

## **Dinamika *Psychological Distress* pada Mahasiswa Akhir**

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### **ABSTRAK**

Mahasiswa tingkat akhir memiliki tanggung jawab dalam menyelesaikan tugas akhir sebagai syarat dari kelulusan yang akan diperoleh. Tidak jarang terdapat kesulitan[1]kesulitan dan penundaan yang dialami oleh mahasiswa tingkat akhir dalam menyelesaikan skripsi. Beragam tantangan yang dialami dapat menjadi pemicu munculnya *psychological distress* pada mahasiswa akhir. Penelitian ini dilakukan dengan tujuan mengeksplorasi dinamika *psychological distress* yang dialami oleh mahasiswa akhir serta menggali faktor-faktor yang juga mempengaruhi kondisi tersebut. Pengumpulan data dilakukan dengan metode wawancara mendalam dengan 3 informan yang merupakan mahasiswa akhir yang sedang mengerjakan skripsi. Berdasarkan hasil penelitian diketahui bahwa mahasiswa akhir mengalami *psychological distress* berupa kecemasan maupun depresi akibat skripsi. Hal tersebut dipengaruhi oleh faktor internal serta eksternal mahasiswa. Beberapa upaya yang dapat dilakukan untuk mengatasi fase tersebut diantaranya memotivasi diri, meluangkan waktu untuk beristirahat, belajar secara mandiri, dan mencari dukungan dari keluarga serta teman sebaya.

**Kata Kunci:** Mahasiswa akhir, skripsi, distres psikologis

### **ABSTRACT**

Final year students have the responsibility to complete the final assignment as a condition of graduation to be obtained. Not infrequently there are difficulties and delays experienced by final year students in completing their thesis. Various challenges experienced can be a trigger for the emergence of *psychological distress* in final students. This research was conducted with the aim of exploring the dynamics of *psychological distress* experienced by final students and exploring the factors that also influence this condition. Data collection was carried out using in-depth interviews with 3 informants who were final students working on their thesis. Based on the results of the research, it is known that final students experience *psychological distress* in the form of anxiety or depression due to thesis. This is influenced by internal and external factors of students. Several efforts that students can do to overcome this phase include motivating themselves, taking time to rest, studying independently, and seeking support from family and peers

**Keywords:** *Final year students, psychological distress, thesis*

## **Introduction**

Every individual can develop their abilities and potential by learning about many things. One way is through education to college. According to Suryana (2018) tertiary institutions are educational institutions that prepare their students to become members of society with good academic skills and abilities. Students themselves are divided into several levels. Final year students have the responsibility to complete the final assignment as a condition of graduation to be obtained. However, in reality not all students can complete their final assignment on time where quite a number of students experience various obstacles/difficulties in working on this thesis (Aulia & Panjaitan, 2019). A data survey conducted by Salsabila et al. (2022) explains that almost every year there are students who are registered on the DO (Drop Out) list where one of the reasons is due to obstacles in compiling a thesis that affects the study completion period. There are difficulties and delays experienced by final year students in completing their thesis. Ningrum (2013) explained that there are obstacles that arise and are felt during the process of preparing and working on the thesis, which can cause various psychological reactions felt by individuals, one of which is stress on students. Broto (2016) explains that the stress experienced by students who are preparing their thesis is a negative form of stress. When an individual gets a lot of negative effects from the stress experienced, it can be said that the individual is experiencing distress.

Psychological distress itself is defined as an unstable condition experienced by individuals which affects the emergence of several problems related to discomfort in emotional conditions, cognition, behavior to feelings experienced by individuals such as the emergence of anxiety, fatigue to saturation, the desire to always act without pause, feelings of worthless, to depression (Kessler, et. al, 2002). The forms of psychological distress experienced by individuals can be in the form of feelings of anxiety or depression. As a form of psychological distress, depression is an abnormal emotional condition experienced by individuals with prolonged feelings of sadness, worthlessness, guilt, the emergence of a desire to confine or stay away from social life so that the loss of encouragement or motivation in daily life ( Davison, Neale & Kring, 2006; Dharma, Yuliadi, & Setyowati, 2020). In addition, anxiety is also a form of psychological distress which is a condition experienced by individuals where they feel excessive and repeated worries about the possibility of bad events that are likely to be experienced (Davison, Neale & Kring, 2006; Dharma, Yuliadi, & Setyowati , 2020).

As explained at the beginning, of course, in the process of working on a thesis, especially for students who are in the final grade, it is not easy. Through research conducted by Salsabila et al.

(2022) found that most of the final students working on their thesis experienced psychological distress with a high category of 51.9%. This can be explained that individuals with high psychological distress categorization show if these individuals experience a level of severe distress or in other words have depression and anxiety disorders that are classified as severe or severe (Kessler et al., 2002; Salsabila et al, 2022).

This research was conducted with its main focus, namely examining how the dynamics of psychological distress is felt by final year students who are working on their thesis. Researchers will also explore what factors trigger the emergence and increase psychological distress in final students. This is due to understanding that a thesis or final assignment is an obligation that must be carried out by students to complete their education at the undergraduate level, of course it is an interesting thing to study how the negative impacts that may arise or be experienced by final year students, one of which is psychological distress. This research was conducted with the aim to find out how the dynamics of psychological distress experienced by final students who are working on their thesis in Indonesia. In relation to the research objectives that have been set, the research questions in the study entitled "Dynamics of psychological distress in students working on their thesis".

## **Theoretical Framework**

### **Definition of Psychological Distress**

According to Matthews (2000) said that when distress is a form of subjective stress response that is unpleasant such as anxiety and depression. This is in line with the explanation of Mirowsky & Ross (2003) that psychological distress is an unpleasant emotional condition and is usually shown by symptoms of anxiety such as lack of rest, tension and depression such as loss of interest, sadness, lack of hope. Then according to Kessler, et al. (2002) psychological distress itself is defined as an unstable condition experienced by individuals which affects the emergence of several problems related to discomfort in emotional conditions, cognition, behavior to feelings experienced by individuals such as the emergence of anxiety, fatigue to saturation, the desire to always act without pauses, feelings of worthlessness, to depression. Based on the several definitions that have been described, it can be concluded that psychological distress is an unpleasant emotional condition and usually appears with symptoms of depression and anxiety.

### **Aspects of Psychological Distress**

According to Davison, et al. (Dharma, et al, 2020), there are two aspects of the manifestation of psychological distress experienced by individuals, namely in the form of feelings of anxiety or depression. Depression is a form of psychological distress, depression is an abnormal emotional

condition experienced by individuals with prolonged feelings of sadness, worthlessness, guilt, the emergence of a desire to confine or stay away from social life resulting in loss of encouragement or motivation in daily life. (Davison, Neale & Kring, 2006; Dharma, et al, 2020). Anxiety is also a form of psychological distress which is a condition experienced by individuals where they feel excessive and repeated worries about the possibility of bad events that are likely to be experienced (Davison, Neale & Kring, 2006; Dharma, et al, 2020).

### **Psychological Distress Factors**

Davidson, et al (Ningtias & Andriani, 2022) also suggested that there were two other factors that could trigger psychological distress experiences, namely situational factors and interpersonal factors. In addition, based on their research, Pereira, et al. (2019) explained that there are two factors, namely interpersonal and situational which can influence the emergence of psychological distress. The first factor is situational factors that can influence the emergence of psychological distress related to situations or experiences that can trigger a negative influence on individual well-being (Pereira, et al., 2019). The second factor, namely interpersonal factors, is related to the factors that exist in individuals starting from personality traits that can trigger the level of stress experienced by these individuals (Pereira, et al., 2019). According to Matthews (2007), other factors that can cause psychological stress include physiological, personality, cognitive, and social factors. The first factor is the physiological factor. Matthews (2007) explains that there are influences from several parts of the brain on the distress response displayed by individuals. The second factor is the cognitive factor. Generally, distress will arise when individuals judge themselves to have no control in dealing with events that are considered important (Matthews, 2007). The third factor is the personality factor. In the big five factor model study, neurotic personalities are estimated to have negative moods such as anxiety and depression with different intensities. The last factor is the social factor.

### **Method**

This study uses a phenomenological type qualitative method approach. According to Smith (2009), phenomena can be explored from the peculiarities of life experiences each research respondent so as to make the phenomenon open and disaggregated into a complex understanding. Phenomenological qualitative methods as well interpreted as an attempt made by researchers to study, know, and examine an ongoing phenomenon along with its context or situation from informants or individuals involved in the situation (Putri & Masykur, 2017).

The selection of subjects in this study used a purposive sampling technique. Purposive sampling is a technique in the sampling process where the subject or data sources are based on several

considerations or predetermined criteria (Sugiono, 2013). The subjects in this study were Indonesian final year students working on a thesis.

The data collection method was carried out through in-depth interviews done with each research subject. Interview method is a technique in data collection activities carried out by dialogue or interaction directly with the subject or informant (Irianto & Subandi, 2015). The method of data analysis carried out in this study was carried out using techniques of descriptive analysis.

## **Result**

### **Subject 1 : A**

Subject A is a student majoring in psychology. At the beginning working on her thesis, A targets to graduate quickly because during college A can complete coursework and organization quickly. But unfortunately A was disappointed by her own expectations which resulted in the duration of her thesis work. A who originally had a high target now can only set a target to pass and not set detailed targets to get there. A realized that there are many things that are beyond her control during the process of working on this thesis. A is currently feeling depressed by the condition she is living in. A feels burdensome and has not been able to give anything to her family because she has not been able to graduate on time. A once cried because she felt like a burden to others. At the beginning of working on the thesis A felt very excited but as time went on it turned out to be a lot of obstacles that stood in her way. The enthusiasm that was initially high became dim because of this and received an unpleasant response from his thesis supervisor.

A faces many obstacles from outside herself. A has a supervisor 1 and supervisor 2 who are often out of sync with each other. This makes A often get confused about which teacher to follow. A is also often not answered when asking via WhatsApp to supervisor 1 who made the process the thesis is stuck. A also initially wanted to raise a thesis on the topic of psychology industry but received an unpleasant response from supervisor 1 so A was forced to take another title that she didn't really like. Besides that, A too changed the title several times. Before the first thesis presentation, A had changed the title regarding supervisor 1. Then during the first thesis presentation, A was also asked to change the title again by the examiner who made A have to do another thesis presentation. A often compares herself to others because she sees that his other friends have graduated first. Sometimes A feels jealous of her friends who so far has not been very active in academics but can get ahead of A in terms of thesis. Apart from that, people outside of A's small family also often put pressure on A regarding graduation. A felt very uncomfortable with this because A felt they did not help and did not know anything about the thesis problems faced by A. The thesis work is of course

done at home. What's more, when A started the thesis conditions at that time was a pandemic. A feels that she gets a lot of distraction from the environment of her house which made her not focus on working on his thesis. A also felt her friends became individualistic since his thesis. There is rarely any discussion and loyalty to one with others.

In addition to external obstacles, A also feels obstacles from within herself. A is someone who does not like to pay off little by little in doing something. Likewise with the thesis. A prefers to work on her thesis directly in portions a lot. But besides that A is someone who is moody so it is necessary to wait for the mood to be good first and then can work on the thesis. It is very difficult to get in a good mood to work on her thesis. Besides that A also claimed to have lower fighting power than his friends. From childhood A is always in a situation that does not require her to try hard to get something so that A becomes lazy to struggle in other things including this thesis journey she had. Currently A is still trying to complete her thesis even though there are many incoming obstacles. A continues to contact her thesis supervisor even though she is often not given one answer. Since having to change the title, A took several weeks to accept it because she felt changing the title is very painful, especially because again A is very interested in the previous title. After A can accept her failure, then A started again to change the title of his thesis and tried to like the new title. A also tries to convince the people around him that A can finish this thesis with her own ability without being involved other parties.

A felt a lot of impact that happened to her from the process of making it this thesis. The worst impact was that before A had thought about it several times commit suicide. Whenever there is a sharp object nearby, A thinks about stabbing the thing to her certain body part. A also planned several times how she would commit suicide tired of his life. However, at that time A felt that there were still many sins and no sins wanted to face God in a bad condition. A feeling from the experience of this thesis makes the mindset not positive like before working on the thesis. A also felt lazy to talk about her thesis problem to other people because A is very tired to remember it. Besides that, A felt a good impact on her. A's mental state is currently running better because finally A can find a new hobby, a lot of self-reflecting, and becoming stronger than she used to be.

## **Subject 2: F**

Subject is a fresh *graduate* Bachelor of Psychology from the Islamic University of Indonesia. F is a class of 2018 student. Studying in psychology is his own choice because it is his own choice because F feels interested in learning about self-development. When starting college F had the desire to be able to pass 3.5 years with honors *cumlaude*. This was because at that time F had the desire to

continue his Masters degree. But it turned out that as time went on F could not reach his study target because there were several obstacles especially in the process of completing his final project. F finished his studies in exactly 4 years of carrying out the educational process. F revealed that he had started working on his thesis in semester 6 where at that time he had compiled chapters 1 to 3. At that time the preparation of the thesis proposal coincided with a scientific paper course. Some of F's friends were able to continue chapters 1-3 towards their thesis, but F experienced several obstacles in semesters 7 to 8. In semester 7, F felt his interest in completing research with that title began to disappear. In addition, research subjects F, namely primigravida pregnant women during the pandemic, were hard to find. This then made F not work on his thesis in semester 7. In addition, the existence of additional courses in the semester and mandatory internships made it difficult for F to focus on working on the thesis. As a result of these constraints F and considering several obstacles in the preparation, especially related to interest, F then decided to change the title of his thesis research and rearrange it from scratch.

At that time F also tried to consult with the thesis supervisor, but F's supervisor rarely responded and never carried out direct guidance. The supervisor's response which tends to be long causes F to often feel anxious, *stressed*, and fatigue. This also made F often lose his motivation in working on his thesis. The process of changing the title was also not as easy as F had imagined, some of the variables proposed by F were also not in accordance with his supervisor, so F then decided to choose a variable that was actually less familiar but in accordance with the expectations of his supervisor. Apart from that, in the process, F also experienced problems changing his place of residence so that he felt distorted by these conditions.

Aside from the external aspect, from an internal perspective, F also acknowledged that F's feeling of laziness was the biggest obstacle in working on her thesis. Even so, F realized that he had to go through this. F realized that completing his thesis was a responsibility that he had to complete so that his parents would no longer pay for him to go to college. F stated that he was trying to get up and face it. F tries to learn independently even though he experiences various impacts, both psychological and physical. Apart from feeling anxious, stressed, losing self-confidence, and closing himself off socially, F also revealed that the process of working on his thesis made him feel nauseous and even vomited. F revealed several things that helped him complete the process of working on his thesis apart from his self-motivation, F also sometimes did time by spending time alone, watching Korean dramas and kpop and staying away from thesis for one full day. Besides that, the support provided by his peers also helped F, especially in terms of compiling and giving feedback. F's family

and parents also did not demand and urged F to immediately finish his thesis. F's cousin even gave F a research methodology reference book that he could use in processing his thesis data. But on the other hand, F realized that he could not continue to postpone his graduation. In addition, F also continues to look for journals and references related to his research. F also added that he also composed a to-do list because it can make him feel not stress. These things then made F finally able to finish his thesis. Finally, F suggested for students who are currently experiencing a phase of working on their thesis, to be aware of their responsibilities, build motivation and seek social support. This is because in addition to trying independently, social support also has a big positive influence. The time that is set aside to discuss with peers also gives us an idea that we are not alone in struggling in that phase. F realized that indeed he could not complete his thesis according to the target, but even so, F felt relieved and happy because he was able to get through that phase.

### **Subject 3: M**

Subject M is a student at the Indonesian Islamic University who is currently in semester 9. Currently the lecture activities conducted by M are in the process of working on a thesis. M's closest target for now is to finish his thesis and trial, graduate quickly and after graduation he can help his parents at home. M then shared his mixed feelings while working on the thesis, as at this time M was confused, worried, stressed because the thesis was not finished, felt tired and felt a lot of burden to bear because one of them had to pass quickly. M explained his struggles in working on the thesis starting from the title which changed up to 3 times with several reasons starting from the situation, the lecturer and himself. In addition, M had time to repeat courses so that M had stopped working on his thesis first and focused on those lectures in order to get good results. Then M was able to return to his hometown in Kalimantan and there M also received a challenge where M could not focus on working on his thesis because he had to help his parents work. In addition, challenges also come from friends who currently do not understand M's situation, so they are less supportive.

Furthermore, M explained in more depth the obstacles in him in working on his thesis, namely M sometimes likes to be lazy, like being lazy to start, has no motivation. In addition, M's mood is also very influential, when M's mood is good, M will run more smoothly and quickly in working on his thesis, but conversely, if his mood is not good, everything will be hampered. M too sometimes he likes to procrastinate, one of which is because the old lecturer gives feedback so M gets lost in his own activities. M is also a person who is easily distracted by something that makes him not optimal in working on his thesis. Sometimes when lecturers have given feedback, M can panic and find it difficult to adapt to the lecturer's rhythm. M also when he likes certain activities he will continue to



do these activities for some time where it hinders the completion of his thesis. For example, if M likes watching Korean dramas, it will be difficult for him to stop watching it until he gets bored. Furthermore, M also explained the obstacles from outside himself, this is similar to his explanation in the challenge section, where the first was because the lecturer took a long time to provide feedback. Then M's laptop was damaged when he was in semester 8, because of that M couldn't work on his thesis at all. Obstacles from the family were also encountered by M, namely from parents where M's parents often encouraged M to graduate quickly but did not nurture them properly, such as not giving enthusiasm, sometimes not understanding M's situation. When in his hometown, M also sometimes could not focus because he had to help his parents work. Then M explained that the next obstacle was from his friends where there were friends who could not understand M so that sometimes conflicts occurred. There are also M's friends who often invite M to travel which makes M leave working on his thesis because M himself is a person who doesn't feel comfortable rejecting other people. Related to M's circle of friends, currently there is no one in arms in terms of working on a thesis, so M's motivation is not much. M's friends also include children who are relaxed and not too oriented in pursuing targets. These internal and external obstacles are sometimes interrelated with one another which hinders M from working on her thesis.

The impact that M feels from working on this thesis is the first is stress, when M is stressed sometimes it makes him lazy to carry out activities including working on the thesis. The impact of that stress is that M likes breakouts, acne appears, sometimes menstruation doesn't go smoothly, and now it's hard for M to sleep because sometimes I think about it but don't do it so it makes me dizzy. Then M, on the one hand, also felt anxious, wanting to graduate quickly but M felt unprepared and afraid of the guidance that M was afraid of. When M was given feedback, how should M answer, M panicked and her heart fluttered. The stress and anxiety experienced by M actually appeared when M had to think about or do important things like UAS. M prefers to work on his thesis where no one knows M so that M will not be distracted and can focus more on working with his thesis. Due to parental barriers, M finally asked his parents to return homeJogja and working on my thesis there so I can focus more. Related to the efforts he is currently doing, it is quite effective, but according to him, there are still indications of being affected by others.

### **Discussion**

Based on the results of interviews that have been conducted on three subjects, all three experienced *psychological distress* during the process due to various challenges, demands, and obstacles that he experienced. The existence of obstacles in the process of working on the thesis

causes students to feel hopeless where they no longer want to expect the results that will be obtained later, feel lonely, to be prolongedly sad because they have not been able to complete these responsibilities. In addition, the challenges in working on the thesis also sometimes make the subject feel insecure about his abilities, tend to evaluate himself negatively, and think that he is a burden to others. This is in line with what was stated by Davidson et al (Dharma et al, 2020), where one aspect of psychological *distress* is an individual experiencing an emotional condition that tends to be unnatural which is characterized by prolonged feelings of sadness, helplessness, loneliness and feelings of guilt.

There are several things that cause the three subjects to experience psychological *distress* which can be categorized into several factors including: interpersonal factors and situational factors consisting of cognitive factors, social factors, and physiological factors. Situational factors relate to the situation experienced by the individual and can trigger a negative influence on the individual's well-being (Pereira et al, 2019). These situational factors are divided into cognitive factors, social factors, and physiological factors (Dewayani et al, 2011). Cognitive factors are factors related to the expectations of individuals regarding external conditions that can trigger stress (Dewayani et al, 2011). There are several cognitive factors that affect the three subjects. Subjects in this study initially had a target to pass quickly but they were disappointed by their own expectations. In addition, the three subjects also felt they were a burden to other people because they had not finished working on their thesis. The three subjects in this study applied various coping strategies, especially from a cognitive perspective, such as crying, looking for entertainment, doing hobbies to divert their minds negatively, and staying away from stressors that can make the subject become stressed. Subject F does not understand the work on his thesis and has a fear of not being optimal in working on his thesis.

Social factors are factors related to individual problems in interpersonal relationships. If the individual's interaction with the people around him is good, it can reduce the level of psychological distress in that individual. Vice versa, if individuals have bad relationships with people around them, it will increase the level of psychological distress in individuals (Dewayani, 2011). Subjects A and F have many obstacles with their thesis supervisors. Questions A and F are often left unanswered by lecturers and asked to research topics they are not interested in. Subject F also had difficulty adapting to the instructions from his supervisor. In addition, the three subjects also had a lot of pressure from outsiders, such as negative comments about when they graduated and questions about when to finish

their thesis. Friends from subjects A and F became individualistic when they started working on their thesis. Even subject M admitted that it was difficult to ask for help from his friends.

Interpersonal factors are causal factors psychological *distress* related to individual self starting from personality trait, personality, and individual self-esteem (Pereira et al, 2019). Matthew (in Dharma et al, 2020) reveals that the personality or trait possessed by an individual is related to the emotional tendencies that are felt so that it can affect the psychological *distress*. The three subjects in this study have much in common in this factor. They often compare themselves with friends around them who have already completed their thesis. The three subjects also experienced procrastination while working on their thesis which made them late. A and M admit that they have low fighting power, so they sometimes easily give up under circumstances. Subjects A and F have moods that often change and this affects their thesis work. But besides these things, subjects A and M in this study still have optimism about the thesis they are working on. Subjects A and F have also been able to accept their disappointment regarding the change in the title of the thesis that does not match their interests. Subjects in this study also still have confidence in themselves that they can complete their thesis.

Through interviews conducted with the three subjects, it can be seen that *psychological distress* has an impact on the individual, both physically and psychologically. Some of the physical effects experienced by the subjects such as dizziness, *breakout*, irregular menstruation, nausea, vomiting. In addition to the psychological impact experienced by the subjects including feeling anxious, stressed, withdrawing from the social environment, having suicidal ideation, loss of self-confidence, fear and panic. The impacts experienced by these subjects are part of the dimension of *psychological distress* itself. According to Mirowsky & Ross (2003), *psychological distress* itself has two dimensions, namely depression and anxiety which are manifested in the form of mood and anxiety malaise. Mood itself refers to feelings, such as loneliness, sadness, worry, and anxiety. Meanwhile, *malaise* refers to physical conditions, such as sleep problems, concentration problems, dizziness, increased heart rate. In the advanced semester students experience more pressure compared to early semester students because of final exams such as theses and also orientation which is no longer only about studying but also for going to the next level both working and continuing school (Azzahra 2017). Through working on the thesis and the various obstacles experienced both internally and externally, the subjects put pressure and burden on them so that this can lead to psychological *distress* and manifested in the form of physical and psychological symptoms. This was also explained by Drapeau et al (2012) if the existence of job demands and involvement in work will provide a

psychological and cognitive burden where this will affect the mental health of the individual concerned and feel that the burden felt has exceeded the limits of physical and mental demands. Psychologically, this situation can trigger psychological *distress*. Sari et al (2022) also explained when. *Distress* can affect people directly and indirectly. Direct effects will be internalized and indirect effects will be externalized on the individual's behavior.

One of the subjects also explained when they were experiencing stress, anxiety, and worry related to working on their thesis. This makes the subject feel unproductive, such as being lazy to work on their thesis, and tends to delay work. Azzahra (2017) provides an explanation related to the impact of the subject where extreme distress can lead to various negative mental health consequences that are likely to affect the individual's function and productivity at work. As previously stated by Lazarus and Folkman (Shukri & Badyai, 2020), *psychological distress is also* influenced by how individuals are able to determine appropriate coping *strategies*. This is in accordance with several aspects of the coping strategy put forward by Lazarus and Folkman (Shukri & Badyai, 2020) as an effort to overcome stressful conditions experienced by individuals including aspects self *control* or individual efforts to control themselves, *positive reappraisal* where individuals try to make sense of the situation and focus on developing themselves, as well accepting *responsibility* or individual efforts to realize their responsibilities.

One of the subjects who successfully completed the thesis after going through various challenges and obstacles ranging from changing the research title, the supervisor who did not give feedback and the existence of other obstacles suggests that the aspect of social support he receives from his family and peers has a considerable influence in the process of working on his thesis. In the absence of demands he received from his immediate family, support and assistance received from his peers were the main factors that resulted in the subject being able to complete the final thesis assignment in his education. This is in accordance with previous research where there is social support that individuals receive from other people (*perceived social support*) being able to become a protective factor against psychological problems experienced by individuals, namely depression and anxiety that individuals can do by increasing the belief that individuals have support from others (Roohafza et al, 2014; Maryanti & Herani, 2020).

### **Conclusion**

Based on the results of the research and analysis as a whole, it can be concluded that there are various obstacles in the process of working on the thesis, both internal and external, that can cause students to experience psychological *distress* both anxiety and depression. Internal factors that

can affect it are related to coping *strategy* chosen, motivation and self-confidence possessed by students in their abilities, as well as awareness of the responsibilities they have. Regarding the external factors that become challenges for students, they come from the response of the supervising lecturer, environmental conditions and the social support they have. These conditions cause students to experience a variety of physical and psychological impacts such as fatigue to nausea, loss of interest, stress, to prolonged anxiety so that students are unable to complete their thesis on target.

### Suggestion

Advice that can be given to final year students who are working on their thesis is that they should understand better about themselves and evaluate the obstacles that occur during the process of working on the thesis. Then for other researchers it is suggested that if they are going to use the same theme it is advisable to provide more time and conduct more in-depth data mining and explore various other aspects apart from those that have been explored in this study in order to obtain maximum results.

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