

STUDENTS' KNOWLEDGE ABOUT STRESS AND COPING MECHANISMS IN FACING FINAL SEMESTER EXAMS

Juli Andri¹, Padila², Harsismanto³, Riska Yanuarti⁴
Universitas Muhammadiyah Bengkulu^{1,4}
Sekolah Tinggi Ilmu Kesehatan Fitrah Aldar²
Puskesmas Pematang Tiga³
ipm2kpepadila@gmail.com²

ABSTRACT

This study aims to determine students' knowledge of stress and coping mechanisms for final exams at Sumber Harta High School, Musi Rawas Regency, in 2025. This is a quantitative study using descriptive research methods. The results of the nonparametric Spearman Rank statistical test showed a significance value of 0.296 and a significance value of 0.536, both greater than 0.05. Conclusion: Students' knowledge of stress and coping mechanisms for final exams at Sumber Harta High School, Musi Rawas Regency, in 2025 is at most 80% of the expected value.

Keywords: Stress Coping Mechanisms, Knowledge, High School Students, Stress

INTRODUCTION

Stress is a state of tension that affects a person's emotions, thought processes, and physical condition. Excessive stress can threaten a person's ability to cope with their environment. Stress is the inability to cope with threats faced by a person mentally, physically, emotionally, and spiritually, which can ultimately affect that person's physical health. Stress in students can occur due to their perception of demands and parental expectations. Stress and emotions must be managed properly to prevent excessive anxiety. If not managed properly, stress can negatively impact learning and memory. How students cope with stress depends on how they understand and react to the situation (Bau et al., 2022).

The prevalence of stress, according to the ASEAN Stress Journal, shows that the percentage of students experiencing academic stress globally is 38-71%, while in Southeast Asia it is 39.6-61.3%. In Indonesia, the percentage of students experiencing academic stress is 36.7-71.6%. In Jakarta, the academic stress rate among university students is 89.6% (Saifudin et al., 2023).

Meanwhile, in Indonesia, according to the 2023 Indonesian Health Survey (SKI), the highest prevalence of depressive symptoms is among adolescents aged 15-24. As many as 1% of adolescents experience depression; 3.7% experience anxiety; 0.9% experience post-traumatic stress disorder (PTSD); and 0.5% experience attention-deficit/hyperactivity disorder (ADHD). Given these conditions, mental health screenings are essential (Wirinurini & Glory, 2024). Furthermore, based on data on cases of students experiencing increased stress over the past three years at Sumber Harta Senior High School in Musi Rawas Regency from 2022 to

2024, According to Law Number 17 of 2023 concerning Health, Article 50, paragraphs 1 to 4, states that "Adolescent health efforts are aimed at preparing adolescents to become healthy, intelligent, qualified, and productive adults. Adolescent health efforts are carried out during adolescence.

Academic stress is a feeling of pressure experienced by individuals, both emotionally and physically. This is caused by academic demands from lecturers and parents aimed at achieving good academic results, assignments that must be completed on time, lack of direction in completing assignments, and an unfriendly classroom environment. Academic stress is defined as pressure experienced by individuals that impacts mental health, both psychologically and physically. Academic stress in students is caused by various factors, both internal and external. Academic factors can include heavy workloads, stressful exams, and competition in the academic environment, which can be major triggers of stress in individuals (Rohmah & Mahrus, 2024). Students experiencing stress tend to think negatively, which leads to negative feelings (Radisti et al., 2023).

Given this background, the researcher was interested in conducting research by interviewing 10 students about their knowledge of stress and coping mechanisms for facing final exams at Sumber Harta High School in Musi Rawas Regency. The questions the researcher asked were: "Do you know about stress? Do you know what causes you stress? What is your knowledge of stress and coping mechanisms?" Based on interviews with 10 high school students, 6 students did not know the definition of stress, 2 students did not know what caused them stress, and 8 students did not know about stress and its coping mechanisms.

Therefore, based on the problem description above, the researcher is interested in conducting a study entitled "Students' Knowledge of Stress and Coping Mechanisms in Facing Final Semester Exams at Sumber Harta High School, Musi Rawas Regency, 2025.

RESEARCH METHOD

Research Subjects and Objects

The subjects of this study were students at Sumber Harta Senior High School, Musi Rawas Regency, graduating in 2025. The object of this study was students' knowledge of stress and coping mechanisms in facing final semester exams at Sumber Harta Senior High School, Musi Rawas Regency, graduating in 2025.

Research Type and Method

Research Type

The type of research used in this scientific paper is quantitative. Quantitative research is research that utilizes numbers extensively throughout the research process, from data collection and interpretation to the results or conclusions drawn. Quantitative research typically presents and interprets numbers, accompanied by images, tables, graphs, or other visualizations.

Research Method

The research method used in this scientific paper is a descriptive analytical research method. Descriptive analytical research is research conducted to determine the value of one or more independent variables without making comparisons or connecting one variable to another.

Research Instrument

The instrument or tool for collecting data in this study was a questionnaire developed from variables, variable indicators, and operational definitions of the indicators. In this study, the main topic of the research problem was students' knowledge about stress and coping mechanisms in facing final semester exams at Sumber Harta Senior High School, Musi Rawas Regency in 2025.

In this study, the research instrument was a questionnaire to measure students' knowledge about stress and coping mechanisms in facing final semester exams. The questionnaire technique (questionnaire) is a data collection technique in the form of a list of questions systematically compiled for respondents to complete.

Population and Sampling Technique

Population

A population is a generalized area consisting of objects/subjects with certain qualities and characteristics that researchers apply to be studied and then conclusions drawn. The population of this study was 210 students at Sumber Harta Senior High School, Musi Rawas Regency, as of April 2025.

Sample

A sample is a portion of the population and its characteristics. The sampling technique will be based on the characteristics of the population. The sample size that meets the inclusion and exclusion theory criteria is 68 students. However, due to time and cost constraints, the sample size was reduced.

Data Analysis

The data analysis used in this study used a paired sample t-test.

RESEARCH RESULTS

Tabel. 1
Hasil Uji Analisa Statistik Nonparametrik (Spearman's rho)

Variabel	Statistik	Pengetahuan Indikator Mampu Menyebutkan	Pengetahuan Indikator Mampu Mendefinisikan	Pengetahuan Indikator Mampu Menguraikan
Pengetahuan Indikator Mampu Menyebutkan	Correlation Coefficient	1.000	0.068	-0.065
	Sig. (2-tailed)	.	0.522	0.536
	N	92	92	92
Pengetahuan Indikator Mampu Mendefinisikan	Correlation Coefficient	0.068	1.000	0.110
	Sig. (2-tailed)	0.522	.	0.296
	N	92	92	92
Pengetahuan Indikator Mampu Menguraikan	Correlation Coefficient	-0.065	0.110	1.000

Indikator Mampu Menguraikan	Coefficient			
	Sig. (2-tailed)	0.536	0.296	.
	N	92	92	92

Based on the results of the nonparametric Spearman Rank statistical analysis test in the table above, students' knowledge of stress and coping mechanisms in facing final semester exams presented to 92 respondents showed a smallest significance value of 0.296 and a largest significance value of 0.536. This value is $0.296 > 0.05$, thus supporting the hypothesis that H0 (Students' Knowledge of Stress and Coping Mechanisms in Facing Final Semester Exams) is at most 80% of the expected score.

DISCUSSION

After conducting the study, the results of the continuum chart of students' knowledge about stress and coping mechanisms showed that 56.52% were able to mention (sufficient), 59.64% were able to define (sufficient), and 61.49% were able to describe (good). The overall continuum chart of Student Knowledge had an average percentage of 59.21%, meaning sufficient. Therefore, the hypothesis that students' knowledge of stress and coping mechanisms in facing final exams at Sumber Harta Senior High School, Musi Rawas Regency, in 2025 is at most 80% of the expected score is accepted because students' knowledge of stress and coping mechanisms is 59.21%, which is lower than the hypothesized value. The nonparametric Spearman Rank statistical test yielded a significance value of 0.296 at the lowest level and 0.536 at the highest level. A value of $0.296 > 0.05$ means H_0 is accepted. The results of this study are supported by respondents' responses, where the statement with the highest score on the "know" indicator is statement number 2, which reads, "To reduce stress, I actively double-check what I have done," with a percentage of 61.52%. The statement with the lowest score on the "know" indicator is statement number 5, which reads, "Seeking instrumental support is a way to reduce stress by playing with friends and forgetting about schoolwork," with a percentage of 51.30%.

Furthermore, the statement with the highest score on the "know" indicator is statement number 9, which reads, "Taking active action means taking concrete (real) and proactive (more active) steps to achieve goals or overcome problems by calming yourself down," with a percentage of 67.17%. The statement with the lowest score on the "know" indicator is statement number 10, which reads, "Being lazy about proofreading work is a way to cope with stress." 42.82%.

The highest score for the "knowledge and ability to describe" indicator was found in statement 17, which reads, "Taking active action by focusing on one task at a time and carefully completing it can overcome stress," with a score of 66.73%. The lowest score for the "knowledge and ability to define" indicator was found in statement 18, which reads, "Taking active action by double-checking what I'm doing can reduce stress," with a score of 56.52%.

Based on the age characteristics of respondents at Sumber Harta High School, the majority of students were 16 years old, with a percentage of 48.91%. According to Sokidjo Notoatmodjo, in Chapter II, page 47, at a young age (children to adolescents), a person's cognitive abilities are developing. They are more receptive to new information, especially when presented in an engaging and age-appropriate manner. This age is considered the most

productive period for absorbing and processing information. Cognitive abilities are at their optimal level, allowing knowledge to be acquired and stored effectively.

Cognitive development during childhood and adolescence is characterized by dynamic changes influenced by biological, environmental, and social factors. Longitudinal studies indicate that cognitive abilities develop along distinct trajectories, with socioeconomic deprivation, parental involvement, and the school environment significantly influencing these trajectories (Black et al., 2025; Black & Adjei, 2022). Brain maturation, particularly in the prefrontal cortex, involves complex processes such as microglia-mediated circuit reorganization during adolescence, which is crucial for the emergence of mature cognitive functions (Pöpplau et al., 2023; et al., 2022). Structural brain asymmetries also develop during this period, linked to intelligence and mental health outcomes, with both genetic and environmental factors shaping these patterns (Wu et al., 2025). Cognitive mapping and spatial abilities tend to stabilize around early adolescence, approximately age 12, suggesting a period of consolidation in specific cognitive domains (Brucato et al., 2022). Furthermore, exposure to natural environments has been found to have small but positive effects on attention and executive function in children and adolescents, suggesting that environmental enrichment supports cognitive development (Nguyen & Walters, 2024).

Students' knowledge about stress and coping mechanisms in facing final exams is considered adequate, as students now receive more information through the internet and social media. A wealth of educational content on stress and coping mechanisms from educational YouTube, popular psychology Instagram, and educational TikTok attracts the attention of teenagers, indirectly but effectively increasing their knowledge. Furthermore, as academic experience increases, especially when facing various types of exams, students begin to recognize their own stress reactions, seek or learn coping strategies from friends, teachers, or family, and develop study and rest methods that suit their individual styles.

Students' knowledge of stress and coping mechanisms in the face of final exams is considered adequate, as students now receive more information through the internet and social media. The abundance of educational content on stress and coping mechanisms from educational YouTube channels, popular psychology Instagram, and educational TikTok channels attracts adolescents, indirectly but effectively enhancing their knowledge. Furthermore, as academic experience increases, especially when facing various types of exams, students begin to recognize their own stress reactions, seek out or learn coping strategies from friends, teachers, or family, and develop study and rest methods that suit their individual styles.

Research consistently shows that university and nursing students experience moderate to high levels of stress, primarily due to academic workload, clinical demands, and exam pressure (Alkouri et al., 2025; Abaribe et al., 2025; Atuwu-Ampoh et al., 2025; Labrague, 2024). Students generally employ a variety of coping mechanisms, with problem-solving and an optimistic outlook being the most effective and frequently reported strategies, while avoidance and maladaptive coping increase stress levels (Alkouri et al., 2025; Labrague, 2024; Bosun et al., 2023). Social support from peers, family, and educators, as well as self-initiated activities such as meditation and rest, also play a significant role in managing stress (Atuwu-Ampoh et al., 2025; Watson et al., 2025; Mulla et al., 2025). Gender and year of study influence coping styles, with females tending to use emotional support and vent more, and seniors adopting more active coping strategies than first-year students (Bosun et al., 2023). Experience with academic challenges helps students recognize their stress responses and develop personalized coping

methods, often based on information accessed through digital media and social networks (Watson et al., 2025; Waterhouse & Samra, 2025). Institutional support, including stress management training and mentoring, is crucial for enhancing students' coping skills and well-being throughout their academic journey (Abaribe et al., 2025; Labrague, 2024; Liu et al., 2022).

CONCLUSION

Based on the results of the nonparametric Spearman Rank statistical analysis test, students' knowledge about stress and coping mechanisms in facing final exams, conducted on 92 respondents, yielded a significance value of $0.536 > 0.05$. Therefore, the research hypothesis (H_0), which states that students' knowledge about stress and coping mechanisms in facing final exams is at most 80% of the expected score, is accepted.

SUGGESTION

Theoretical

It is hoped that the results of this study can be used for further research on students' knowledge of stress and coping mechanisms during final semester exams at Sumber Harta Senior High School, Musi Rawas Regency. Students' knowledge of stress and coping mechanisms indicates a need for an educational approach that is more relevant to students' current conditions and environments.

Practical

For Sumber Harta Senior High School

Add material on stress management and mental health to Guidance and Counseling (BK) or Pancasila Student Profile Strengthening Project (PS). Use interactive approaches, such as discussions, case studies, and role-play.

For Sumber Harta Senior High School Students

Students at Sumber Harta Senior High School are expected to learn to recognize symptoms of stress such as fatigue, difficulty sleeping, irritability, or loss of motivation. Record stress triggers in a journal, such as a diary, or consult with a guidance and counselor when facing stressful situations.

REFERENCE

- Abaribe, C., Uduhirinwa, C., & Onuiri, A. (2025). Perceived Stress and Coping Mechanisms Among Nursing Students During Clinical Placements IN Babcock University, Ilishan-Remo, Ogun State. *BMC Nursing*, 24. <https://doi.org/10.1186/s12912-025-03374-5>
- Atuwo-Ampoh, V., Whajah, G., Ofori-Manteaw, B., Addo, P., & Angaag, N. (2025). Stress and Coping Mechanisms Among Undergraduate Radiography Students: A Single Centre Study in Ghana. *Radiography*, 31(5), 103094 . <https://doi.org/10.1016/j.radi.2025.103094>
- Bau, N. A., Kadir, L., & Abudi, R. (2025). Hubungan Tingkat Stres Remaja dengan Kemampuan Beradaptasi di Asrama Pondok Pesantren Sabrun Jamil. *e-Jurnal Universitas Negeri Gorontalo*, 1(1). <https://doi.org/10.37905/jje.v1i1.15076>
- Black, M., & Adjei, N. (2022). Longitudinal Analysis of Cognitive Development Across Childhood and Adolescence: Evidence from the UK Millennium Cohort Study. *The Lancet*, 400. [https://doi.org/10.1016/s0140-6736\(22\)02233-4](https://doi.org/10.1016/s0140-6736(22)02233-4)

- Black, M., Akanni, L., Adjei, N., Melendez-Torres, G., Hargreaves, D., & Taylor-Robinson, D. (2025). Impact of Child Socioemotional and Cognitive Development on Exam Results in Adolescence: Findings from the UK Millennium Cohort Study. *Archives of Disease in Childhood, 110*(8). <https://doi.org/10.1136/archdischild-2024-327963>
- Labrague, L. (2024). Umbrella Review: Stress Levels, Sources of Stress, and Coping Mechanisms among Student Nurses. *Nursing Reports, 14*(1), 362-375. <https://doi.org/10.3390/nursrep14010028>
- Liu, J., Yang, Y., Chen, J., Zhang, Y., Zeng, Y., & Li, J. (2022). Stress and Coping Styles Among Nursing Students During The Initial Period of The Clinical Practicum: A Cross-Section study. *International Journal of Nursing Sciences, 9*, 222-229. <https://doi.org/10.1016/j.ijnss.2022.02.004>
- Nguyen, L., & Walters, J. (2024). Benefits of Nature Exposure on Cognitive Functioning in Children and Adolescents: A Systematic Review and Meta-Analysis. *Journal of Environmental Psychology, 961*-2336. <https://doi.org/10.1016/j.jenvp.2024.102336>
- Persatuan Perawat Nasional Indonesia (PPNI). (2016). *Standar diagnosa keperawatan Indonesia: Definisi dan indikator diagnostik (Edisi 1)*. Jakarta: DPP PPNI
- Pöpplau, J., Schwarze, T., Dorofeikova, M., Pochinok, I., Günther, A., Marquardt, A., & Hanganu-Opatz, I. (2023). Reorganization of Adolescent Prefrontal Cortex Circuitry is Required for Mouse Cognitive Maturation. *Neuron, 112*, 421 - 440.e7. <https://doi.org/10.1016/j.neuron.2023.10.024>
- PPNI. (2018). *Standar intervensi keperawatan Indonesia: Definisi dan tindakan keperawatan (Edisi 1)*. Jakarta: DPP PPNI
- Radisti, M., Suyanti, S., & Albadri, A. (2023). Religiusitas dan Konsep Diri Akademik dengan Stres Akademik Mahasiswa Santri. *Psycomedia: Jurnal Psikologi, 2*(2), 102-111. <https://journal.ibrahimy.ac.id/index.php/psycomedia/article/view/3425>
- Rohmah, N. R., & Mahrus, M. (2024). Mengidentifikasi Faktor-Faktor Penyebab Stres Akademik pada Mahasiswa dan Strategi Pengelolaannya. *JIEM: Journal of Islamic Education and Management, 5*(1), 36-43. <https://ejournal.staidapondokkrempyang.ac.id/index.php/jiem/article/view/638>
- Saifudin, M., Adawiyah, S. R., & Mukhaira, I. (2023). Faktor-Faktor yang Memengaruhi Tingkat Stres Akademik pada Mahasiswa Program Studi S1 Keperawatan Non Reguler. *Jurnal Universitas Yogyakarta Muhammadiyah, 12*(2). <https://doi.org/10.37048/kesehatan.v12i2.267>
- Schalbetter, S., Von Arx, A., Cruz-Ochoa, N., Dawson, K., Ivanov, A., Mueller, F., Lin, H., Amport, R., Mildemberger, W., Mattei, D., Beule, D., Földy, C., Greter, M., Notter, T., & Meyer, U. (2022). Adolescence is a Sensitive Period for Prefrontal Microglia to Act on Cognitive Development. *Science Advances, 8*. <https://doi.org/10.1126/sciadv.abi6672>
- Waterhouse, P., & Samra, R. (2025). University Students' Coping Strategies to Manage Stress: A Scoping Review. *Educational Review*. <https://doi.org/10.1080/00131911.2024.2438888>
- Watson, A., Harper, D., Peterson, C., Anderson, M., Reed, C., Young, C., Madeux, A., Willard, L., & Sutton-Clark, G. (2025). A Qualitative Inquiry Into Stress and Coping Among Baccalaureate Students in Preparation For Entering The Nursing Workforce. *Journal of Professional Nursing : Official Journal of the American Association of Colleges of Nursing, 58*, 122-131. <https://doi.org/10.1016/j.profnurs.2025.03.010>

- Winurini, S., & Glory, T. J. S. (2025). Kekerasan Anak dalam Keluarga: Catatan Serius Pembangunan Keluarga Indonesia. *Info Singkat*, 16(22), 21-25. https://berkas.dpr.go.id/pusaka/files/info_singkat/Info%20Singkat-XVI-22-II-P3DI-November-2024-217.pdf
- Wu, X., Zhang, K., Kuang, N., Kong, X., Cao, M., Lian, Z., Liu, Y., Fan, H., Yu, G., Liu, Z., Cheng, W., Jia, T., Sahakian, B., Robbins, T., Feng, J., Schumann, G., Palaniyappan, L., & Zhang, J. (2025). Developing Brain Asymmetry Shapes Cognitive and Psychiatric Outcomes in Adolescence.. *Nature communications*, 16 1, 4480 . <https://doi.org/10.1038/s41467-025-59110-9>