

ABSTRAK

**TINGKAT STRES MAHASISWA BIMBINGAN DAN KONSELING
UNIVERSITAS SANATA DHARMA YANG SEDANG MENGERJAKAN
TUGAS AKHIR SKRIPSI**

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Penelitian ini bertujuan untuk : (1) Mengetahui tingkat stres mahasiswa Program Studi Bimbingan dan Konseling Universitas Sanata Dharma yang sedang mengerjakan tugas akhir skripsi, dan (2) Mengidentifikasi butir pernyataan tingkat stres yang kategorisasinya tergolong sangat tinggi dan tinggi untuk dijadikan usulan topik bimbingan klasikal. Penelitian ini menggunakan metode deskriptif kuantitatif dengan teknik pengambilan sampel acak sistematis.

Subjek penelitian berjumlah 92 mahasiswa, terdiri atas 19 mahasiswa angkatan 2020 dan 73 mahasiswa angkatan 2021 yang belum menyelesaikan skripsinya. Pengumpulan data dilakukan menggunakan kuesioner skala Likert yang mengukur aspek biologis dan psikologis stres, kemudian dianalisis menggunakan statistik deskriptif melalui kategorisasi skor rata-rata dan standar deviasi, yang bertujuan untuk menentukan tingkat stres mahasiswa secara lebih objektif dan terukur.

Hasil penelitian menunjukkan bahwa secara umum tingkat stres mahasiswa berada pada kategori sedang, yaitu sebanyak 53 mahasiswa (57,6%), sedangkan 16 mahasiswa (17,4%) termasuk dalam kategori stres tinggi dan 9 mahasiswa (9,8%) pada kategori sangat tinggi. Sementara itu, 10 mahasiswa (10,9%) berada pada kategori stres rendah dan 4 mahasiswa (4,3%) tergolong sangat rendah. Meskipun sebagian besar mahasiswa berada dalam kategori sedang, terdapat 25 mahasiswa (27,2%) yang mengalami stres tinggi hingga sangat tinggi, menunjukkan adanya tekanan akademik dan psikologis yang cukup berat selama proses penyusunan skripsi. Mahasiswa dalam kategori ini cenderung mengalami kelelahan fisik, gangguan tidur, kecemasan, penurunan motivasi, serta kesulitan berkonsentrasi, yang dipicu oleh tekanan akademik, tuntutan keluarga, kesulitan dalam proses bimbingan, dan lingkungan belajar yang kurang mendukung. Berdasarkan hasil tersebut, peneliti merekomendasikan pelaksanaan layanan bimbingan klasikal dengan topik pengelolaan stres akademik untuk membantu mahasiswa mengenali dan mengatasi tekanan selama proses penyusunan skripsi, sehingga dapat meningkatkan kesejahteraan mental dan produktivitas belajar mereka.

Kata Kunci: Tingkat stres, mahasiswa, Skripsi, Bimbingan dan konseling

ABSTRACT

**STRESS LEVELS OF STUDENTS UNDER THE GUIDANCE AND
COUNSELING OF SANATA DHARMA UNIVERSITY WHO ARE
WORKING ON THEIR FINAL THESIS ASSIGNMENTS**

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This study aims to: (1) Determine the stress levels of students in the Guidance and Counseling Study Program at Sanata Dharma University who are currently working on their undergraduate thesis, and (2) Identify stress statement items categorized as very high and high, which can be used as proposed topics for classical guidance sessions. This research employs a quantitative descriptive method with a systematic random sampling technique.

The research subjects consisted of 92 students, including 19 from the 2020 cohort and 73 from the 2021 cohort, who had not yet completed their thesis. Data were collected using a Likert-scale questionnaire measuring biological and psychological aspects of stress. The data were then analyzed using descriptive statistical methods through the categorization of mean scores and standard deviations to determine students' stress levels more objectively and accurately.

The results revealed that, in general, the students' stress levels were in the moderate category, with 53 students (57.6%) classified as such. Meanwhile, 16 students (17.4%) were categorized as having high stress levels, and 9 students (9.8%) were in the very high category. In addition, 10 students (10.9%) were classified as having low stress levels, and 4 students (4.3%) were in the very low category. Although the majority of students were in the moderate category, 25 students (27.2%) experienced high to very high stress levels, indicating considerable academic and psychological pressure during the thesis-writing process. Students in this category tended to experience physical fatigue, sleep disturbances, anxiety, decreased motivation, and difficulty concentrating, which were triggered by academic pressure, family demands, difficulties during supervision, and an unsupportive learning environment. Based on these findings, the researcher recommends implementing classical guidance services with the topic of academic stress management to help students recognize and cope with the pressures encountered during the thesis-writing process, thereby improving their mental well-being and learning productivity.

Keywords: Stress level, Students, Thesis, Guidance and counseling