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**THE RELATIONSHIP BETWEEN ACADEMIC STRESS AND ACADEMIC SELF  
MANAGEMENT IN FINAL YEAR S1 NURSING STUDENTS  
IN COMPILING A THESIS**

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**ABSTRACT**

*Based on UNESCO's monitoring report in April 2020, it was reported that more than 1.5 billion students in higher education experienced academic stress. Self-regulation plays an important role in overcoming academic stress to be able to improve academic achievement so that you have the capital to advance and build the future. This study aims to determine the relationship between academic stress and academic self-management in final year S1 nursing students. This study used quantitative descriptive with a cross-sectional approach. The sampling technique uses saturated samples (total samples), so that 79 samples are obtained. Then the measuring tools used in this study are Student-life stress inventory (SLSI) and also Academic self-management. Data analysis using spearman rank with a significant level (p-value) 0.05. From the results of the study, it was found that there was no relationship between academic stress and academic self-management in the final level of S1 nursing students at STIKes Karsa Husada Garut. It is hoped that the results of this study can add useful information for students and lecturers about the Relationship of Academic Stress with Academic Self-Management, In general and students always think positively, Support and attention from friends, family, neighbors, friends can help overcome stressful difficult situations, provide support and assistance to others, Also expected to Researchers can further deepen the things that affect Academic Self-Management other than academic stress*

**Keywords:** *Academic Self-Management, Student, Academic Stress*

## INTRODUCTION

As a student pursuing higher education, it is mandatory to write an academic paper—commonly referred to as a final project—to earn a bachelor's degree or vocational degree (Perceka, 2020a). The process of writing the final project is carried out individually by all students. Each student has a different type and title for their final project; this individual approach is intended to foster students' independence in finding solutions to the research problems they address, and also aims to assess each student's ability to complete the final project (Melliasany & Perceka, 2021).

However, completing a final project is not as simple as writing a term paper or completing typical course assignments (Perceka, Erlinawati, et al., 2021). In reality, students often face obstacles during the final project process because it requires a significant amount of time and a lengthy process, leading students to feel overwhelmed and bored—and parents who hope their children will graduate quickly and become graduates (Perceka, Rusyani, et al., 2021). Challenges faced by senior students include difficulty in determining a research title, finding a suitable research site, and sourcing literature (Fard et al., 2020). These factors increase students' stress and can lead to various issues, including academic stress (Moawad, 2020).

Academic stress is a feeling of pressure experienced by students, both physically and emotionally, due to academic demands from professors or parents to achieve good academic results, the failure to complete assignments on time, a lack of guidance in completing homework assignments, and an unproductive classroom environment (Sanders et al., 2022). The negative effects of academic stress can include difficulty focusing (concentrating) during lectures, including during thesis guidance sessions with their advisor, a decline in interest in activities they usually engage in, reduced motivation, and even behavioral changes that make them less adaptable (Fard et al., 2020).

Stressors that exceed a person's capacity and ability can become a threat, such as difficulty completing a thesis, leading to a sense of being unable to finish it, causing the thesis to remain unfinished and prolonging the duration of studies (Smith & Ulus, 2020).

According to UNESCO's 2020 monitoring report, over 1.5 billion college students—representing 20% or one in five American students—acknowledge that their mental health has deteriorated significantly due to academic stress. 78% of college students experience stress. Of these students, 80% admit to experiencing increased stress due to a lack of support and motivation (Zimmerman et al., 2023).

Additionally, three-quarters (75%) of American students and half of all college students describe themselves as often or always feeling stressed by coursework and even final projects. The American College Health Association (2015), reports that stress is the most common health factor affecting their academic performance; it is highly common for students to experience varying levels of stress, anxiety, and depression during their time in college, as they face both academic and non-academic pressures throughout their college experience (Gallos & Bolman, 2021).

In Indonesia, stress rates are very high; the prevalence of stress according to the 2019 Riskesdas survey indicates that 6% of those aged 15 and older—or approximately 14 million people in Indonesia—experience mental health disorders. According to the 2018 Basic Health Research (Riskesdas), over 19 million people aged 15 and older experience emotional mental disorders, and over 12 million people aged 15 and older experience stress (Lisiswanti, 2022). These data indicate that over 12 million people in Indonesia have not yet been able to effectively address their mental health issues (Charitaki et al., 2021).

At STIKes itself, after conducting interviews with several students, 7 out of 10 final-year students stated that the issues

they faced were related to research topics, research locations, and even research-related problems. Some students had issues regarding their research interests. Some students said they were still confused about their research titles, and even admitted to being very frustrated with the situation. Consequently, some students chose to postpone working on their final projects (Perceka, 2020b).

Some students prefer to postpone working on their thesis because they lack confidence in their own abilities; others admit they cannot manage their time effectively between working on the thesis and balancing work or socializing with friends (Ramdani et al., 2022). When their peers are working on their theses, some students admit they lack motivation to join in, citing confusion over the research topic they've chosen. Some students report making no progress on their theses.

In addition, students experience symptoms of stress, such as sleep disturbances, as some students admitted that they were very preoccupied with their theses because they were unsure of their abilities. Furthermore, they reported irregular eating patterns; some students attributed this to being so focused on figuring out how to approach their theses and what their research topics should be. Additionally, students reported difficulty concentrating while working on their final projects.

Self-management plays a crucial role in managing academic stress to improve academic performance, thereby providing the foundation to move forward and build a future. According to Miskanik, Krisnanda, V. D., & Albab, S. (2019), individuals with high self-management experience lower stress levels. According to Novra, Siska Elvina (2019), academic self-management is a process in which clients directly change their own behavior by using a single strategy or a combination of strategies. Self-management is a set of techniques to change a person's behavior, thoughts, and feelings based on the

principles of cognitive-behavioral therapy (Suwanto, 2016).

A study conducted by Ningtyas & Tamsil (2017) titled "A Study on Self-Management Among Married Students at the Faculty of Education, UNESA." This was a descriptive study using a mixed-methods approach, with subjects selected via purposive sampling. The research findings indicate that self-management among married students tends to enable them to handle all their responsibilities by prioritizing essential tasks, maximizing time on campus to complete assignments, and collaborating to balance household chores with academic responsibilities.

A study conducted by Kadiyono and Hafiar (2017) titled "The Role of Academic Self-Management in Improving Students' Academic Achievement." This study employed a descriptive and verifiable method with a non-experimental approach. The results indicated that 78% of the subjects demonstrated relatively high academic self-management during the learning process. Academic self-management can also be utilized to enhance academic achievement, thereby providing subjects with the foundation to advance and build their future.

A study conducted by Agung, Ray Wardhiani, and Kusdiyanti, Sulisworo (2020) titled "The Relationship Between Self-Regulation and Academic Procrastination Among Students with Low GPAs." The method used was quantitative and correlational in nature. The results of the study showed that the lower the level of self-regulation, the higher the level of academic procrastination.

From the results of a preliminary study among students at Stikes Karsa Husada Garut who are currently working on their final projects, it was found that some students reported difficulties in managing their time between working on their theses and working or hanging out with their friends. Additionally, some students preferred to postpone working on their thesis due to a lack of confidence in their

own abilities; they also mentioned still being unsure about selecting a research topic. Consequently, some students admitted to feeling highly frustrated by this situation, leading them to choose to postpone working on their final thesis.

Furthermore, students are experiencing symptoms of stress, such as difficulty sleeping and irregular eating patterns. Students reported difficulty concentrating while working on their final projects. Based on this background, it can be concluded that the research problem in this study is the relationship between academic stress and academic self-management among final-semester students preparing their final projects at Stikes Karsa Husada Garut.

## METHODS

This study employed a quantitative descriptive research design with a cross-sectional approach. The study was conducted at STIKes Karsa Husada Garut from March to June 2025. The population for this study consisted of 79 final-year undergraduate nursing students at STIKes Karsa Husada Garut, selected using non-probability sampling, resulting in a sample of 79 students meeting the following criteria: all final-year undergraduate nursing students at STIKes Karsa Husada Garut currently working on their theses. Data collection methods included interviews, questionnaires, observations, and a combination of all three, utilizing the Student Life Stress Inventory (SLSI) questionnaire by Gadzella (1991). then all data obtained from the Student Life Stress Inventory (SLSI) questionnaire and the Academic Self-Management questionnaire were analyzed using SPSS to determine the presence or absence of a relationship between variables using Spearman's correlation analysis.

The results of the data processing were then analyzed to examine the

frequency distribution of each variable (univariate analysis) and to examine the relationship between the dependent and independent variables (bivariate analysis) in this study using Spearman's rank correlation analysis.

## RESULT AND DISCUSSION

### 1. Result

#### a. Univariate Analysis

##### 1. Respondent Characteristics

Table 1 below provides an overview of the characteristics of the respondents, who are final-year nursing students in the Bachelor of Nursing program

**Table 1.** Frequency Distribution of Characteristics of Final-Year Nursing Students in the Bachelor of Nursing Program (n=79)

No	Characteristics	F	%
1	Sex	Female	73,4
		Male	26,6
2	Age	22	92,4
		23	7,6

Table 1 shows that the majority of respondents (73%) were female, nearly all respondents (92.4%) were 22 years old, and most of the respondents' daily time (59.5%) was spent working on their thesis.

##### 1. Academic Stress

Table 2 below describes academic stress among final-year students at STIKes Karsa Husada Garut.

**Table 2.** Frequency Distribution of Academic Stress Levels Among Final-

Year Undergraduate Nursing Students at STIKes Karsa Husada Garut 2022 (n=79)

No.	Stress Akademik	F	%
1.	Tinggi	13	16,5
2.	Rendah	66	83,5

Table 2 shows that, of the total number of respondents, the majority (83.5%) experienced academic stress in the low category.

### 3. Academic Self-Management

Table 3 below describes the academic self-management of final-year female students at STIKes Karsa Husada Garut.

**Table 3.** Frequency Distribution of Academic Self-Management Among Final-Year Students at STIKes Karsa Husada Garut 2022 (n=79)

No.	Self Academic Management	F	%
1	Low	2	2,5
2	Middle	52	65,8
3	High	25	31,8

Table 3 shows that, of all respondents, the majority (65.5%) had Academic Self-Management in the moderate category.

### b. Bivariate Analysis

Table 4.4 below presents the results of the bivariate analysis to determine the relationship between the independent variable (academic stress level) and the dependent variable (Academic Self-Management) among final-year female nursing students at STIKes Karsa Husada Garut.

**Table 4.** Cross-Tabulation and Statistical Test of the Relationship Between Academic Stress Levels and Academic Self-Management Among Final-Year Bachelor of Nursing Students Currently Writing Their Theses at STIKes Karsa Husada Garut, March–June 2023 (n=79)

		Academic Self Management
Academic Stress	R	-0,119
	P	0,294
	N	79

Based on the table, it can be seen that the statistical p-value of 0.294—where p-value > 0.05—indicates that there is no significant relationship between academic stress and Academic Self-Management among final-year undergraduate nursing students at STIKes Karsa Husada Garut.

## 2. Discussion

### a. Academic Stress

Regarding the level of academic stress among final-year undergraduate nursing students at STIKes Karsa Husada Garut, out of the total number of respondents, the majority (83.5%) experienced academic stress in the low category. These findings align with a study conducted by Azahra and Jehan Shahnaz (2017), which showed that the majority of respondents (75.9%) experienced stress levels in the low category. This study highlights the negative impacts of academic stress on students working on their theses, including: irregular sleep and eating patterns, headaches, fatigue, back pain, and emotional disturbances.

These findings align with those of Dhicky (2017), who found that the stress levels of students working on their theses at Muhammadiyah University of Malang indicated that the majority of respondents (67.5%) experienced academic stress in the low category. The results of Carsita's

(2018) study on nursing students at the Indramayu College of Health Sciences who were completing their theses showed that nearly half of the respondents (44.4%) experienced academic stress in the low category, a small portion of the respondents (39.4%) experienced moderate academic stress, and a very small proportion of respondents (15.9%) experienced high-level academic stress.

Based on the above description, the level of academic stress experienced by final-year undergraduate nursing students at STIKes Karsa Husada Garut in 2023, as highlighted by the researcher, aligns with the theory and results of questionnaire observations: the academic stress experienced by students during their studies stems from issues both within and outside the educational setting, manifesting as pressure, demands, resulting from competition (regarding awards, employment, relationships with partners and/or friends), due to deadlines (overdue documents, required tuition payments, etc.), as well as overload (trying to do too many things at once).

When academic stress is examined based on the characteristics of respondents among final-year undergraduate nursing students at STIKes Karsa Husada Garut, low academic stress is found among female students aged 22. In this study, the factors influencing academic stress are as follows:

- a. Individuals who believe they cannot control a situation tend to experience greater stress. The greater the sense of control they feel over a situation, the lower the likelihood of experiencing stress.
- b. Personality: An individual's personality determines their level of stress tolerance. Optimistic individuals typically experience lower stress levels compared to those with a pessimistic disposition.
- c. Self-confidence plays a crucial role in interpreting situations around the individual. Beliefs that shape one's

perspective can alter their mindset regarding a matter and, over the long term, may lead to psychological stress.

#### b. *Academic Self Management*

Based on the results of a study conducted on 79 respondents, it was found that regarding Academic Self-Management among final-year undergraduate nursing students at STIKes Karsa Husada Garut, the majority of respondents (65.5%) exhibited Academic Self-Management at a moderate level. These findings align with a study by Meininda and Onyllase (2022) on psychology students at Padjadjaran University, which showed that nearly all respondents (79%) exhibited Academic Self-Management in the moderate category.

The results of this study align with research conducted by Ervina and Lin (2019), which showed that the majority of respondents (53%) exhibited academic self-management in the moderate category. The majority of respondents (62%) demonstrated behavioral strategy analysis, a approach frequently chosen by students in the Faculty of Health Sciences.

Based on the above discussion, the academic self-management observed among final-year undergraduate nursing students at STIKes Karsa Husada Garut in 2023 aligns with theoretical frameworks and questionnaire results. Academic self-management in the moderate category is attributed to effective time management, ensuring all critical tasks are completed, the arrangement of the physical and social environment, and the students' ability to determine when to work independently or with others, or when to seek assistance from instructors, tutors, peers, and non-social sources such as reference books, supplementary reading materials, or the internet, then setting goals that help students stay focused on their objectives and determine what they want to do, and regulating emotions and effort—one of the key factors influencing the learning process and achievement—by preparing for exams

through exam planning and taking the exams.

Based on the characteristics of final-year undergraduate nursing students at STIKes Karsa Husada Garut, moderate academic self-management is found among female students aged 22. In this study, several factors were identified that can influence an individual's academic self-management, namely: Personal and Sociocultural Factors, how learning patterns from upper secondary education are carried over into college, and how this can influence students' motivation, behavior, and academic persistence. Beliefs and perceptions (self-efficacy, attribution, and self-talk), physiological responses (such as anxiety), and mood (for example, being interested or bored). The fact is that how a student behaved in the past greatly influences their subsequent level of education.

### c. The Relationship Between Academic Stress and Academic Self-Management

Based on a study conducted on the relationship between academic stress and academic self-management among final-year undergraduate nursing students at STIKes Karsa Husada Garut while writing their theses, statistical analysis yielded a p-value of -value of 0.294, where a p-value  $>0.05$  indicates that there is no significant relationship between academic stress and academic self-management.

This study aligns with the research conducted by Darminto and Eko (2022) on the Relationship Between Academic Stress, Self-Efficacy, and Self-Management (Learning Motivation) among final-year students, which yielded a statistical test result of 0.280. This indicates that there is no relationship between academic stress and self-efficacy or self-management (learning motivation).

This study does not align with the research conducted by Sigalingging, Joy (2021) on final-year students at the Faculty of Medicine, Sriwijaya University, who were writing their theses, with a statistical

test result of 0.000; this indicates that time management plays a role in academic stress. This study is inconsistent with the research by Novitasar and Zeti (2020) on students at Unugiri Bojonegoro, who stated that there is a significant relationship between academic stress and self-management techniques, with a statistical p-value of 0.04, where  $p < 0.05$ .

In this study, based on the statistical test results, a p-value of 0.294 was obtained, where  $p > 0.05$ , meaning there is no relationship between academic stress and academic self-management among final-year undergraduate nursing students writing their theses at STIKes Karsa Husada Garut. consistent with the theory and results of questionnaire observations, academic self-management in the moderate category is not caused by academic stress but rather by several other factors that can lead to moderate academic self-management, namely personal and sociocultural factors such as beliefs and perceptions (self-efficacy, attribution, and self-talk), as well as mood (e.g., interest or boredom). Indeed, how a person learned in the past significantly influences their subsequent educational level, as well as internal factors, one of which is motivation. Students exhibit varying levels of self-management driven by various factors. The more encouragement they receive, the higher their level of self-management will be. Conversely, the fewer incentives received, the lower their self-management skills will be.

In this study, low levels of academic stress are not solely attributed to academic self-management but also to other factors, namely: Individual Mindset—the greater the sense of control one feels over their ability to accomplish tasks, the lower the likelihood of experiencing stress; furthermore, Personality: an optimistic person typically has a lower level of academic stress compared to a pessimistic one. Then, beliefs that can change one's mindset toward a matter can even lead to lower psychological stress in the long term.

The absence of a significant relationship between the academic stress variable and Academic Self-Management is certainly due to other factors not measured in this study.

## CONCLUSION

Based on the results of the tests and data analysis conducted by the researcher, the following conclusions were drawn: The level of academic stress among final-year female students at STIKes Karsa Husada Garut was found to be in the low category for the majority of respondents, and Academic Self-Management among final-year female students in the Bachelor of Nursing program at STIKes Karsa Husada Garut while writing their theses the majority of respondents fall into the moderate category, and there is no relationship between the level of academic stress and Academic Self-Management among final-year undergraduate nursing students while writing their theses at STIKes Karsa Husada Garut.

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