

***THE ROLE OF PROBLEM-FOCUSED COPING, EMOTION-FOCUSED
COPING, AND SOCIAL SUPPORT TOWARD ACADEMIC STRESS AMONG
FINAL YEAR STUDENTS***

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ABSTRACT

This study aims to examine the role of problem-focused coping, emotion-focused coping, and social support toward academic stress among final year students. 126 final year students of Gadjah Mada University who were working on their thesis participated in this study. The method which is applied in conducting this study is quantitative research by using Academic Stress Scale, The Brief COPE, and Social Support Scale. The result for major hypothesis with multiple regression analysis in this study shows that there is no significant role from problem-focused coping, emotion-focused coping, and social support simultaneously toward academic stress. The result for minor hypothesis with simple regression analysis in this study shows that problem-focused coping has negative significant role toward academic stress with 4,4% of effective contribution and social support also has negative significant role toward academic stress with 5,8% of effective contribution, meanwhile emotion-focused coping has no significant relationship with academic stress among final year students ($p > 0,05$). Furthermore, additional analysis shows that there is a difference level in academic stress, emotion-focused coping, and social support based on gender.

Keywords: *academic stress, coping strategy, problem-focused coping, emotion-focused coping, social support, final year students*

**PERAN *PROBLEM-FOCUSED COPING*, *EMOTION-FOCUSED COPING*,
DAN DUKUNGAN SOSIAL TERHADAP STRES AKADEMIK
MAHASISWA TINGKAT AKHIR**

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INTISARI

Penelitian ini bertujuan untuk mengetahui peran strategi *problem-focused coping*, *emotion-focused coping* dan dukungan sosial terhadap stres akademik mahasiswa tingkat akhir. Partisipan penelitian merupakan 126 mahasiswa tingkat akhir Universitas Gadjah Mada yang sedang mengerjakan tugas akhir. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan menggunakan Skala Stres Akademik, *The Brief COPE*, dan Skala Dukungan Sosial. Hasil uji hipotesis mayor menggunakan analisis regresi berganda menunjukkan bahwa *problem-focused coping*, *emotion-focused coping*, dan dukungan sosial tidak berperan secara simultan terhadap stres akademik. Hasil uji hipotesis minor menggunakan analisis regresi sederhana menunjukkan bahwa *problem-focused coping* berperan negatif terhadap stres akademik dengan sumbangan efektif 4,4% dan dukungan sosial berperan negatif terhadap stres akademik dengan sumbangan efektif 5,8%, sementara itu *emotion-focused coping* tidak berkorelasi dengan stres akademik pada mahasiswa tingkat akhir ($p > 0,05$). Analisis tambahan pada penelitian ini menunjukkan bahwa terdapat perbedaan tingkat stres akademik, *emotion-focused coping*, dan dukungan sosial bila ditinjau dari jenis kelamin.

Kata kunci: stres akademik, strategi koping, *problem-focused coping*, *emotion-focused coping*, dukungan sosial, mahasiswa tingkat akhir