

Overview of Stress Levels of Anesthesiology Nursing Study Program Students in Preparing Final Projects at Harapan Bangsa University

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Abstract: Stress is a common psychological condition that can be experienced by anyone, including students who are preparing their final assignments. Stress in students can be influenced by various internal factors such as the individual's ability to manage time and pressure, as well as external factors such as academic demands and social support. Its impact is very significant on mental health, learning motivation, and the quality of final assignment completion. This study aims to determine the stress levels of students in the Anesthesiology Nursing Study Program at Harapan Bangsa University based on gender and age. The study used a quantitative descriptive method with a cross-sectional approach. The sample consisted of 169 students who were in the final assignment preparation stage. Stress levels were measured using a Guttman scale questionnaire consisting of 23 questions. The results showed that 74 respondents (43.79%) experienced moderate stress, 60 respondents (35.50%) experienced severe stress, 28 respondents (16.57%) experienced mild stress, and only 7 respondents (4.14%) experienced no stress. Based on gender, 20 male respondents (11.83%) experienced moderate stress, while 54 female respondents (31.95%) experienced moderate stress, and 49 (28.99%) experienced severe stress. In terms of age, respondents aged 21 and 22 both experienced moderate stress at 15.38%, while respondents aged 22 also experienced severe stress at 15.38%. Overall, student stress levels tended to be in the moderate to severe category, indicating the need for more systematic psychological attention and intervention.

Keywords: Age, Final Assignment, Gender, Stress Level, Students.

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1. Introduction

Final year students are individuals who are completing their final project or thesis, where the average age is 20-40 years old, psychologically this age has entered the early adult development period. Individuals who have entered early adulthood are cognitively more serious in thinking about the future. In this period students already have optimal thinking maturity for future tasks and responsibilities (Yuda *et al.*, . 2023)

Despite having optimal thinking maturity, students also need to pay attention to their physical and mental health in order to reach their full potential in the future. *According to the World Health Organization (WHO)* Health is a state of physical, mental and social well-being not only free from disease or weakness / disability that allows everyone to live a socially productive life and needs to be a concern for everyone, both physical health and psychological health. The high economic burden, the widening social gap and the uncertainty of the social situation make people experience psychological disorders. The academic demands that must be faced and the unpreparedness of individuals to deal with them can also lead to psychological disorders such as stress.

According to the *World Health Organization* (2023) Stress can be defined as a condition of worry or mental tension caused by a difficult situation. Stress is a natural human response that encourages us to face challenges and threats in life. Everyone experiences stress at some level. However, the way we respond to stress makes a big difference to our overall well-being (WHO, 2023) .

According to the *World Health Organization* (2023) Stress is a condition that can be caused by uncontrolled physical demands, environment, and social situations. The prevalence of stress is quite high where almost more than 350 million people in the world experience stress and is the 4th ranked disease in the world according to WHO. It was found that the incidence of stress was greater in women (54.62%) than in men (45.38%) (Ambarwati *et al.*, .2019)

Based on the 2018 Basic Health Research (Riskesdas), more than 19 million people in Indonesia over the age of 15 experience mental emotional disorders. In addition, around 12 million people in the same age group are also known to experience depression. Mental disorders like these can drive individuals to take extreme measures, including suicide. According to the Ministry of Health, the prevalence of people with mental disorders in Indonesia is estimated to be around 1 in 5 people. With a total population of 250 million, around 20 percent of the population is vulnerable to mental illness (Millenia, 2022) .

In Indonesia, from 1000 surveys conducted, 75% of respondents even experienced stress, and 25% never experienced stress. The prevalence of student stress in the world is 38.91%, in Asia 61.3% and Indonesia is 71.6% (Arisandi *et al.*, . 2021)

Students of the anesthesiology nursing study program are required to complete their studies as soon as possible. In general, at the end of their studies, students are given a final project commonly called a thesis. Thesis is a scientific essay that must be written by semester students as a requirement to complete their studies. Apart from being a requirement to complete their studies, thesis is also one of the proofs of students' academic abilities, apart from being the final requirement of education, thesis is also one of the requirements for obtaining a bachelor's degree.

The process of preparing the final project is carried out individually by each student. In the preparation of the final project requires a lot of sources. By reading students can find out something and gain knowledge about what they will do. In addition to reading they must also have enthusiasm and motivation (Rahmi *et al.*, . 2020)

Students who are preparing a thesis often feel stressed due to various factors. First, high academic loads and demands to meet set standards can create great mental pressure. In addition, many students have difficulty managing time, trying to balance research and completing other tasks. Worries about unsatisfactory results such as grading from lecturers can cause a burden on the mind. Lack of support from lecturers or friends and uncertainty in choosing a final project can also cause stress, and the perfectionist nature of some students can make things worse because they try to make a perfect final project so that stress increases. Thus understanding and motivation really help students to manage stress more effectively during the process of preparing the final project (Writing *et al.* , 2020)

The results of previous research Stephon Graf Barani (2022) stated in his research on the description of stress levels in final year students who are completing their thesis at Hein Namotemo University concluded that most respondents (60%) experienced moderate stress levels, (25%) respondents experienced severe stress and (15%) did not experience stress or normal (Barani *et al.* , 2022)

The results of Raditya's research (2024) obtained data that most (77%) final year students experience moderate academic stress and the factor that most affects the academic stress of these students is the motivation factor. The need for well-managed activities by STIKES Catholic St. Vincentius A Paulo Surabaya, especially in increasing and maintaining student motivation and support from family and close friends can increase and student motivation during the process of completing the final project (Djoar *et al.* , 2024)

Based on the results of preliminary studies that have been conducted, researchers know that there is a phenomenon in health students at Harapan Bangsa University caused by stress in preparing the final project. New students seem more eager to attend lectures than final year students, indicating the possibility that final year students experience stress in preparing their final project. In addition, as far as literature studies have been conducted by researchers, no

previous research has been found that discusses stress levels in anesthesiology nursing students.

Based on the results of the Pre-Survey conducted by researchers on 10 students of the 7th semester Anesthesiology Nursing Study Program through interviews, it shows that 4 people experience high stress, 4 people have moderate stress, and 2 people have low stress. The factors that cause students to experience stress are experiencing sleep disturbances while working on their final assignments, feeling irritable when they get too much coursework, when they encounter coursework that is difficult to understand, and lack of guidance from lecturers. Students feel sad if the grades obtained are not as expected and easily forget the material delivered by the lecturer.

Based on the phenomena that occurred above, the researcher was interested in conducting research related to "Overview of Stress Levels of Anesthesiology Nursing Study Program Students in Preparing Final Projects at Harapan Bangsa University".

2. Preliminaries or Related Work or Literature Review

Stress

Stress is a normal reaction to pressures in everyday life, however, this condition can become a problem if it interferes with daily activities. Stress involves changes that affect almost all body systems and impacts an individual's emotions and behavior. By affecting the mind and physical condition, stress can contribute to psychological and physiological disorders, and affect mental and physical health, which can ultimately reduce quality of life (*American Psychological Association*, 2021). Stress can be defined as a condition of anxiety or mental tension that arises from a challenging situation. It is a natural human response that encourages individuals to deal with challenges and threats in life. Everyone experiences stress in varying degrees. However, the way we respond to stress has a significant influence on overall well-being (*World Health Organization*., 2023).

There are four types of stress: acute stress, chronic stress, episodic acute stress and eustress (Anugriaty *et al*, 2024). Stress is associated with psychological distress and causes changes in the body. These changes can have short-term and long-term impacts on health. Related to the physiology of stress, there are two body systems involved in the stress response process, namely the *Sympathetic-Adrenomedullary System* (SAM) and *Hypothalamic-Pituitary-Adrenal* (HPA) (Taylor, 2018).

Stress can have a positive or negative impact. Stress has a positive impact when the pressure felt does not exceed stress tolerance or ability, for example students feel challenged to develop themselves and foster creativity. While the negative impact of stress is that it is difficult to concentrate in academics, reduce interest and motivation and even affect individual behavior to be maladaptive (Gamayanti *et al*, 2018). Stress can cause a variety of problems in students, such as anxiety and depression, sleep disorders (insomnia), feelings of helplessness, poor lifestyle, and suicidal ideation. Stress most often causes sleep disturbances in final year students (Sulana *et al*, 2020). Students who experience stress will feel symptoms of headaches, irritability, feel restless, have difficulty concentrating and experience sleep disturbances (Ratnaningtyas *et al*., 2019).

According to Narullita *et al*, (2024), the process of stress is complex because it involves the relationship between feelings and the human body. Stress can be seen in several ways. From a physical perspective, symptoms that appear include feeling tired quickly, sweating frequently, often experiencing flu, pain in several parts of the body such as the head, tension in the shoulders and muscles that feel stiff, chest pain, shortness of breath, changes in breathing rhythm, disturbances in the stomach and digestive system, diarrhea, and disturbances in sleep patterns. Emotionally, stress can be recognized through facial expressions that appear agitated, often feeling anxious, sad, depressed, crying easily, nervous, irritable for no apparent reason, irritable, fast blood pressure, and difficulty speaking. Meanwhile, from a mental perspective, stress can be shown by symptoms such as forgetfulness, negative thinking, talking to oneself, decreased concentration, and difficulty in making decisions. In addition, stress can also be seen in an individual's behavior. Symptoms that can be observed include not having close relationships with others, lack of assertiveness, low self-esteem, reluctance to forgive, not daring to make decisions, tend to avoid challenges

and changes in life, feeling bored and bored, lack of self-confidence, no desire to progress, and the emergence of fear of criticism or failure. Finally, in terms of work behavior, stress can be characterized by the absence of the ability to manage time well, difficulty working with others, being a rigid person, tending to avoid responsibility, wasting time in vain, and lack of respect for others.

Students

According to the Big Indonesian Dictionary, a student is someone who is studying in college. The word "student" itself consists of two parts, namely "maha" which means big and "student" which means someone who is taking part in learning. According to Gafur (2015), students are people who are registered as students in higher education, have a student identification card (KTM), are recognized by the government, and are able to seek knowledge on their own because they are adults. In addition, based on Government Regulation No. 17/2010, students are students who are registered and studying at universities. The main role of students is as students who must study seriously, attend lectures, and complete academic assignments properly. Gafur (2015) explains several roles of students, namely as direct of change where students can make changes directly because of the large number of human resources, agent of change which means that students act as agents of change, iron stock which shows that human resources from students will never run out, moral force as a group that has good morals, and social control or control of social life in society. In addition, students also have three other important roles, namely moral, social, and intellectual roles. The moral role requires students to be responsible for themselves in living according to the morals that apply in society. The social role emphasizes that the existence and actions of students are not only beneficial for themselves, but also for the surrounding environment. Meanwhile, the intellectual role shows that students are intellectual people, so they are expected to be able to bring better changes with their knowledge (Gafur, 2015) .

Final Project

The final research project is a written work in the form of a report or writing that describes the results of research or research into a problem. This research can be carried out individually or in teams, and in its implementation must follow the rules or rules of science that have been agreed upon and adhered to by the academic community. Final project writing generally uses a format consisting of an initial part, core part, and final part (Cakrawati et al., 2019). In general, the final project is divided into two types, namely thesis and non-thesis. Thesis is a scientific paper in the form of exposure to the results of research conducted by undergraduate students (S1), where the problems or phenomena raised come from certain fields of science and are compiled using applicable scientific principles. Just like other final assignments, thesis writing consists of an initial part, a core part, and a final part. Meanwhile, a non-thesis is a paper in the form of a literature review, which is a report or writing based on the search for relevant references to be cited or used as the basis for a research idea. These references can be in the form of research journals, papers, theses, dissertations, and books. Writing a literature review final project also follows a format consisting of an initial part, a core part, and a final part (Cakrawati *et al.* , 2019)

Theoretical framework

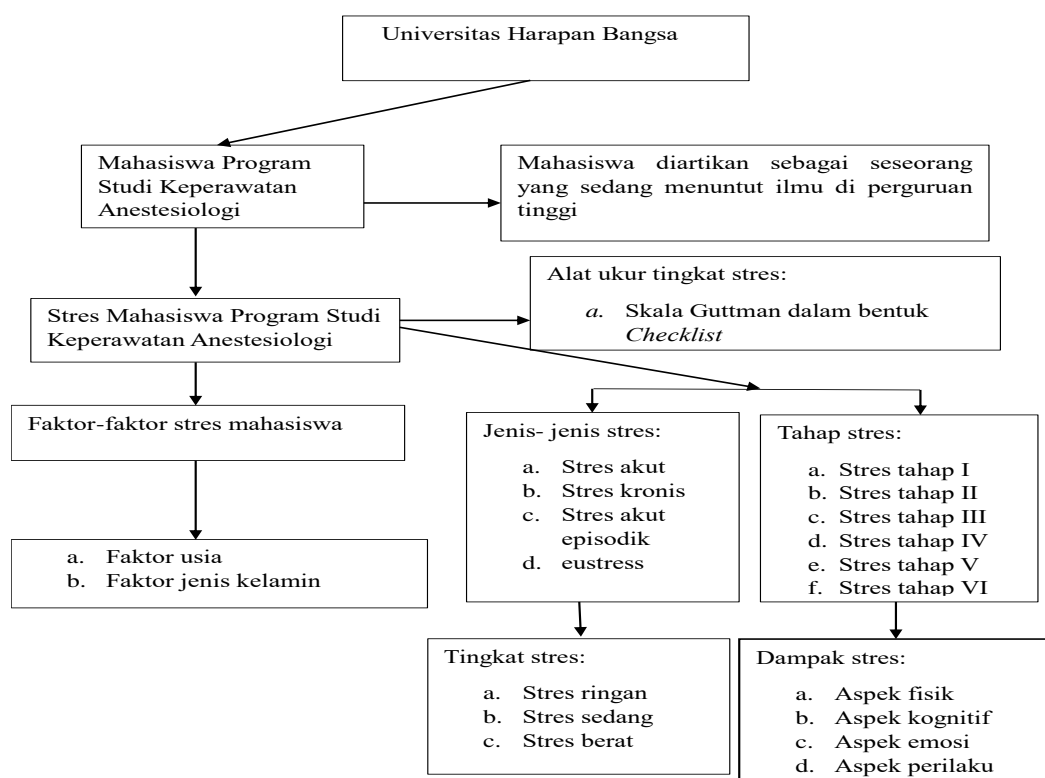


Figure 1. Theoretical framework

3. Proposed Method

This research is a quantitative descriptive study with a cross sectional approach, which aims to describe the level of stress in students of the Anesthesiology Nursing study program at Harapan Bangsa University. This research does not look for relationships between variables, but rather describes the situation accurately at a certain time. The research was conducted online using Google Form, with the research location being students of the Anesthesiology Nursing Study Program at Harapan Bangsa University. The research began with the preparation of the proposal on October 18, 2024, while data collection was carried out in March 2024 (Paramita *et al.* , 2020)

The population in this study were all 7th semester students of the Anesthesiology Nursing Study Program at Harapan Bangsa University, totaling 169 people, consisting of students in classes A, B, C, and D. The study used a total sampling technique, so that all population members were used as research samples. The inclusion criteria in this study were students who were willing to become respondents, were active students, and had a Harapan Bangsa University Student Identity Card. Meanwhile, the exclusion criteria were respondents who did not fill out the questionnaire completely or were not willing to become respondents.

The variable studied in this study was the stress level of anesthesiology nursing students as a single variable, which was then analyzed based on data on the age and gender of respondents. Measurement of stress levels was carried out using a Guttman scale questionnaire in the form of a checklist, with score categories namely no stress (0-5), mild stress (6-12), moderate stress (13-18), and severe stress (19-23). In addition, age and gender data were also collected through a questionnaire (Lusiana & Mahmudi, 2020) .

The research instrument used was a Guttman scale questionnaire, which has been tested for validity and reliability in previous studies. This instrument consists of 23 question items covering biological and psychological aspects of stress, and is arranged in the form of Google Form to facilitate data filling by respondents.

The data collected in this study consisted of primary data, namely the results of filling out questionnaires by students, and secondary data in the form of student data from the Registrar of Harapan Bangsa University. Data collection procedures include applying for

research permits, identifying prospective respondents, explaining the aims and objectives of the research to prospective respondents, filling out questionnaires online, and verifying the completeness of the data obtained.

Data processing was carried out through several stages, namely editing to ensure the correctness and completeness of the data, coding to provide codes for the collected data, data entry into the master table, and cleaning to check for errors in the inputted data. Data analysis was carried out univariately, namely by describing the characteristics of respondents and the proportion of stress levels experienced by students. The results of the analysis are presented in the form of frequency distributions and percentages, so as to provide a clear picture of the stress level of students of the Anesthesiology Nursing study program at Harapan Bangsa University (Sugiyono, 2020) .

4. Results and Discussion

Characteristics of Respondents

Table 1. Characteristics of Respondents

Characteristics	f	%
Gender		
Male	45	26,62
Female	124	73,38
Age		
20	7	4.14
21	65	38.46
22	67	39.64
23	22	13.02
24	4	2.37
25	2	1.18
30	1	0.59
31	1	0.59
Total	169	100

Source: Primary Data

From the results of research conducted through a Google form guttman scale questionnaire with 23 questions distributed to anesthesiology study program students in table 1, the results of the characteristics of respondents with the highest gender are women, totaling 124 respondents with a percentage (73.38%), the characteristics of respondents based on the highest age range are 22 years as many as 67 respondents with a percentage (39.64%) and respondents with 21 years of age as many as 65 respondents (38.46%).

Data describing the stress level of anesthesiology study program students in preparing their final project at Harapan Bangsa University.

Table 2. Frequency distribution of student stress levels

Stress level	f	%
Not stressed	7	4.14
Mild Stress	28	16.57
Moderate Stress	74	43.79
Severe Stress	60	35.50
Total	169	100

Source: Primary Data

The data in table 2 shows that the stress level of anesthesiology study program students at Harapan Bangsa University as measured using a Guttman scale questionnaire is in the moderate stress category with 74 respondents with a percentage of (43.79%), severe stress as many as 60 respondents with a percentage of (35.50%), and mild stress 28 respondents with a percentage of (16.57%) and 7 respondents with a percentage of (4.14%) did not experience academic stress in preparing the Final Project.

Stress levels of anesthesiology study program students at Harapan Bangsa University based on gender

Table 3. Frequency distribution of Stress levels based on gender

Gender	Stress level									
	Not stressed		Mild stress		Moderate stress		Severe Stress		Total	
	f	%	f	%	f	%	f	%	f	%
Male	3	1,78	11	6,51	20	11,83	11	6,51	45	26,63
Female	4	2,37	17	10,06	54	31,95	49	28,99	124	73,37
Total	7	4,14	28	16,57	74	43,79	60	35,50	169	100

Source: Primary Data

The data in table 3 shows that most students at Harapan Bangsa University with male gender experience moderate stress, namely 20 respondents with a percentage (11.83%), while students with female gender experience moderate stress, namely 54 respondents with a percentage (31.95%) and 49 female respondents experience severe stress with a percentage (28.9%).

Stress levels of anesthesiology study program students at Harapan Bangsa University based on age

Table 4. Stress levels based on age

Age	Stress Level									
	Not Stressed		Mild Stress		Moderate Stress		Severe Stress		Total	
	f	%	f	%	f	%	f	%	f	%
20	0	0	2	1.18	3	1.78	2	1.18	7	4.14
21	3	1.78	12	7.10	26	15.38	24	14.20	65	38.46
22	3	1.78	12	7.10	26	15.38	26	15.38	67	39.64
23	0	0	3	1.78	13	7.69	6	3.55	22	13.02
24	1	0.6	0	0	2	1.18	1	0.59	4	2.37
25	0	0	1	0.59	1	0.59	0	0	2	1.18
30	0	0	0	0	1	0.59	0	0	1	0.59
31	0	0	0	0	0	0	1	0.59	1	0.59
Total	7	4.14	30	17.75	59	42.60	60	35.50	169	100.00

Source: Primary Data

The data in table 4 shows that the majority of anesthesiology study program students at Harapan Bangsa University are in the age range of 20-40 years (early adulthood) as many as 169 with no stress 7 respondents with a percentage (4.14%), who experienced mild stress were 30 respondents with a percentage (17.75%), as well as those who experienced moderate stress 59 respondents with a percentage (42.60%) and those who experienced severe stress were 60 respondents with a percentage (35.50%). Based on the data, most 21-year-old students experienced moderate stress 26 respondents with a percentage (15.38%) and those who experienced severe stress were 24 respondents by (14.20%) and 22-year-old students 26 respondents also experienced moderate stress with the same percentage (15.38%), and as many as 26 respondents with a percentage (15.38%) experienced severe stress.

Discussion

Overview of Stress Levels of Anesthesiology Study Program Students at Harapan Bangsa University

The results of this study found data that most respondents experiencing academic stress were in the moderate stress category with a total of 74 respondents with a percentage (43.79%) severe stress as many as 60 respondents with a percentage (35.50%), and mild stress 28 respondents with a percentage (16.57%) and 7 respondents with a percentage (4.14%) did not experience academic stress in preparing the Final Project.

According to the researcher's assumption, students who do not experience stress in preparing the final project are supported by good time management skills, strong social support from family or friends, and a high level of self-efficacy in dealing with academic pressure.

This research is in line with Hamzah's research (2020) which states that the characteristics show that the academic stress levels of Graha Medika STIKes students mostly experience moderate stress levels (34.8%) (Hamzah, 2020) .

Meanwhile, previous research on the results of research on the description of stress levels in final year students who are completing their thesis at Hein Namotemo University concluded that most respondents (60%) experienced moderate stress levels.

Based on research that has been conducted on final year students at St. Vincentius A Paulo Catholic STIKES, it shows that most final year students experience moderate academic stress with a percentage of 77% and the factor that most affects the academic stress of these students is the motivation factor, this is because final year students have many demands for assignments both final assignments, clinical practice and other campus assignments that must be completed, most students who have little motivation feel burdened and pressured to carry out these tasks so that they feel discouraged to achieve or do something, when the lower the motivation in lectures and final project work, the more stressful it is on students (Djoar *et al* . ., 2024)

The Final Project which is one of the requirements to take part in the procession of graduation activities or graduation in reality often makes students feel stressed due to not finding and determining the research variables they want to study, the unavailability of many reference books, the length of reply messages from supervisors when they want to do direct guidance, fear of getting a supervisor who is bitchy, fierce or difficult to meet because they are busy, the supervisor has limited time in the guidance process (Tasalim., *et al* .2021)

From the researcher's assumption, the stress level of students who are working on their final project tends to be high because they face pressure to graduate on time, difficulty finding literature, revisions from supervisors, lack of ability for time management and there are some lecturers who are difficult to meet. These conditions often cause physical symptoms such as increased heart rate, headaches, and sleep disturbances, as well as feelings of anxiety and restlessness. Students who get support from family, friends, or supervisors, and have good time management skills, tend to be better able to manage stress during the final project process. Thus, social support and time management skills are important factors in helping students cope better with the pressure of the final project and maintain emotional balance during the process. Students with good support and time management skills tend to be better able to face the process of preparing the final project with lower stress levels.

Overview of Stress Levels of Anesthesiology Study Program Students at Harapan Bangsa University based on Gender

The results show that most students at Harapan Bangsa University with male gender experience moderate stress, namely 20 respondents with a percentage (11.83%), while students with female gender experience moderate stress, namely 54 respondents with a percentage (31.95%) and 49 female respondents experience severe stress with a percentage (28.99%) According to the assumptions of researchers, female students tend to experience higher levels of stress than male students during the final project preparation process. This is due to a combination of psychological and biological factors.

In line with Ambarwati's research (2020), data were obtained that the incidence of stress was greater in women (54.62%) than in men (45.38%) Women are at twice the risk of experiencing stress, the reason is that there are hormonal differences and differences in psychosocial stressors for women and men. (Ambarwati *et al*., .2019)

The results of research based on characteristics showed that most respondents who were female experienced moderate stress (27.9%) and respondents with male gender who experienced moderate stress (19.2%) (Agung *et al* ., 2022)

Biological differences between women and men may influence the risk of mental health problems. One relevant biological factor is the hormonal fluctuations experienced by women during the menstrual cycle. These hormonal changes can affect women's mental health, including symptoms of depression, anxiety and mood changes, besides that research has also

found an association between neurobiological differences and the risk of mental health problems in women (Muhsen, 2023) .

This research is in accordance with Yuda (2023) who states that Neurobiology is the thing that underlies the contrasting mental health consequences of psychosocial stress in men and women. This relates to the activity of the HPA (*hypothalamic-pituitary-adrenal*) axis which is related to the regulation of the hormone cortisol. This hormone regulates heart rate and blood pressure. The response of the HPA was found to be higher in adult males than in adult females. A number of studies observed distinct sex differences in the regulation of the HPA axis in response to stress, and it is suspected that these differences may partly explain the predominance of women in stress-related mental disorders (Yuda *et al.* . , 2023)

According to the researchers' assumptions, male and female students can generally show differences. Female students tend to experience higher levels of stress than men. This can be caused by emotional factors such as anxiety and *overthinking* of results and processes, while male students tend to hide pressure and stress so that they appear calmer, although this does not mean that men do not experience stress. However, the response to stress is also influenced by the social environment and how students handle stress. In addition to the influence of the social environment and how stress is managed, this difference is also biologically influenced by fluctuations in the hormones estrogen and progesterone which affect emotional stability in women. A decrease in the levels of these hormones, especially before menstruation, increases the stress response. In addition, women's more sensitive stress system, especially the activity of corticotropin-releasing hormone in the hypothalamic-pituitary-adrenal axis, leads to a stronger stress response and slower recovery than men.

Overview of Stress Levels of Anesthesiology Study Program Students at Harapan Bangsa University based on Age

This study shows that most anesthesiology study program students at Harapan Bangsa University are in the age range of 20-40 years (early adulthood) most students aged 21 years experience moderate stress 26 respondents with a percentage (15.38%) and those who experience severe stress as many as 24 respondents (14.20%) and 22-year-old students 26 respondents also experienced moderate stress with the same percentage (15.38%), and as many as 26 respondents with a percentage (15.38%) experienced severe stress.

This research is in line with Saifudin's research (2023) which states that most students experience moderate stress (46.4%). Based on age, the highest level of stress is found in students aged 21 years (57.6%) (Saifudin *et al.* . , 2023)

The results of research conducted on final year students at the Faculty of Nursing, Riau University who are working on their thesis, most of them with an age range of 21-22 years experience moderate stress with a percentage (79.4%) (Hariaty *et al.* . , 2023)

Early adulthood is a stage of life where individuals begin to face various important responsibilities, such as building a career, establishing a serious relationship, and determining the direction of life independently. In this phase, the individual's mindset becomes more mature and his social role is getting bigger, high demands at this time can trigger an increase in stress levels, especially if individuals do not have mental readiness or skills in managing pressure (Hariaty *et al.* . , 2023)

While research on Final Year Students of UNDANA Public Health Study Program Characteristics of academic stress levels Most respondents experienced high academic stress at the age of 24 years (30.2%) which was caused by several things such as difficulty in determining the theme of research and finding references that are in accordance with the theme of their research and many students feel anxious about the possibility of not passing the thesis trial, so their minds are filled with worries that are not necessarily happening (Lidia Danu *et al.* . , 2024)

Entering early adulthood, individuals have various new roles that they did not live in the previous developmental period, demanding that adults be able to adjust to the changes that occur, if individuals cannot adjust well, they will easily experience stress.

This has an impact on a person's psychology and can cause various kinds of responses, the stress that hits is left unchecked it will cause even worse psychological disorders (Prastowo, 2023) .

Researchers assume that students with a young age range tend to experience high levels of stress because they are still in the adjustment stage with academic pressure and do not have much experience in managing stress. Conversely, students who are more mature or who are completing college above the average age tend to have self-management skills and already have experience so that they are calmer in the process of preparing the final project but more mature students can also experience stress because there are additional responsibilities and burdens such as work or family that can interfere with concentration and time to complete the final project.

6. Conclusions

Based on the results and discussion of the research that has been conducted on Anesthesiology Nursing Study Program Students at Harapan Bangsa University, the following conclusions can be drawn

- Harapan Bangsa University students who did not experience stress in preparing the final project were 7 respondents (4.14%), mild stress was 28 respondents (16.57%), while moderate stress was 74 respondents (43.79%) and severe stress was 60 respondents (35.50%).
- Respondents with female gender in the Anesthesiology Nursing Study Program at Harapan Bangsa University were more dominant as many as 124 respondents (73.37%) and 45 respondents (26.63%) were male. The results of this study show that the female gender mostly experiences moderate stress (31.95%) which is influenced in the regulation of the HPA axis in response to stress, and this difference can partly explain the dominance of women in stress-related mental disorders and one of the relevant biological factors is the hormonal fluctuations experienced by women during the menstrual cycle.
- The most dominant age of respondents experiencing stress is early adulthood, most students aged 21 years experience moderate stress (15.38%). Students aged 22 years also experience moderate stress with the same percentage (15.38%), and as many as (15.38%) experience severe stress this is because as they get older, individuals are increasingly required to face life challenges and have more responsibilities than before.

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