Analysis of Stress Levels in Final Semester Students of the Department of Sports Education and Coaching at Jambi University

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ABSTRACT

This study aims to determine how many final-year students in the Department of Sports and Coaching at Jambi University experience stress while completing their final assignments (thesis). The method used is a quantitative descriptive method and a questionnaire. The population used was all 196 students of the 2021 intake of the Department of Sports and Health Education at Jambi University, consisting of 141 students majoring in Sports and Health Education and 55 students majoring in Sports Coaching. The study sample used a total sampling with a total sample of 196 samples. The data collection techniques used were questionnaires, observation, and documentation. And data analysis techniques used were validity, reliability, and percentage. The results of the analysis concluded that the stress levels of final-semester students in the Department of Sports Education and Coaching at Jambi University were in the mild (51%) and moderate (49%) categories. No students fell into the severe stress category (0%), so it can be concluded that the majority of students are still able to manage the pressure they face.

AUTHORS' CONTRIBUTION

A. Conception and design of the study;
B. Acquisition of data;
C. Analysis and interpretation of data;
D. Manuscript preparation;
E. Obtaining funding

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INTRODUCTION

College is a crucial period of development, filled with academic, social, and psychological demands (Laili, 2025). Especially for final-semester students, various burdens such as completing final assignments/thesis, field internships, preparation for entering the workforce, and final exams often cause significant pressure (Ansyah & Susanti, 2023). This pressure can manifest as academic stress-a condition that, if not managed properly, has the potential to disrupt students' cognitive, emotional, and physical functioning and reduce academic achievement.

Academic stress in college students is a phenomenon that requires serious attention, as it can impact physical and mental health, as well as academic achievement (Khovi et al., 2025; Rivaldi, 2024). According to several studies, poorly managed stress

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can lead to decreased concentration, sleep disturbances, decreased motivation to learn, and even impact physical health. This situation is further complicated for students majoring in Sports Education and Coaching, where, in addition to academic workloads, they are also required to maintain physical performance, practical sports skills, and professional readiness in the coaching field.

Final-semester students in the Department of Sports Education and Coaching at the University of Jambi face various specific challenges. On the one hand, they must complete their final assignment or thesis, which requires advanced research skills, data analysis, and academic skills. On the other hand, they face non-academic demands such as preparing for the workforce, social pressure from family and the environment, and competition with peers. This situation makes them vulnerable to stress, whether mild, moderate, or severe.

The final thesis is a scientific paper required by undergraduate students as a graduation requirement and as proof of academic ability in research and problem-solving within their chosen field (Maharani & Imamah, 2024). Final-semester students are at the pinnacle of their academic journey, obligated to write a thesis as a requirement for obtaining a bachelor's degree. The thesis writing process requires high perseverance, involving a lengthy process, from title selection and literature collection to research, data analysis, and report writing (Laili, 2025; Yumika & Marheni, 2023).

Final-year students often face various obstacles, such as difficulty choosing a topic, limited literature, difficulties with guidance from lecturers, and decreased motivation to study. Tanjaya & Basaria (2024) stated that anxiety, confusion about starting writing, and laziness in completing a thesis often lead to delays in graduation. Widyastuti et al. (2024) added that non-academic issues, such as social or psychological pressure, also worsen students' thesis preparation (My et al., 2025).

Academic stress itself can be divided into two types: eustress (positive stress), which motivates individuals to achieve, and distress (negative stress), which reduces academic ability and mental health (Lidia Danu et al., 2024). Zahwa & Hanif (2024) stated that academic stress arises from the pressure of coursework, time constraints, high expectations, and intense competition. Djoar & Anggarani (2024) added that this negative stress is often experienced by final-year students due to increasingly demanding academic demands.

The impacts of academic stress include sleep disturbances, loss of self-confidence, decreased academic performance, and even serious mental health problems such as depression and suicidal ideation (Rivaldi, 2024). Andry et al. (2021) emphasized that mental health in the academic environment requires serious attention because the inability to manage stress can have long-term negative impacts on students (Deviany & Syakurah, 2025).

Previous studies have shown various factors influencing stress levels in final-year students. Handayani & Fithroni (2022) found that physical activity did not correlate with stress levels in final-year students at the Faculty of Sport Science, State University of Surabaya, based on a Pearson test with a Sig. 0.265 > 0.05. Meanwhile, Arta & Fithroni (2021) found a significant relationship between stress levels and physical activity on the physical fitness of final-year students at the same university, with a Sig. F Change of 0.030 < 0.05 and a moderate correlation (R = 0.444). Furthermore, Andry et al. (2021) analyzed the

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causes of academic stress based on Erik Erikson's psychosocial theory and found that self-motivation, campus environment, workload, and family circumstances significantly influenced the stress levels of final-year students, contributing 80.7% to their total. These three studies indicate that academic stress in final-year students is influenced by various factors, including physical, psychological, and academic environment.

This research focuses specifically on analyzing the stress levels of final-semester students in the Department of Sports Education and Coaching at Jambi University who are writing their theses, considering various stress-inducing factors within the local campus context. This research is expected to provide an empirical overview of the psychological conditions of students in different academic environments and serve as a basis for designing stress management strategies that are more appropriate to the characteristics of students at Jambi University.

METHODS

This research used a quantitative descriptive approach with a survey method using a questionnaire. The study population was all final-semester (semester VIII) students of the 2021 intake of the Department of Sport Education and Coaching at Jambi University, totalling 196 students. This consisted of 141 students from the Sport Education and Health Study Program and 55 students from the Sport Coaching Study Program.

The sampling technique used was total sampling, which involved selecting all members of the population as samples. This technique was chosen based on the consideration that the population size was relatively accessible, allowing the researcher to obtain more comprehensive and representative data. Therefore, the sample size in this study was the same as the population, namely 196 students.

The research instrument was a questionnaire designed to measure students' stress levels. The questionnaire contained statements developed based on indicators of student academic stress and adapted to the context of lectures at the Department of Sport Education and Coaching at Jambi University. The collected data were then analyzed descriptively to determine the distribution of student stress levels into low, medium, and high categories.

RESULTS AND DISCUSSION
Result

This descriptive study aimed to analyze stress levels among final-semester students in the Department of Sport Education and Coaching at the University of Jambi. A total of 196 respondents participated in the study, consisting of students in the Sport Education and Health Study Program and the Sport Coaching Study Program.

The instrument used was a questionnaire with 45 Likert-scale items. The rating scale ranged from 1 to 4, with higher scores indicating higher levels of stress. The questionnaire covered two main aspects: internal and external factors.

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Internal factors included indicators of self-expectations, mental health, physical health, time management, and future uncertainty. Meanwhile, external factors included academic pressure, financial situation, social relationships, the environment, and social support. With these indicators, this instrument provides a comprehensive overview of the stress levels experienced by final-semester students.

All collected data were then analyzed descriptively to determine the distribution of student stress levels, both in general and based on internal and external factors. The analysis was expected to reveal the categories of student stress-ranging from low, moderate, to high-and identify the dominant factors influencing these conditions. The results of the instrument validity test showed that all 45 items had a calculated r-value greater than the table r-value (0.1402). This indicates that each item in the questionnaire is valid and can be used to measure students' stress levels.

This instrument covers two main aspects: internal aspects (self-expectations, mental health, physical health, time management, and future uncertainty) and external aspects (academic pressure, finances, social relationships, the environment, and social support). Based on these validity results, it can be concluded that all questionnaire statements have adequate measurement power for the research variables. Therefore, the research instrument is suitable for further data collection to analyze the stress levels of final-semester students in the Department of Sport Education and Coaching, Jambi University.

To obtain a clearer picture of the students' psychological conditions, a frequency distribution analysis of stress levels was conducted based on the categories of mild, moderate, and severe. This analysis aimed to determine the proportion of final-semester students in the Department of Sport Education and Coaching, Jambi University, who fall into each stress level category. The results of the frequency distribution are shown in the following table.

Table 1.

Frequency Distribution of Stress Levels in Final Semester Students of the Department of Sports Education and Coaching, University of Jambi

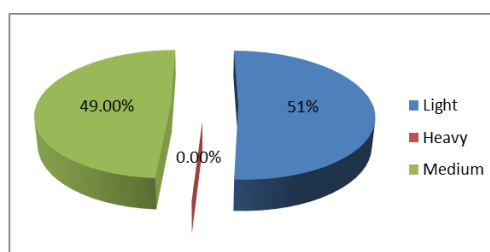| Category	Frequency	Percentage
Light	100	51%
Medium	96	49%
Heavy	0	0%
Total	**196**	**100%**

Figure 1.

Diagram of Stress Level Results in the Final Semester, Students of the Department of Sports Education and Coaching, University of Jambi

The table and figure above show that the stress levels of final-semester students in the Department of Sports Education and Coaching at the University of Jambi are

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divided into three categories. A total of 100 respondents (51%) were in the mild stress category, 96 respondents (49%) were in the moderate stress category, and no respondents were in the severe stress category (0%).

These results indicate that the majority of students can manage academic, social, and financial pressures, thus categorising themselves as mildly stressed. However, nearly half of the remaining students experienced moderate stress, generally triggered by the demands of completing their thesis, deadline pressure, limited facilities, workload, and family expectations.

The absence of students in the severe stress category indicates that, in general, the stress levels of final-semester students are still considered normal and tolerable. However, the presence of nearly half of respondents in the moderate stress category underscores the importance of academic, social, and psychological support from the campus and the surrounding community. This support is expected to prevent stress from escalating to higher levels and help students complete their studies optimally.

Discussion

The study results showed that the stress levels of final-semester students in the Department of Sports Education and Coaching at the University of Jambi were categorized as mild (51%) and moderate (49%), with no students experiencing severe stress. This finding indicates that the students' psychological condition is generally quite good, although they still face significant academic and non-academic pressures, particularly in completing final assignments and preparing for post-graduation.

Stress is defined as the body's response to a situation perceived as difficult or dangerous, in which the body produces the hormone adrenaline to survive (Ansyah & Susanti, 2023; Rivaldi, 2024). Symptoms can include both physical and psychological disorders, such as fatigue, increased heart rate, or excessive anxiety. However, stress is not always negative, as it can motivate individuals to engage in stress coping strategies for managing pressure to prevent adverse mental and physical health (Zahwa & Hanif, 2024).

A total of 100 students (51%) fell into the mild stress category. This condition indicates that most students can manage stress well through adaptive strategies, such as effective time management, social support from friends and family, exercise, and positive activities that maintain mental health. Internal factors such as healthy self-expectations, future optimism, and good physical health, as well as external factors such as a conducive learning environment and strong social support, play a significant role in keeping stress at a low level.

On the other hand, 96 students (49%) are in the moderate stress category, indicating that nearly half of the students face heavier academic, financial, and social demands. The main triggers include thesis preparation, high academic pressure, financial demands, and family expectations. These burdens often make it difficult for students to manage stress, especially for those who also have to work while studying.

Internal factors that cause moderate stress include excessive self-expectations, mental health disorders such as excessive anxiety, poor time management, and declining

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physical health due to irregular eating and rest patterns. Meanwhile, external factors include high academic pressure, financial problems, high family expectations, an unconducive living environment, limited campus facilities, and a lack of social support from supervisors and other parties involved in completing their studies.

These findings indicate that final-semester students require special attention through academic guidance, counselling, and the provision of supporting facilities to prevent stress levels from escalating to a higher level. Support from various parties is expected to help students manage their academic, social, and financial burdens so they can complete their studies more effectively without excessive psychological stress.

CONCLUSION

Based on the research results, it can be concluded that the stress level of final-semester students in the Department of Sports Education and Coaching at Jambi University is in the mild category (51%). No students fall into the severe stress category, indicating that the majority of students are still able to manage the pressure they face.

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