

## The Relationship Between Family and Peer Support and Stress Levels of Final-Year Students in Thesis Writing

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Keywords: Dukungan Keluarga, Dukungan Teman Sebaya, Tingkat Stres	Penelitian ini bertujuan untuk mengetahui hubungan dukungan keluarga dan teman sebaya terhadap tingkat stres mahasiswa tingkat akhir dalam penyusunan skripsi. Diharapkan, semakin tinggi dukungan yang diterima, semakin rendah tingkat stres yang dialami. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional dan pendekatan cross sectional, melibatkan 55 sampel yang diambil secara acak sederhana. Pengumpulan data dilakukan melalui kuisioner, dan analisis data menggunakan uji Rank Spearman dengan tingkat signifikansi $\alpha = 0,05$ . Hasil penelitian menunjukkan bahwa dukungan keluarga memiliki nilai $\rho = 0,003$ dengan $r = -0,397$ , yang menunjukkan hubungan negatif. Sementara itu, dukungan teman sebaya memiliki nilai $\rho = 0,001$ dengan $r = -0,420$ , juga menunjukkan hubungan negatif. Hal ini menunjukkan adanya hubungan signifikan yang cukup kuat antara dukungan keluarga dan teman sebaya dengan tingkat stres mahasiswa. Semakin tinggi dukungan yang diterima, semakin rendah tingkat stres yang dialami mahasiswa, dan sebaliknya. Implikasi dari penelitian ini adalah pentingnya pembentukan kelompok dukungan antar mahasiswa serta komunikasi terbuka dengan keluarga, teman, pembimbing akademik, dan dosen pembimbing skripsi dalam mengatasi kesulitan selama proses penyusunan skripsi.
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Date received: 01 September 2025	This study aims to determine the relationship between family and peer support and the stress level of final year students in the preparation of thesis. It is hoped that the higher the support received, the lower the level of stress experienced. This study used a quantitative method with a correlational design and a cross sectional approach, involving 55 samples taken by simple randomization. Data collection was carried out through questionnaires, and data analysis using the Spearman Rank test with a significance level of $\alpha = 0.05$ . The results showed that family support had a value of $\rho = 0.003$ with $r = -0.397$ , which indicates a negative relationship. Meanwhile, peer support had a value of $\rho = 0.001$ with $r = -0.420$ , also indicating a negative relationship. This shows that there is a significant relationship between family and peer support and student stress levels. The higher the support received, the lower the level of stress students experience, and vice versa. The implication of this study is the importance of forming support groups between students as well as open communication with family, friends, academic supervisors, and thesis supervisors in overcoming difficulties during the thesis preparation process.
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## Introduction

Final year students are required to immediately complete the final project or more often known as thesis. Thesis is scientific writing done by final year students and is mandatory to meet the completion of the study period. Thesis is creating a scientific paper that is written based on literature analysis, the results of assessment and expansion of the problem and is done by final year students individually as a requirement to obtain a bachelor's degree. Apart from being an assignment for final year students, this thesis is also a sign of academic ability (Akbari et al., 2022).

In fact, in the field the process of doing and completing a final project or thesis is not easy. Students experience various difficulties, problems and obstacles. The obstacles faced by final year students can be sourced from academic and non-academic factors. Obstacles from academic factors, such as students whose ability is limited in finding research points and searching for literature, difficulties in devoting thought content in the form of scientific texts, and limited English language skills to know the content of literature also make it difficult to find supervisors. Non-academic problems are various problems from complicated students, from families, difficulties of economic problems, difficult choices between work or study, and other personal and social problems such as the surrounding environment (Andini, et al., 2024). Various problems are faced by students, especially final year students, who experience a big challenge is stress in doing the final project because they are inexperienced. Stress arises due to various pressures, both physical pressure, environmental conditions or uncontrolled social conditions and if you are not able to control stress, it will affect emotions, behaviors, ideas and responses of the body (Bhertayana & Prajayanti, 2024).

It is estimated that 450 million people in the world experience stress according to the World Health Organization (WHO) (Perwitasari, et al., 2015 in Weken, et al., 2020). According to the American College Health Association (2024), with 79,246 respondents, 39.2% experienced stress that negatively affected their academics. Research conducted by Bhertayana & Prajayanti (2024) shows that the stress level of final year students who are preparing their thesis shows the most results at the moderate stress level of 75.5%. Research on the stress of final year students on family and peer support has been conducted in various nursing education institutions in Indonesia. In addition, previous research has been conducted in large institutions

with social, cultural, and demographic characteristics that are different from nursing students in the Bangka Belitung Islands region. To date, there has been no research that specifically examines the relationship between family and peer support and the stress of nursing students at the International Image Institute. In terms of methodology, previous research also rarely used international standard instruments such as *the Perceived Stress Scale (PSS-10)*, so the comparison of results with global studies is limited. This research also offers novelty in terms of practical implications, namely providing a basis for the development of student mentoring programs in the form of peer support groups and family involvement in the thesis preparation process, which was still rarely touched on in previous research. Thus, this research is important to fill the gap in theory and practice, as well as present the latest data for 2025 in the local context of the International Citra Institute's nursing students.

Final year students lose motivation to work on thesis, procrastinate on assignments, and even inconsistent in doing something, all of which are the result of stress. That's why students need the support of their families and peers in the student environment (Bhertayana & Prajayanti, 2024). According to research conducted by Bhertayana & Prajayanti (2024) entitled *The Relationship between Peer Support and Stress Levels in Undergraduate Nursing Students in Facing Final Project at 'Aisyiyah University Surakarta* shows that there is a significant relationship between peer support and student stress levels and the relationship is not in the same direction, meaning that peer support increases, stress levels decrease, and vice versa.

A person who receives functional and emotional support tends to be healthier than someone who does not receive functional and emotional support. Looking for friends or groups can be done by final year students to support the thesis making process. The family can also help solve individual problems (Rahakratat, et al., 2021). Peers can have a positive impact, including encouraging enthusiasm, telling them to do unfinished tasks, a means of complaining, helping to find literature, and helping the assessment process as an enumerator (Bhertayana & Prajayanti, 2024). According to research conducted by Bhertayana & Prajayanti (2024) entitled *The Relationship between Family Support and Stress Levels in Undergraduate Nursing Students in Facing Final Project at 'Aisyiyah University Surakarta* shows that there is a significant relationship between family support and student stress levels and the relationship is not in the same direction, meaning that family support increases, stress levels decrease, and vice versa. A

family that is not harmonious can add stress and make the process of working on the final project hampered. Meanwhile, a family that provides a lot of support can make students feel confident and enthusiastic in doing their final project.

Family Support is an important factor in helping students cope with stress and work on final projects in the form of direct help, explanations and instructions. Student competence will increase will block obstacles, increase confidence and cause students to become valuable, these are all effects of family support. Family support includes caring about the progress of the final project, financial support, remembering to do tasks. However, not many parents continue to provide this support because parents have to work and do not understand about this final project (Bhertayana & Prajayanti, 2024). Previous research has examined many stress-causing factors in final year students, both from the individual aspect and social support. In addition, research conducted in the context of nursing students in the Bangka Belitung Islands region, especially at the International Image Institute, is still very limited. In fact, the differences in social, cultural, and academic characteristics in this area have the potential to produce different stress dynamics and social support needs from students at other institutions.

Therefore, this study makes a new contribution in the field of nursing science by presenting empirical evidence regarding social protective factors (family and peer support) on the mental health of nursing students. On the other hand, this research also contributes to educational psychology by enriching the understanding of how the social environment plays a role in reducing the academic stress of final year students. Thus, the results of this study are expected not only to strengthen the theoretical basis of the relationship between social support and stress, but also to be a practical reference for educational institutions to design mentoring programs that are appropriate to the characteristics of nursing students in the local context. Based on the findings of previous research, the direction of the relationship shown is negative, namely the higher the support of family or peers that students receive, the lower the level of stress experienced, and vice versa. However, the direction of the relationship has never been validated in the local context of nursing students at the International Image Institute. Therefore, this study was designed to test whether family and peer support was negatively related to the stress level of final year students who were preparing their thesis.

Regarding the results of the initial assessment by conducting an initial survey of 35 final year students who are preparing a proposal for the Nursing study program of the Faculty of Nursing, International Citra Institute on November 18, 2024, 19 students were moderately stressed, 11 students were low-stressed, and as many as 12 students were severely stressed. This stress is characterized by feeling headaches, disturbed rest, changing appetite, experiencing fatigue or lack of stamina, muscle tension, procrastination in doing the final project, isolation, difficulty focusing on the final project, difficulty managing time between doing the final project and other activities, difficulty in finding relevant literature, feeling heavy revisions from the supervisor, difficulty writing ideas in writing and many obstacles in compiling final assignment.

The results of the initial assessment by conducting interviews with several final year students who are preparing a proposal for the Nursing Study Program of the Faculty of Nursing, International Image Institute in the process of preparing a proposal on November 22, 2024, were obtained that 11 out of 14 respondents from them received family support such as providing attention, providing help and providing advice and also received support from peers such as encouraging enthusiasm in its work and a means of complaining. And 3 out of 14 of the respondents did not receive family support, such as their families, were not attentive to the process of thesis proposal work activities, and families often asked questions when the session was stressful and did not get support from peers, such as not suggesting ideas or giving input when facing problems or difficulties in the thesis proposal process, and not willing to provide knowledge or literature that helped in the process thesis work.

Referring to the above explanation, the researcher is interested in understanding the relationship between family support and peer support and the stress level of final year students in the preparation of the thesis of the Nursing study program, Faculty of Nursing, International Citra Institute in 2025. This study makes an empirical contribution by exploring the relationship between family and peer support to the stress level of nursing students in a previously unresearched geographical and institutional context, namely at the International Image Institute, Bangka Belitung Islands. Although similar topics have been explored in various higher education institutions in Indonesia, this study is the first to examine the phenomenon in students of the Nursing Study Program in the Bangka Belitung Islands region, who have different demographic, socio-economic, and cultural characteristics from previous research. The novelty

of this research lies in the empirical validation of previous research findings in a specific regional context, as well as providing the latest data (2025) that can be the basis for the development of social support intervention programs in accordance with local characteristics to reduce the level of stress students in the preparation of thesis.

The purpose of this study is to determine the relationship between family and peer support and the stress level of final year students in the preparation of the thesis of the Nursing study program, Faculty of Medicine, International Image Institute in 2025. This research is important because final year students often experience high academic pressure when preparing their thesis, so they are at risk of experiencing stress that can affect their mental health, motivation, and academic achievement. Support from family and peers is a protective factor that students really need to reduce these stress levels. However, research that examines these two social factors simultaneously in nursing students, especially at the International Institute of Imaging in 2025, is still very limited. Therefore, this research is expected to provide new empirical evidence as well as become a basis for the development of student mentoring strategies both in the family, peers, and educational institutions.

### **Method**

This study used a quantitative method with a correlational design and a cross-sectional approach. This design was chosen because it aims to determine the relationship between family support, peer support, and the stress levels of students at a certain time, namely when students are writing their theses. This approach is more efficient in terms of time and resources, given that the research was conducted within a limited period. Although a longitudinal design can provide a more comprehensive picture of changes in student stress, it requires more time, money, and commitment from participants, making it unsuitable for the conditions of this study. The population in this study consisted of 94 final-year students of the Nursing Study Program, Faculty of Nursing, Citra International Institute, with a sample of 55 respondents. The sampling technique used simple random sampling. Sampling was carried out by assigning serial numbers to the entire population and then selecting samples randomly using the Random Number Generator application. Data analysis was performed using Spearman's Rank Correlation test, with instruments consisting of three standardized questionnaires to measure stress levels, family support, and peer support. The validity and reliability test results showed that the instruments

used were valid and reliable. The data were analyzed after undergoing normality and other assumptions tests.

## Research Results

### Analisa Univariat

Table 1: Distribution of Respondents Based on Stress Level of Final Year Students in the Preparation

Stress Level	Sum	Percentage
Low	4	7,3%
Keep	49	89,1%
Heavy	2	3,6%
<b>Total</b>	<b>55</b>	<b>100%</b>

Based on table 1 above, it shows that 49 (89.1%) students with moderate stress levels are more than students with low stress levels and severe stress levels.

Table 2: Distribution of Respondents Based on Family Support Received by Final Year Students in the Preparation

Family Support	Sum	Percentage
Less	2	3,6%
Enough	5	9,1%
Good	48	87,3%
<b>Total</b>	<b>55</b>	<b>100%</b>

Based on table 2 above, it shows that 48 people (87.3%) received good family support compared to students who received poor and sufficient family support.

Table 3: Distribution of Respondents Based on Peer Support Received by Final Year Students in the Preparation

Peer Support	Sum	Percentage
Less	1	1,8%
Enough	32	58,2%
Good	22	40%
<b>Total</b>	<b>55</b>	<b>100%</b>

Based on table 3 above, it shows that 32 students (58.2%) who received adequate peer support were 32 people (58.2%) more than students who received poor and good category peer support.

**Analyzes Bivariat**

Table 4: The Relationship between Family Support and Final Year Students' Stress Level in the Preparation

Stress Level	Family Support						Total		
	Less		Enough		Good		N	%	
	n	%	n	%	n	%			
Low	0	0%	0	0%	4	100%	4	100%	
Keep	0	0%	5	10,2%	44	89,8%	49	100%	
Heavy	2	100%	0	0%	0	0%	2	100%	
<b>Total</b>	<b>2</b>	<b>3,6%</b>	<b>5</b>	<b>9,1%</b>	<b>48</b>	<b>87,3%</b>	<b>55</b>	<b>100%</b>	
Spearman Rank Test		$\rho=0,003$			$r=-0,397$				

Based on table 4 above, it shows that respondents who have family support in the category of good to moderate stress levels as many as 44 respondents (89.8%) are more than respondents with low and severe stress levels. The respondents who had family support in the category of moderate stress were 5 respondents (10.2%) more than respondents with low and severe stress levels. Meanwhile, respondents who had family support were less likely to be severely stressed as many as 2 respondents (100%) more than respondents with low and moderate stress levels. The results of the statistical test using the *Spearman Rank Test*, which is 0.003, show that there is a significant relationship between family support and the stress level of final year students in the preparation of the thesis of the nursing study program of the Faculty of Nursing, International Citra Institute in 2025. The correlation value is negative, so the variable relationship is not in the same direction, meaning that the higher the family support that students get, the lower the level of stress experienced by students. The correlation value is 0.397 which means that the relationship between family support and the stress level of final year students in the preparation of the thesis of the nursing study program of the Faculty of Nursing Institute of the International Citra Institute in 2025 has a fairly strong relationship



Table 5: The Relationship between Peer Support and Stress Levels of Final Year Students in the Preparation

Stress Level	Peer support						Total	
	Less		Enough		Good		N	%
	n	%	n	%	n	%		
Low	0	0%	0	0%	4	100%	4	100%
Keep	0	0%	31	63,3%	18	36,7%	49	100%
Heavy	1	50%	1	50%	0	0%	2	100%
<b>Total</b>	<b>1</b>	<b>1,8%</b>	<b>32</b>	<b>58,2%</b>	<b>22</b>	<b>40%</b>	<b>55</b>	<b>100%</b>
Spearman Rank Test			$\rho=0,001$			$r=-0,420$		

Based on table 5 above, it shows that respondents who have good category peer support against moderate stress levels as many as 18 respondents (36.7%) more than respondents with low and severe stress levels. The respondents who had peer support in the category of moderate stress were 31 respondents (63.3%) more than respondents with severe and low stress levels. Meanwhile, respondents who had peer support in the category of less to severe stress levels as much as 1 respondent (50%) more than respondents with low and moderate stress levels. The results of the statistical test using the Spearman Rank Test, which is 0.001, show that there is a significant relationship between peer support and stress levels in final year students in the preparation of the thesis of the nursing science study program, faculty of nursing, International Citra Institute in 2025. The correlation value is negative, so the variable relationship is not adirectional, meaning that the higher the peer support that students receive, the lower the level of stress experienced by students. The correlation value is 0.420 which means that there is a relationship between peer support and stress levels in final year students in the preparation of the thesis of the nursing study program of the Faculty of Nursing International Institute in 2025 has a fairly strong relationship.

## Discussion

### The Relationship of Family Support to Final Year Students' Stress Levels in Preparation

Family support is a relationship between individuals and other individuals that are related through helpful actions, acceptance and care in the family. Family support is believed to be able to support the impact of a person's psychological health, therefore a person who is in the social

sphere (family and peers) who is supportive, can basically realize a more ideal personal situation than someone who is located in the social sphere (family and peers) who is less or even not supportive (Safitri & Komarudin, 2022).

Referring to the results of the statistical test in this research with the Spearman Rank test, a value of  $0.003 < 0.05$  was obtained, indicating a significant relationship between peer support and the stress level of final year students in the preparation of the 2025 International Institute of Nursing study program thesis. The correlation value is negative, the variable relationship is not in the same direction, meaning that the higher the family support that students receive, the lower the level of stress experienced by students. The correlation value is 0.397 which means that the relationship between family support and the stress level of final year students in the preparation of the thesis of the nursing study program of the faculty of nursing sciences of the International Citra Institute in 2025 has a fairly strong relationship. These results are also supported by research conducted by Bherdayana & Prajayanti (2024) regarding family support and stress levels in nursing students in facing their final project at 'Aisyiyah University Surakarta in 2024. The results obtained by statistical tests using the Spearman Rank test were reviewed from the sig value. (2-tailed) with a value of 0.01 or  $< 0.05$  which means that there is a significant relationship between family support and stress levels. The correlation value is negative, so the variable relationship is not in the same direction, meaning that the higher the family support obtained, the lower the level of stress experienced. The correlation coefficient value is 0.349 which means that the relationship between stress level and family support has a fairly strong relationship.

These results are also supported by research conducted by Suprihatiningsih, et al (2023) regarding the relationship between family support and stress levels in S1 nursing students who are preparing their thesis at Al-Irsyad University Cilacap in 2023. The results obtained by statistical tests using the Spearman Rank test were reviewed from the sig value. (2-tailed) with a value of 0.045 or  $< 0.05$  which means that there is a significant relationship between family support and stress levels. In addition, this is also supported by research conducted by Safitri and Komarudin (2022) regarding the relationship between family support and the stress level of preparing a thesis in Unisa students in 2022. The results obtained by the statistical test of the product moment person test with a value of  $0.000 < 0.05$  which means that there is a significant

relationship between family support and stress levels. The correlation value is negative, so the variable relationship is not in the same direction, meaning that the higher the family support obtained, the lower the level of stress experienced. The correlation coefficient value is 0.502 which means that The relationship between stress levels and family support has a strong relationship.

Referring to the description above, the author argues that family support has a relationship with the incidence of stress levels. The higher the family support that students receive, the lower the level of stress they experience and conversely, the lower the family support that students receive, the higher the level of stress they experience. Family has a major role in what students need and want, ease the burden of the problems they are experiencing, as an encourager and advice-giver, provide a sense of comfort and attention, listen to complaints, financial assistance for research needs, facilitate academic needs, provide appreciation and awards, encourage to complete their thesis and motivate students to Work on the thesis optimally. A disharmonious family can add stress and interfere with the process of doing the final project or thesis. However, if you get family support, it will increase your enthusiasm and confidence in your own abilities in doing your final project or thesis. Although previous research has shown the important role of family support, the results of the study were conducted on other campuses. There has been no research that specifically examines final year students at the International Citra Institute in 2025. Therefore, this study is important to provide a current and contextual empirical picture of how family support affects the stress of nursing students on this campus.

### **The Relationship between Peer Support and Stress Levels of Final Year Students in the Preparation of Thesis for the Nursing Study Program, Faculty of Nursing, International Image Institute in 2025**

Peer support has an important contribution to managing stress levels in students. When students receive support from their friends, they feel accompanied in overcoming obstacles that arise in the thesis preparation process (Rahmah, et al., 2024). The support that final year students receive from their peers can have a positive impact on them and support optimizing their ability to handle their problems. Providing support to students who are in the process of working on the final project has a positive influence because it can cause a sense of optimism and ability to

overcome problems during the process of working on the final project (Maharani, et al., 2022 in Lakamati, et al., 2024).

The results of the statistical test using the Spearman Rank Test, which is 0.001, show that there is a significant relationship between peer support and stress levels in final year students in the preparation of the 2025 International Citra Institute nursing study program thesis. The correlation value is negative, then the variable relationship is not in the same direction, meaning that the higher the peer support that students get, the lower the level of stress experienced by students. The correlation value of 0.420 which means that the relationship between peer support and stress levels in final year students in the preparation of the thesis of the nursing study program of the Faculty of Nursing Institute of International Citra in 2025 has a fairly strong relationship. These results are also supported by research conducted by Bhertayana & Prajayanti (2024) on the relationship between peer support and stress levels in nursing undergraduate students in facing their final project at 'Aisyiyah University Surakarta (2024). The results obtained by statistical tests using the Spearman Rank test were reviewed from the sig value. (2-tailed) with a value of 0.049 or  $< 0.05$  which means that there is a significant relationship between peer support and stress levels. The correlation value is negative, then the variable relationship is not in the same direction, meaning that the higher the peer support obtained, the lower the level of stress experienced. The correlation coefficient value is 0.272 which means that the relationship between stress level and family support has a strong relationship.

These results are also supported by research conducted by Rahakratat et.al (2021) on The relationship between peer support and stress in students working on their thesis at the Faculty of Nursing UNKLAB in 2021. The results obtained by statistical test using the Pearson correlation test were reviewed from p value with a value of 0.013 or  $< 0.05$  which means that there is a significant relationship between peer support and stress levels. The correlation value is negative, so the variable relationship is not in the right direction, meaning that the higher the peer support obtained, the lower the level of stress experienced. The correlation coefficient value is 0.245 which means that the relationship between stress level and family support has a weak relationship. These results are also supported by research conducted by Rahmah et.al (2024) on peer support with stress levels for students of the University thesis program in Jombang in 2024. The results obtained by statistical test using the Pearson correlation test were reviewed from p

value with a p value of  $< 0.05$  which means that there is a significant relationship between peer support and stress levels. The correlation value is negative, then the variable relationship is not in the same direction, meaning that the higher the peer support obtained, the lower the level of stress experienced. The correlation coefficient value is 0.394 which means that the relationship between stress level and family support has a strong relationship.

Referring to the description above, the author argues that peer support has a relationship with stress levels. The higher the peer support that students receive, the lower the level of stress they experience and vice versa, the lower the peer support that students receive, the higher the level of stress they experience. This is because students who get peer support will have good emotional support. When students receive emotional support in the form of care, understanding and attention can make them more protected and stable. When students receive emotional support, they will be calmer and can handle uncertainty more appropriately. For example, listening to outpourings, comforting and encouraging can relieve anxiety and relieve the burden of the mind. Previous research findings prove the importance of the role of peers in reducing student stress. However, research on this factor has never been conducted on nursing students at the International Image Institute in 2025. Thus, this research makes a new contribution in filling the knowledge gap while supporting the campus's efforts to develop effective peer support programs.

### **Conclusion**

Referring to the results of research and discussion on the relationship between family and peer support to the stress level of final year students in the preparation of the thesis of the nursing study program of the Faculty of Nursing International Institute of Nursing in 2025, it can be concluded that there is a relationship between family and peer support and the stress level of final year students in the preparation of the thesis of the Nursing study program, Faculty of Nursing, International Institute of Medicine in 2025. Suggestions for educational institutions include facilitating the formation of a support group among fellow students who are preparing their thesis, holding meetings with students' families to provide an understanding of the thesis process and the importance of family support, and reviewing the academic load in the final semester to ensure students have enough time to focus on their thesis. The suggestions for

students include communicating openly with family, friends, academic supervisors, thesis supervisors and study programs about the difficulties faced during the thesis preparation process and forming discussion groups with peers to provide academic and emotional support to each other. And suggestions for further researchers include identifying other factors that may affect students' stress levels such as financial ability or part-time employment, testing the effectiveness of various interventions to reduce stress during thesis preparation, combining quantitative and qualitative approaches to gain a more comprehensive understanding and examining how cultural differences and family backgrounds affect the type of support provided; and Student Stress Levels.

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