and culture, intelligence, new experiences, poor time management, pessimism, prejudice against supervisors, and not Assertive. Then, stress can also be caused by external factors or from outside the individual himself. These factors include the living environment (boarding house), lack of availability of reference books related to research, difficulty finding supervisors for consultations, job demands and academic assignments (thesis) that

are considered not in accordance with abilities, and student relationships with their social environment such as friends, partners. and parents.

### **Symptoms of stress**

The stress experienced by a person can be seen from the symptoms, such as: headaches, stomach ulcers, hypertension, heart disease, insomnia, fatigue, difficulty sleeping, difficulty concentrating on researching, apathy, loss of sense of humor, lazy to research or work, anxious, confused, and often angry (Yusuf & Sugandi, 2020). A stressor or a cause of stress for a person is divided into symptoms that come from within (internal), namely self-esteem and the individual's self-concept, and symptoms that come from outside the self (external), namely the environment. In addition, the symptoms of stress according to Chandra Patel in Ekawarna (2018) summarize several examples of symptoms of mental stress, symptoms of emotional stress, symptoms of physical stress and symptoms of behavioral stress.

Based on the above opinion, it can be concluded that the symptoms of stress experienced by individuals in general are mental symptoms, emotional symptoms, physical symptoms and behavioral symptoms. In particular, mental symptoms include the following: inability to concentrate, difficulty in making simple decisions, loss of self-confidence, insignificant fatigue, memory lapses, difficulty in making rational judgments, feelings of underperformance under time pressure, making hasty decisions rush, careless thinking, tendency to lose perspective, confusion, forgetfulness, loss of passion, clumsiness, loss of sense of humor, blank look, high levels of anxiety and fear and irritability towards others.

Then, the symptoms of emotional stress are as follows: angry outbursts, anxiety, irrational fear or panic attacks, feelings of hopelessness, always feeling in a state of hostility and revenge, feeling guilty, increasing cynicism, undue aggression, feeling depressed, nightmares, feeling insecure, increased moodiness, crying or sadness and fear of criticism. As Beck stated in Amalia (2021) emotional symptoms are a manifestation of a decreased mood, a negative view of oneself. While the physical symptoms of stress are as follows: Tense muscles (shoulder pain, back pain). Erratic breathing, sweaty palms, cold fingers, dry mouth, feeling dizzy, chest pain, high pitched voice, stomach knots, nausea, urinary frequency, diarrhea, jaw stiffness, restlessness, trembling hands, faster blood clotting, increased stomach acid, increased blood sugar reproduction for energy, tension in the upper muscles, increased cold sweats, fatigue, lethargy, and low energy, chronic aches and pains in the chest, shoulders, back, neck, and in elsewhere in the body, fat or thin, a weakened immune system, palpitations, stomach upset and allergy problems. Furthermore, the stress symptoms shown through their behavior are: eating a lot or a little, sleeping a lot or a little, biting nails, dancing/pulling hair, social withdrawal, ignoring appearance or cleanliness, driving carelessly, shaking knees, tapping fingers, grimacing, hitting lips, etc., speech cessation, obsessive-compulsive behavior (doing unnecessary things like checking keys, shopping, or



doing the laundry), lazy work or absence, carelessness, overreacting, explosive temper tantrums, inability to calm down, strange speech, withdrawing from events or people, driving fast, having frequent accidents, dysfunctional personal relationships and changes in sexual activity.

### **Impact of stress**

According to Chandra Patel, stress has an impact on diseases as follows; tension headaches, migraines, back pain, palpitations and discomfort, allergies, coughs and colds, asthma, chest pain, high blood pressure, heart attack, chronic fatigue, anxiety, phobias, depression, postnatal depression, mental disorders intestinal irritation, premenstrual disorders, diabetes mellitus and burnout. Meanwhile, according to Tasalim & Cahyani (2021) the impact of stress can be divided into; changes in nutritional status, gastrointestinal symptoms, functional dyspepsia syndrome, dysmionera, sleep pattern disturbances, acne vulgaris, insomnia, sleep pallorsis, obesity, and decreased academic achievement. Based on the opinions of these experts, it can be concluded that stress has many impacts on people who experience it. Starting from disturbed sleep patterns, obesity, decreased learning achievement and even causes other chronic diseases.

### **Student**

According to the Big Indonesian Dictionary, students are students who are currently researching at tertiary institutions (Ahmad, 2021). Students are also interpreted as people who are continuing their education at tertiary institutions. The students themselves come from graduates of various high school (SLTA) such as SMA or SMK. In RI Law no. 12 Year 12 concerning higher education, in Chapter 2 article 13, it is stated that students as members of the academic community are positioned as adults who have their own awareness in developing their potential in higher education to become intellectuals, scientists, practitioners, and/or professionals (Yusuf & Sugandi, 2020). It can be concluded that students are students who have passed the high school level and continue their education to tertiary institutions.

### **Roles and functions of students**

Hidori 2013 in Dela (2019) explains that there are several roles and functions of students, namely agent of change, moral force, guardian of value, and social control. In detail the roles and functions of students are as follows: As agents of change in which students are required to think critically and carry out all their obligations in a real way; As a moral force, students are required to have strong morals in society so they can be an example; Students as guardians of value, which means students play a role in maintaining the values that exist in society.

In addition, students also play a role as social control with a variety of populations and community characteristics, it is necessary to fulfill social aspects to avoid imbalances both within the community and within the students themselves;

Students as iron stock, students are expected to become a new generation that can meet the expectations of the nation, in the role of this final semester student students must write a thesis to get their bachelor's degree. It can be concluded that students have an important role in society, both as agents of change, having morals as role models, maintaining existing values, having good social control, and students are expected to become a new generation that is better for society in the future.

### **Thesis**

Thesis is the final task that must be made and done by students to get a bachelor of education degree. Therefore, students are required to write a thesis to be able to complete their studies (Sutja, 2017). Jamil (2021) argues that a thesis is a scientific paper written by undergraduate students at the end of their studies as a requirement in completing their research period. The thesis is made based on scientific research both field research, literature and development. Meanwhile, Yulianto in Dela (2019) reveals that thesis is a scientific essay that must be made or written by students as part of the final requirements of their academic education. The thesis is proof of the student's academic ability in researching educational problems in accordance with his field of research. Based on the opinions of these experts, it can be concluded that the thesis is the final task that must be made and carried out by students in the form of scientific writing as a fulfillment of the requirements in completing their research period at the tertiary institution they are currently pursuing to obtain a bachelor's degree.

### **Relevant Research**

Research conducted by Nabila & Sayekti (2021) with the title: Stress Management for Students in Thesis Compilation at the Bogor Agricultural University Stress Management for Undergraduate Students in Writing Thesis at Ipb University". The results of this research are the symptoms of stress that arise in final year students who are preparing a thesis that comes from a physical and psychological perspective. From a physical point of view, it is easy to get tired and have a pounding heart. Meanwhile, from a psychological point of view, there is difficulty in concentrating when compiling a thesis and anxiety when seeing a friend's process go faster. Therefore, from the results of this research, students should think positively in preparing their thesis and be confident, and make deadlines to motivate themselves to quickly complete their thesis. The next research is research conducted by Idauli Simbolon (2015) with the title "Symptoms of Academic Stress Among Nursing Students as a Result of Block Learning System in the Faculty of Nursing X Bandung Systems of Academic Stress Among Nursing Students as a Result of Block Learning System in X Faculty of Nursing Science Bandung". From this research it was found that the symptoms of stress most often felt by nursing students with the highest scores were difficulty concentrating, they often read books with the same page repeatedly but could not absorb what they had



learned and the symptoms that were rarely felt were crying because they were crying. can be categorized as reasonable as stress coping and fear of failure in dealing with lecture problems.

## RESEARCH METHODOLOGY

The approach used in this research is quantitative research using survey methods. The type of research used is descriptive research where in this type of research the researcher tries to describe the state of the subject at that time, or describes the field as it is (Sutja, 2017). The population of this research is English Education students class 2018, totaling 93 students (Sugiyono, 2014). The sampling technique in this research was to use a *purposive sampling technique* in which the sample was determined based on a specific purpose. The sample in this research was 2018 class students who were late in completing their thesis with a total of 61 students. while the data collection tools used in research are more the instruments or tools used in the research. Data analysis techniques used are scores and groupings, formulas used and interpretation criteria.

## RESULT AND DISCUSSION

Based on table 5 above, data were obtained on symptoms of stress on students who were late completing their thesis at FKIP UNJA which were given to 61 respondents with a total of 30 questionnaire items, so that an overall weight frequency of 6074 was obtained. This indicates that the symptoms - According to interpretation (Sutja, 2017), stress symptoms in students who are late in completing their thesis at FKIP UNJA are categorized as "high" with a proportion of 66%. Further explained the symptoms of stress in students who are late completing their thesis at FKIP UNJA per indicator as follows:

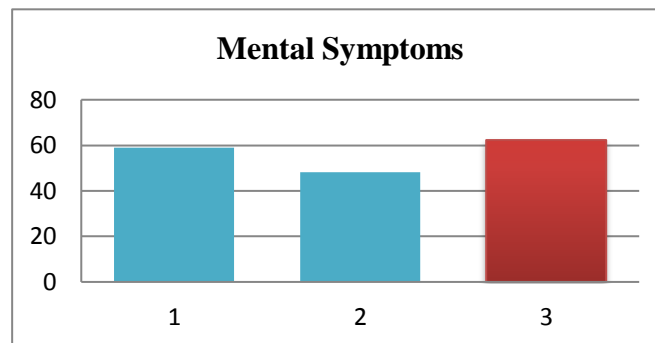
### Mental Symptoms

**Table 1.** Mental Symptoms

NO	ANSWER															TOTAL		
	SS			S			KK			J			TP					
	F	B	%	F	B	%	F	B	%	F	B	%	F	B	%	F	B	%
-1	7	35	11	13	52	21	20	60	33	12	24	20	9	9	15	61	180	59
+2	18	18	29	12	24	20	22	66	36	6	24	10	3	15	5	61	147	48,2
-3	5	25	8	17	68	28	24	72	39	10	20	18	5	5	8	61	190	62,3
Total		78			144			198			68			29			517	56.5

Source: Processed Data

Based on table above, data were obtained regarding symptoms of mental stress on students who were late completing their thesis at FKIP UNJA which were obtained from 61 students with a total of 3 item statements. There are 2 descriptors for this indicator, namely loss of self-confidence and daydreaming, and obtaining an overall weighted frequency ( $\sum f_{bi}$ ) of 517 with a percentage of 56.5%. This shows that the symptoms of mental stress in students who are late in completing their thesis at FKIP UNJA are categorized as " **moderate** " or 56%.



**Figure 1.** Mental Symptom Percentage

Source: Processed Data

Based on the diagram above, the indicators of symptoms of mental stress in students who are late in completing their thesis at FKIP UNJA can be seen that the descriptor of daydreaming in item no.3 gets the highest percentage of 62.3% "I daydream without thinking anything about the thesis being worked on at this semester 9."

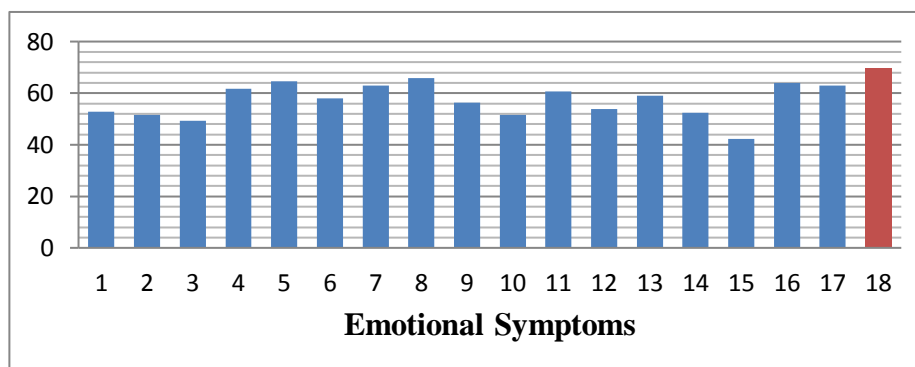
## Emotional Symptoms

**Table 2.** Emotional Symptoms

NO	ANSWER															TOTAL		
	SS			S			KK			J			TP					
	F	B	%	F	B	%	F	B	%	F	B	%	F	B	%	F	B	%
-4	3	15	5	18	72	30	11	33	18	12	24	20	17	17	28	61	161	52,8
+5	15	15	24	16	32	26	15	45	24	10	40	18	5	25	8	61	157	51.5
-6	4	20	6	8	32	13	18	54	30	13	26	21	18	18	30	61	150	49,2
-7	7	35	11	15	60	24	21	63	34	12	24	20	6	6	10	61	188	61,6
-8	8	40	13	20	80	33	20	60	33	4	8	6	9	9	15	61	197	64,6
-9	7	35	11	11	44	18	20	60	33	15	30	25	8	8	13	61	177	58
-10	9	45	15	14	56	23	20	60	33	13	26	21	5	5	8	61	192	63
-11	13	65	21	15	60	25	20	60	33	3	6	5	10	10	18	61	201	65,9
-12	8	40	13	8	32	13	23	69	38	9	18	15	13	13	21	61	172	56,4
+29	10	10	16	21	42	34	20	60	33	5	20	8	5	25	8	61	157	51.5
-30	5	25	8	11	44	18	31	93	51	9	18	15	5	5	8	61	185	60,7
-13	6	30	10	10	40	16	19	57	31	11	22	18	15	15	25	61	164	53,8
-14	8	40	13	12	48	20	20	60	33	11	22	18	10	10	18	61	180	59
-15	5	25	8	12	48	20	12	36	20	19	38	31	13	13	21	61	160	52.5
+16	23	23	38	17	34	28	13	39	21	7	28	12	1	5	2	61	129	42,3
-17	7	35	11	20	80	33	20	60	33	6	12	10	8	8	13	61	195	63,9
-18	8	40	13	17	68	28	18	54	30	12	24	20	6	6	10	61	192	63
-19	12	60	20	23	92	38	15	45	25	4	8	6	7	7	12	61	212	69.5
Total		598			964			1008			394			205			3169	57,7

Source: Processed Data

Based on table above, data were obtained regarding symptoms of emotional stress on students who were late completing their thesis at FKIP UNJA from 61 students with a total of 18 statement items. In this indicator there are 2 descriptors, namely decreased mood and negative views of oneself, as well as obtaining an overall weighted frequency ( $\sum f_{bi}$ ) of 3169 with a percentage of 57.7%. This shows that the symptoms of emotional stress in students who are late in completing their thesis at FKIP UNJA are categorized as " **moderate** " or 58%.



**Figure 2.** Emotional Symptoms Percentage

Source: Processed Data

Based on the diagram above, in the indicator of symptoms of emotional stress in students who are late in completing their thesis at FKIP UNJA it can be seen that the descriptor of negative views of oneself in item no.19 gets the highest percentage, namely 69.5% "I feel an urge within myself that becomes problem when it's too late to complete the thesis in semester 8".

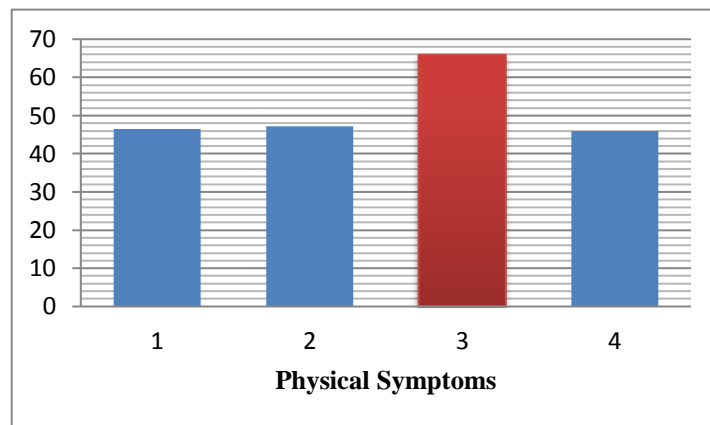
### Physical Symptoms

**Table 3.** Physical Symptoms

NO	ANSWER															TOTAL		
	SS			S			KK			J			TP					
	F	B	%	F	B	%	F	B	%	F	B	%	F	B	%	F	B	%
-20	7	35	11	7	28	11	10	30	16	12	24	20	25	25	41	61	142	46,6
-21	2	10	3	16	64	26	7	21	12	13	26	21	23	23	38	61	144	47,2
-24	11	55	18	16	64	26	19	57	31	10	20	16	5	5	8	61	201	65,9
+25	14	14	23	19	38	31	15	45	25	10	40	16	3	3	5	61	140	45,9
Total		114			194			153			110			56			627	51,4

Source: Processed Data

Based on table 8 above, data were obtained regarding symptoms of physical stress on students who were late completing their thesis at FKIP UNJA which were obtained from 61 students with a total of 4 item statements. In this indicator there are 3 descriptors, namely sweaty palms, lack of sleep and shaking hands, as well as obtaining an overall weight frequency ( $\sum f_{bi}$ ) of 627 with a percentage of 51.4%. This shows that the symptoms of physical stress on students who are late in completing their thesis at FKIP UNJA are categorized as " **moderate** " or 51%.



**Figure 3.** Persentase Physical Symptoms

Source: Processed Data

Based on the diagram above, on the indicators of symptoms of physical stress on students who are late in completing their thesis at FKIP UNJA it can be seen that the descriptor of sleep deprivation in item no. 24 gets the highest percentage of 65.9% "I feel a little sleep while working on my thesis at home".

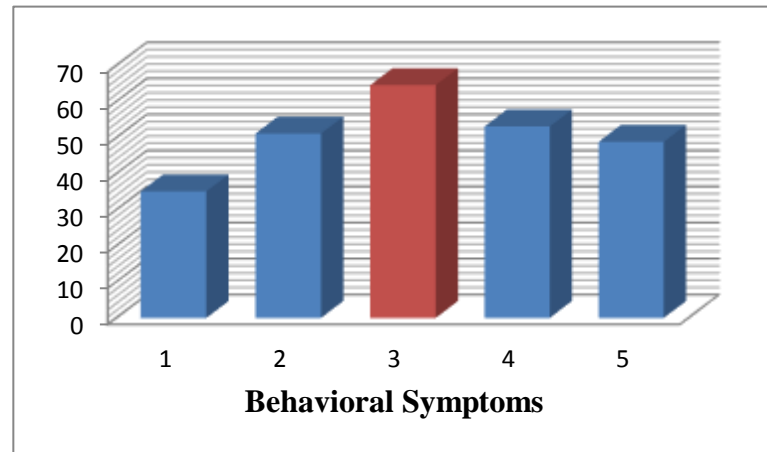
### Behavioral Symptoms

**Table 4.** Behavioral Symptoms

NO	ANSWER															TOTAL		
	SS			S			KK			J			TP					
	F	B	%	F	B	%	F	B	%	F	B	%	F	B	%	F	B	%
-22	5	25	8	1	4	2	5	15	8	31	62	51	1	1	2	61	107	35,1
+23	12	12	20	21	42	34	15	45	25	8	32	13	5	25	8	61	156	51,1
-26	9	45	15	14	56	23	24	72	39	10	20	16	4	4	7	61	197	64,6
-27	2	10	3	8	32	13	27	81	44	15	30	25	9	9	15	61	162	53,1
+28	10	10	16	25	50	41	17	51	28	7	28	12	2	10	3	61	149	48,9
Total		102			184			264			172			49			771	50,6

Source: Processed Data

Based on table 9 above, data were obtained regarding behavioral symptoms of students who were late completing their thesis at FKIP UNJA from 61 students with a total of 5 item statements. In this indicator there are 2 descriptors, namely being alone and lazy and obtaining an overall weighted frequency ( $\sum fbi$ ) of 771 with a percentage of 50.6%. This shows that the symptoms of stress seen from the behavioral symptoms of students who are late in completing their thesis at FKIP UNJA are categorized as " **moderate** " or 51%.



**Figure 4.** Percentase Behavioral Symptoms  
Source: Processed Data

Based on the diagram above, the indicators of behavioral stress symptoms in students who are late in completing their thesis at FKIP UNJA can be seen that the lazy descriptor in item no. 26 gets the highest percentage of 64.6% "I feel lazy to work on the thesis that is being worked on at house".

## CONCLUSION

Based on the results of the research that has been done, the frequency of stress symptoms in students who are late in completing their thesis at FKIP UNJA is at a "high" level with a percentage of 66%. Then it can be concluded in detail regarding matters related to the symptoms of stress, namely: Symptoms of metal stress in students who are late in completing their thesis at FKIP UNJA get a "moderate" level frequency, with a percentage of 56%. Symptoms of emotional stress in students who are late in completing their thesis at FKIP UNJA get a "moderate" level frequency, with a percentage of 57%. Symptoms of physical stress in students who are late in completing their thesis at FKIP UNJA get a "moderate" level frequency, with a percentage of 51%. Symptoms of behavioral stress in students who are late in completing their thesis at FKIP UNJA get a "moderate" level frequency with a percentage of 51%.



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