

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi dan memahami pengalaman mahasiswa tingkat akhir dalam proses penyusunan tugas akhir. Metode yang digunakan adalah kualitatif dengan pendekatan *photovoice* berbasis kodifikasi dan dekodifikasi Paulo Freire. Data dikumpulkan melalui pengambilan foto, penulisan narasi, dan *Focus Group Discussion* (FGD), dengan partisipan enam mahasiswa aktif jurusan Psikologi Universitas Sanata Dharma yang sedang menulis skripsi. Hasil penelitian menunjukkan bahwa penyusunan skripsi tidak hanya menuntut kemampuan akademik, tetapi juga berdampak pada kesejahteraan psikologis. Mahasiswa mengalami tekanan tinggi disertai kelelahan emosional dan fisik. Dalam menghadapi beban tersebut, mereka mengeksplorasi diri dan menggunakan berbagai strategi *coping* sebagai bentuk adaptasi. Melalui *photovoice*, mahasiswa merepresentasikan pengalaman mereka secara simbolik, sementara diskusi kelompok mendorong refleksi dan pemaknaan bersama. Lima tema utama yang muncul adalah: tekanan akademik dan emosional; eksplorasi diri serta respons psikologis dan fisik; relasi interpersonal dan peran dukungan sosial; strategi *coping*; serta kebutuhan akan keterhubungan dan validasi diri yang mendorong motivasi akademik yang sehat. Temuan ini menunjukkan bahwa proses skripsi adalah perjalanan psikososial yang kompleks dan penuh makna. Oleh karena itu, dibutuhkan strategi pendampingan akademik yang lebih humanis, reflektif, dan kontekstual untuk mendukung kesehatan mental mahasiswa tingkat akhir.

Kata kunci: mahasiswa tingkat akhir, skripsi, *photovoice*, pengalaman psikologis, *coping*

ABSTRACT

This study aims to explore and gain an in-depth understanding of the experiences of final-year students in the process of writing their final thesis. The research method used is a qualitative method with a photovoice approach based on Paulo Freire's codification and decodification. Data collection was carried out through photography, narrative writing, and Focus Group Discussions (FGD). The participants in this study consisted of six active students majoring in Psychology at Sanata Dharma University who were in the process of writing their theses. The results of the study indicate that the thesis writing process not only requires academic ability but also affects students' psychological well-being. Students experience high levels of stress, accompanied by emotional and physical exhaustion that arise alongside the demands of completing their final thesis. In coping with this stress, students strive to explore themselves and utilize various coping mechanisms as a form of adaptation to the heavy academic workload. Through photovoice, students creatively depict their experiences of completing their final thesis. Group discussions help participants reflect on the meaning behind each photo, thereby transforming the visual narratives into a means of expressing experiences that are difficult to articulate verbally. The study identified five main themes: academic and emotional pressure, the dynamics of self-exploration and emotional-physical responses, interpersonal relationships and the role of social support in providing a sense of security, diverse coping strategies for managing stress, and the need for relatedness and self-validation as the foundation for the development of healthy academic motivation. These findings emphasize that writing a thesis for final-year students is not merely an academic task but a psychosocial journey with symbolic meaning and deep emotions, highlighting the need for more humanistic, reflective, and contextual academic support strategies to promote student mental health

Keywords: *final year students, thesis, photovoice, psychological experiences, coping*