

**EXAMINING ACADEMIC STRESS IN WRITING EFL THESES: A PHOTOVOICE
STUDY OF UNIVERSITY STUDENTS IN INDONESIA**

THESIS

**Presented to the Department of English Language Education
as Partial Fulfilment of the Requirements to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**



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RATIFICATION SHEET

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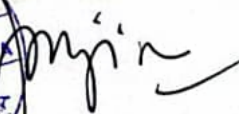
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that in this thesis which I have written, does not contain the work or parts of the work of other people, except cited in the question and references, as a scientific paper should.

Yogyakarta, September 2025



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MOTTO

“Focus on doing the right things instead of a bunch of things”

-Mike Krieger-

DEDICATION

I would like to express my deepest gratitude to Allah SWT who always with me in every situation. I would like to thank to myself for being able to keep running in every track even though in some moment there was a hole on it, but I did it, I did to stand up and back to my running track again. Then I dedicate this degree to my beloved parents, Angky Budi Sasongko and Ninik Wulandari who have always been there, sending me their powerful doas and supporting me physically, mentally, and financially. I would like to thank all my friends who supported me: Sopar Sogut, KRS Ea and PBI 2021 friends whom I cannot mention one by one. The ups and downs were always there, but thanks to all of you, I've made it this far.

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**Examining Academic Stress in Writing EFL Theses: A Photovoice Study of University
Students in Indonesia**

by:

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ABSTRACT

College students often experience academic stress that negatively affects their performance and well-being, particularly during thesis writing due to its heavy demands, workload, and time constraints. This study employs a qualitative photovoice methodology to address this gap, enabling students to visually depict and narrate their actual experiences of academic stress while writing their thesis. Examining the primary sources of academic stress among Indonesian college students when they were writing their theses was the aim of this study. Focus groups, SHOWED-guided captions, and photos were used to gather information from two final-year English education students. Recurring themes in the verbal and visual tales of the participants were found using thematic analysis. Seven main themes emerge from the findings: (1) thesis looms all the time, (2) emotional coping strategies and motivational search, (3) friend's support, (4) social pressure and self-comparison, (5) burden of expectations and family responsibilities, (6) academic challenges and adapting to the thesis process, (7) time management and deadline pressure. By employing photovoice, it provides a fresh methodological contribution that enhances our comprehension of academic stress while also elevating students' voices to better convey their challenges.

Keywords: *academic stress, Indonesian college students, photovoice, thesis writing.*

CHAPTER I

INTRODUCTION

1.1 Background of the study

Academic stress is one type of stress that almost all students encounter. Students frequently suffer stress when they are under pressure, burdened, or in challenging circumstances. Students' emotions, physical and mental health, and interpersonal relationships can all be negatively impacted by excessive stress, particularly if they are unable to control their emotions. Numerous factors, including personality, environment, and cognitive problems, can contribute to stress. Significant life events and everyday disruptions are encountered by students as environmental impacts. Personality elements include traits such as excessive competition and strong-willed behavior. Situations that can cause pupils to feel under pressure are known as cognitive factors (Santrock, 2003). Interactions between students and teachers, worries about learning objectives, impending tests or exams, group learning, peer pressure, time management techniques, and students' assessments of their own learning capacity are all factors that contribute to academic stress and have an impact on students' academic performance (Lin & Chen, 2009). Students' desire to do well on tests and exams, in addition to time restrictions that make the classroom difficult, are the main causes of academic stress (Busari, 2012).

Academic pressure results in several anxieties. Anxiety is thought of as an altered state of fear, or an extreme type of fear, that arises in response to a possible threat or danger. Due to its intense nature, it can cause both subjective and bodily reactions, such as tension or an increase in heart rate or blushing (Riskind & Rector, 2018). Because anxiety has a high correlation with performance, it has also become a popular research issue (Carrier et al., 1984; Ng & Lee, 2015). Test anxiety reduces learning capacity while having negative consequences on the foreign language learner's achievement and competency in the language (Julkunen, 1992). One of the anxieties that occurs due to academic pressure is the foreign language anxiety. Foreign Language Anxiety (FLA) describes a particular complex of self-perceptions, beliefs, feelings, and actions associated with language acquisition in the classroom that result from the special nature of language learning (Horwitz et al., 1986). Individuals diagnosed with Foreign Language Anxiety (FLA) may feel anxious and uneasy when required to speak in a foreign language, especially in a classroom. Additionally, students that experience FLA frequently become defensive. Thus, in order to let go of bad emotions, they would rather avoid

speaking in their foreign tongue (He, 2018). FLA is more common in formal environments where adults intentionally study a foreign language as opposed to picking it up in casual settings. Because they are aware of the clearly taught rules and patterns, they can watch their output, which may raise their affective filter and cause worry (Scovel, 1978). In short, anxiety related to learning a foreign language, which constitutes a substantial portion of the affective filter, is thought to negatively impact language acquisition (Horwitz, 2001).

One of the biggest causes of academic stress for students in senior year is writing a thesis. When preparing a thesis, common academic stressors including pressure, workload, time management, and results-related worries are quite pertinent. Tight deadlines, high expectations, and a significant academic workload are all part of writing a thesis, and they can all cause or worsen academic stress (Gadzella & Baloglu, 2016). One effective medium for self expression or reducing anxiety is photography. Photography is one of the most underutilized but incredibly powerful strategies for lowering anxiety. It is more than just a beautiful art form; it can inspire, heal, and give comfort (Stuckey & Nobel, 2010). Because it stimulates the senses and promotes active learning, photography is an outstanding tool for language learning. Students use their hands and eyes to produce something that expresses their emotions and ideas when they take pictures or make visual art. They are allowed to take pictures of anything that caught their attention, including people, animals, and structures. Students can practice explaining what they see in the language they are studying as they take pictures. Photo elicitation is one of the techniques of photography. This approach, which comes in a variety of forms, is mostly utilized in schooling. Interviewing groups or individuals that react to visual cues is part of the methodology (Sanders, 2009). Photographs selected or taken by the researcher with the express purpose of igniting a conversation might be used for photo-elicitation. Research participants are given cameras in this photo-elicitation modality and asked to shoot pictures related to a specific subject, which will subsequently serve as the starting point for a conversation (Alcazar, 2012).

Several researchers have previously conducted research related to the reasons for academic stress on students. According to previous studies, subject-related projects, frequent exams, academic burden, and parental expectations about academic performance are the main causes of the academic obligations that college students face (Dada et al., 2019). Previous research has linked academic stress to students' poor mental and physical health and longer-term effects in higher education (Pascoe, Hetrick, and Parker, 2020). Distance learning can also cause academic stress. Theoretically, this is because distance education limits students'

academic and social integration in higher education institutions, something that has been shown to predict higher levels of stress and risk. Academic stress during a pandemic has been linked in studies to a pessimistic outlook on the future (Syropoulos et al. 2021), which has been linked in the past to an increased risk of academic burnout and poor academic achievement (Vizoso, Arias-Gundín & Rodríguez, 2019). According to some of this research, university students who have a social environment that supports them are less likely to experience psychological discomfort than those who do not, while those who do not have support are more likely to experience psychological distress. In this study, there is a novelty that the academic stress discussed will focus on thesis work and will be explored through the photovoice method.

The photovoice method has been used in two earlier studies to investigate students' experiences with academic exams and thesis procedures. Photovoice was used by Nurhadi, Hendriwanto, Istiqomah, and Gunawan (2022) to examine the experiences of EFL student instructors in Indonesia during online thesis exams. The participants engaged in critical discourse regarding their learning experience while expressing their technical difficulties, coping mechanisms, and worry through images, captions, and thoughtful group discussions. The photovoice framework developed by Wang and Burris (1997), which emphasizes empowerment and participatory reflection, served as the foundation for this study. In the same way, Koltz, Odegard, Provost, Smith, and Kleist (2010) investigated the comprehensive test experiences of four doctoral learners using photovoice. Throughout the process, the participants represented their emotional and psychological states using images, which were subsequently analyzed to uncover themes including self-efficacy, identity development, and academic pressure. Both studies show how photovoice can be used to better understand the contextual and personal elements affecting students' academic journeys by capturing their actual experiences and feelings around significant academic events.

Therefore, in this study, researchers will use photography as a tool to support efforts to explore academic stress for students because the photos taken can convey what the students feel.

1.2 Identification of the problem

To identify the existing problem, some researchers have argued that academic stress is caused by heavy study loads. The researcher states that academic stress can have multiple

origins, such as parents, school administration, and exam obligations. The inconsistencies within the educational system may be the underlying social cause of academic stress. Although the educational system claims to encourage comprehensive and whole-person learning, test scores take precedence over this admirable objective (Tsang & Lian, 2020). Suicide by students may possibly result from academic stress (Ang & Huan, 2006). These common pressures are exacerbated in the setting of Indonesian college students, especially those preparing theses. As a final academic requirement, the thesis frequently involves special and demanding demands, such as strict deadlines, the need for thorough scientific writing, in-depth research, and the identification of unusual study gaps. This particular academic activity is a crucial subject for research since it has the potential to greatly increase the already existent academic stress. Therefore, it is necessary to explore methods that can contribute to academic stress in order to formulate suggestions on how the government might address this issue.

1.3 Limitation of the problem

Research addressing the previously mentioned topics will be extremely difficult and time-consuming, making it impractical for the researcher to conduct. According to the constraints at their disposal, researchers will confine their study to attempts to examine students' experiences of academic stress through the use of photographic media.

1.4 Formulation of the problem

The following issues are formulated in considering the description of the academic stress problem that was discussed in the problem identification process as well as the study emphasis: What are the main causes of academic stress that Indonesian college students encounter when writing their theses?

1.5 Objectives of the study

This study seeks to examine the main causes of academic stress that Indonesian college students have when composing their theses.

1.6 Significance of the study

The findings point to a number of potential causes of academic stress, including parents,

school officials, and exam pressures. In other words, while the school system claims to encourage whole-person learning, test scores take precedence over this admirable objective. Thus, the findings of this study imply that one possible underlying cause of academic stress may be the systemic contradictions within the educational system. Based on the study's findings, it was discovered that academic stress can raise students' self-efficacy since the pressure it creates can affect how prepared students feel to take on more difficult tasks in the future.

CHAPTER II

LITERATURE REVIEW

2.1 Academic Stress

Academic stress is defined as stress brought on by academic pressure (Desmita, 2010). One type of stress that students encounter when learning is academic stress. Pressure to advance, extended study sessions, heavy workloads, selecting a major, test anxiety, and time management problems are some examples of this (Barseli & Ifdil, 2017). Regarding academic stress, there are a number of things that can contribute to it. Fear may be experienced in a language learning environment by people who do not normally experience it, according to the particular situation-based FLA (Foreign Language Association) concept (Macintyre, 1999; Teimouri et al., 2019). Scholars have investigated and attempted to comprehend how FLA affects students' cognitive systems at every stage of input, processing, and output (Macintyre, 1995; Shao et al., 2013). Academic stress might also result from receiving constructive criticism. Corrective feedback is viewed as a physiological challenge since it can interfere with their openness to learning, even if it may be considered necessary (Ellis, 2013). When students make grammatical, lexical, or pronunciation mistakes during communicative activities, it is preferable to refrain from correcting them as this can lead to stress and prevent learning (Harmer, 2007).

Other causes are the lack of a network of friends can also lead to the onset of academic stress. Quality of friendships is generally favorably correlated with mental health and wellbeing. For instance, internalizing habits, loneliness, and feelings of self-worth are more likely to be experienced by teenagers who report having friendships with higher quality and support (Lodder, Scholte, Goossens, & Verhagen, 2017; Rubin et al., 2004). Friendships can be an important source of support, but they can also be a cause of stress and strain adolescent functioning due to general difficulties and conflict in maintaining connections with friends along with other significant people. There is evidence, however less frequently studied, that higher levels of stress related to friends and peers are linked to worse relational self-views and higher levels of social disengagement (Caldwell, Rudolph, Troop-Gordon, & Kim, 2004).

Academic stress associated with learning a foreign language can be caused by a variety of internal or external sources. The majority of the internal elements have to do with the learners' sense of "self," which includes their attitudes, perceptions, beliefs, and feeling of self-worth. A learner's bad view of their chosen language will probably act as a barrier to the language (Tanveer, 2007). In particular, by classifying them into internal and external elements, Gadzella and Baloglu (2016) offer a thorough framework for comprehending the complex causes of academic stress. Internal factors, which originate from within the person, include self-imposed burdens (how students burden their own minds), pressure (ambition originating from within, sometimes reinforced externally), conflict (being forced to choose between opposing things), and frustration (when life goals are obstructed). External effects, on the other hand, include the physical environment (e.g., uncomfortable surroundings), school (e.g., teaching methods, acceptance in study groups), and family (e.g., parental conflict or absence). This theoretical distinction is essential for creating research tools, like interview questions, because it makes it possible to systematically examine the various causes of academic stress, which in turn makes it easier to conduct a more organized thematic analysis of the results. Conversely, the learning environment, instructor variables, classroom procedures and teacher-student interactions, socio-cultural factors, and other elements may be considered external factors. Prior research has demonstrated the worry of committing mistakes and drawing ridicule from peers is frequently the root cause of language anxiety (Jones, 2004).

As the final stage of a student's education, the thesis writing phase is commonly regarded as one of the most important and demanding times in their academic career. It requires a unique combination of independent thought, dedication, and critical thinking. This stage presents unique stressors that are different from those found in ordinary coursework, mainly because of the high value, the lack of experience in conducting in-depth independent research, and the huge cognitive demands of combining a large amount of material and creating original work (Busari, 2012). The difficulties in gathering data, the complexity of academic writing, particularly in a foreign language context, and the crucial nature of the supervisor-student relationship frequently make it worse for students to deal with excessive workloads, struggle with time management, and face immense pressure to produce high-quality results (Lin & Chen, 2009). Moreover, the social pressure and self-comparison that result from seeing peers' progress is a significant source of stress during this time. It can cause feelings of anxiety, inadequacy, and being stuck or far behind (Caldwell, Rudolph, Troop-Gordon, & Kim, 2004).

These feelings are compounded by the pressure of family expectations and self-imposed deadlines to graduate on time (Dada et al., 2019).

2.2 Previous study

Academic stress is one of the primary causes of anxiety, sadness, and stress among students. This is extremely typical and can occasionally be too much to handle. The secret to handling it is understanding what to do and getting past each challenge. This study supports earlier research on the factors that contribute to academic stress, including parental expectations and academic pressure (Dada et al., 2019; Lin & Chen, 2009). But in the context of Indonesian students working on their theses, this study particularly emphasizes the importance of social pressure and self-comparison. This goes beyond an individualized focus on study load or tests and gives a deeper social dimension to the understanding of academic stress. According to this study, peer support is one of the most crucial elements assisting participants in managing stress, which is consistent with earlier studies emphasizing the value of social support (Caldwell, Rudolph, Troop-Gordon, & Kim, 2004). This study highlights the importance of having understanding and supportive companions, which lowers feelings of loneliness and boosts motivation. This emphasizes how important a socially friendly atmosphere is for reducing academic stress. Additionally, this study found that students use motivation seeking and emotional coping techniques to manage stress. According to studies on coping strategies (Jahara, Husein, Kumar, 2022), students learn a variety of coping tactics, such as engaging in inspiring and distracting activities.

Previous research has linked academic stress to students' poor mental and physical health and longer-term effects in higher education. This study focuses on academic stress brought on by pandemics. Pascoe, Hetrick, and Parker (2020) examine to what degree there are recognized risk factors that expose pupils to such adverse consequences. The study was conducted quantitatively by measuring tension from academics as well as concern with COVID-19 study between autumn 2020 and spring 2022. They involved all the students at a large university in Sweden and divided them into 4 waves. The result shows that during the first year of online education, there was a general rise in pandemic-induced academic stress brought on by the COVID-19 pandemic.

Vizoso, Arias-Gundín, and Rodríguez (2019) examined the relationship between coping strategies, dispositional optimism, academic burnout and academic performance using structural equation modeling. It has been linked in the past to an increased risk of academic burnout and poor academic achievement. This study was conducted quantitatively to assess optimism, measurement of coping, and to evaluate academic burnout. They involved 532 undergraduate students in Spanish. The result shows that adaptive coping was directly and negatively able to explain academic burnout, while maladaptive coping was directly and favorably related to it.

In the context of EFL, the recent occurrence of academic stress is often experienced by many people. Jahara, Husein, Kumar (2022) has carried out a study to ascertain how coping methods mediate the association between academic stress and core self-assessment. The purpose of this quantitative study was to investigate the relationships between academic stress, self-evaluation, and coping mechanisms. They involved 112 participants from English institutes in Woldia, Ethiopia. This study used 3 questionnaires including the core of self-evaluation, the coping styles questionnaire, and academic stress questionnaire. The result shows that the core of their assessments shows a significant negative correlation with emotion-centered coping and a significant positive correlation with problem-based coping.

There are other previous studies in EFL contexts on academic stress. Anwar & Wahyuningsih (2024) has carried out a study with the goal of investigating how pre-service English instructors in Indonesian institutions of higher learning have managed academic stress during online coursework. This study was conducted qualitatively and they explained the eight photographs in this post using the photovoice technique. They chose participants in an English program at an Islamic university who were between the ages of 20 and 21. The results indicate that pre-service English instructors utilize a variety of coping mechanisms to manage the stress of online learning, including playing video games, reading comic books or other large volumes, relaxing or rehabilitation, as well as listening to music.

2.3 Conceptual Framework

This research in examining the academic stress during thesis writing, uses the concept from Lin & Chen (2009) which views stress as a diverse reaction including emotional, cognitive, and behavioral reactions to academic pressures, serves as the main foundation for the

conceptual framework of this study. This approach offers a basis for comprehending academic stress as a dynamic interplay between personal characteristics and academic demands, which is especially pertinent when examining students' experiences writing their theses.

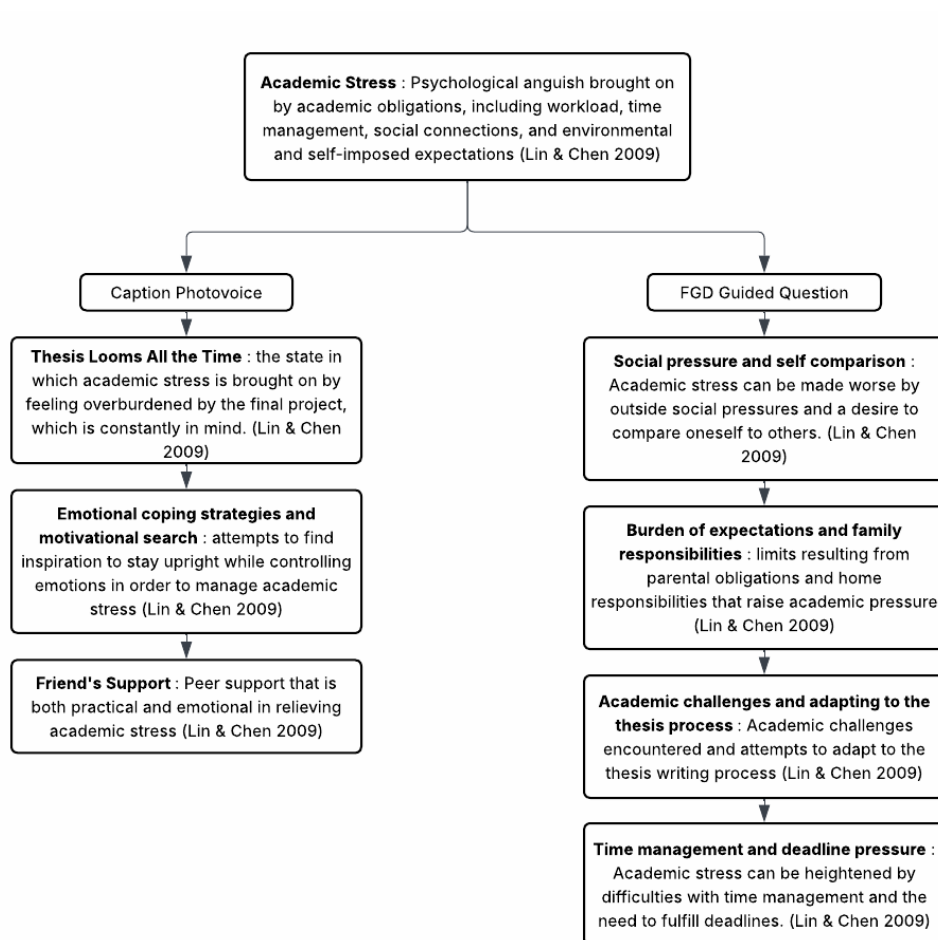


Figure 2.3 Conceptual framework

CHAPTER III RESEARCH DESIGN

3.1 Research Design

Given the negative impacts academic stress can have on students' mental health and general wellbeing, including anxiety disorders, depression, and even suicidal thoughts or actions, it is imperative to understand how students cope with academic stress (Guevarra, 2024). Thus, the researcher summarized and presented the participant data in a thorough way using a qualitative method utilizing photovoice. The goal of qualitative research is to comprehend how individuals see the world. Although there are numerous methods for conducting qualitative research, most of them are adaptable and concentrate on maintaining nuanced interpretations of the findings (Bhandari, 2023). Through the use of particular photographic techniques, individuals can recognize, portray, and improve their abilities through the process of photovoice (Wang & Burris, 1997).

3.2 Data Preparation

3.2.1 Setting & Participant

With a focus on final-year students who are working on a thesis, this study was carried out at the English Education Study Program, Faculty of Social and Cultural Sciences, Universitas Islam Indonesia, Yogyakarta. This location was picked since the thesis preparation process is regarded as one of the most taxing academic phases and may be quite stressful. Two eighth-semester students, ages 21 to 22, who were actively working on their theses, were purposefully chosen to participate in the study. The reason I recruited these two participants is because they have a unique attitude, such as when they open their laptop to work on their thesis, they don't know what to do, they just look at the laptop without knowing what to do. There are also times when they don't have the mood to eat because they are too concerned with

the thesis. Despite the small quantity, this is consistent with the features of the photovoice approach, which highlights the depth of data, in which participants not only capture events in images but also consider them in narratives and conversations.

3.2.2 Consent Form

The participants' proper agreement is required for each research study that collects participant data. In order to gain participants' consent to obtain the research results, researchers construct a consent form that will be given to participants. Furthermore, the form includes data that the participants submitted about the research topic.

3.2.3 Instrument

3.2.3.1 Captions

Using the SHOWeD technique as a guide, this tool makes it easier to gather visual data (photographs) along with participants' own interpretations and reflections (Wang & Burris, 1997). Participants are encouraged to critically examine their photos using the SHOWeD prompts, making connections between the visual content and their own experiences, larger societal problems, and possible solutions. This approach is essential for elevating the voices of participants and guaranteeing that their viewpoints remain at the heart of the data. During the initial stage of data collection, participants are given instructions to capture pictures that are relevant to the study's themes using the SHOWeD method. They then create written or spoken captions for every picture using the SHOWeD prompts. The main source of information for deciphering the visual storytelling is these captions.

Wang and Buris (1997) SHOWeD
method

1. What do you See here?
 2. What is really Happening here?
 3. How does this relate to Our lives?
 4. Why does this situation, concern or strength Exist?
 5. What can we Do about it?
-

3.2.3.2 Photovoice

Through the process of photovoice, people can recognize, represent, and enhance their communities by employing a particular photographic technique. Through large and small group discussions about photographs, photovoice is a knowledge-generating practice that aims to: (1) empower individuals to document and represent the issues and strengths of their communities; and (2) promote critical thinking and knowledge about important issues (Wang & Burris, 1997).

In critical qualitative research, photovoice has been utilized as a component of Participatory Action Research (PAR) to record the lived experiences of both participants and learners. Photography, which has lately evolved into digital photography, serves as a record of the experiences of learners. Some qualitative researchers employed photovoice, a technique for gathering qualitative data where participants are asked to take pictures of their daily life, using digital photography (Call-Cummings et al., 2019; Fisher-Borne & Brown, 2018; Lockyer & Koenig, 2020). The activities of teachers and students within and outside of the classroom have been recorded using photovoice (Ferdiansyah et al., 2020; Grant, 2019).

Previous research has investigated students' perceptions of learning English tenses through photovoice. Through the images they take and the narratives they incorporate, photovoice enables students to express their viewpoints in a variety of ways. This study emphasizes the significance of first-year English language learners' comprehension and employs photovoice to investigate the perspectives of these learners. After choosing pictures that best captured their feelings during the offline English lesson, participants were asked to discuss the pictures with one another (Listiwati, 2024).

3.2.3.3 FGD guided questions

The purpose of these semi-structured interview questions is to elicit detailed verbal narratives from participants regarding their own experiences, viewpoints, and difficulties associated with academic stress while writing a thesis. They seek to find out the fundamental causes of stress, the particular challenges faced, and the larger background of their academic career. Participants can freely elaborate due to the open-ended format, offering subtle insights that enhance the visual data. After each participant submits their photos and preliminary captions, the interview questions are primarily employed during the interview session. This

order enables the researcher to explain or build upon the participants' first remarks as well as to go deeper into themes that surface from the visual data. Based on the theory from Trigueros et al. 2020, the researchers created these interview questions.

1. Can you tell us about your experience in writing a thesis?
2. What were the main challenges you faced while writing a thesis?
3. What can trigger stress during writing a thesis?

3.3 Data Collecting Techniques

The researcher gave the students advice on how to capture ethically appropriate photographs with their smartphones. Over the course of a week, each student was instructed to take six pictures that reflected a few of the following themes: (1) How was your experience in writing your thesis? (2) What were the main challenges you faced while writing your thesis? (3) What things can trigger stress during the thesis process?

Interviews at university were used to gather data. The researcher started by looking for participants who would fulfill the study's specifications. Subsequently, the researcher used WhatsApp to identify herself to the participants and request consent for conducting the interview. After several communications with the subjects, the researcher sent a letter requesting permission to conduct an interview with the participants for this study, along with a consent form. After that, the participant and the researcher decided on the time for the interview session. A voice recorder was used to gather and record data. As a result of this study, the data was transcribed following the interview session.

3.4 Data Analysis

Using the six-phase framework developed by Braun and Clarke (2006), theme analysis was used to examine the data gathered from semi-structured interviews and photovoice discussions. To guarantee accuracy, all photovoice and interview sessions were audio recorded and fully transcribed. Data familiarization was the first step in the analysis process, during which the researcher read the transcripts several times to fully comprehend the participants' spoken and visual narratives. Meaningful words, phrases, and sentences that represented the

experiences and viewpoints of the participants were highlighted and assigned codes during the first coding phase. Instead than depending on pre-existing theoretical assumptions, these codes were inductively constructed from the data, allowing the voices of the participants to direct the study. In order to find themes, similar codes were grouped into more general conceptual categories that symbolized recurrent concepts or patterns. To guarantee consistency and relevance, these possible themes were analyzed in light of the coded extracts and the complete dataset throughout the reviewing and refining phase. Each theme that captured the essence of the participants' common experiences was then identified and given a name. The last stage was writing the report, in which the themes were arranged and analyzed to address the research questions and shed light on the phenomenon being examined. By means of this methodical procedure, the thematic analysis assisted in converting rich qualitative data from interview narratives and images into significant themes that represented the participants' actual experiences.

3.4.1 Coding and Thematizing

This study employed thematic analysis as established by Braun & Clarke (2006) for data examination. Through steps of coding and thematizing, the data is arranged into an understandable format. Finding, examining, and summarizing the themes that surfaced from the interview data and picture narratives in the photovoice method was the aim of this analysis.

Table 3.4.1.1 *Caption Coding*

Data Sources	Components	Coding
Caption	1. Thesis Looms All the Time	TLAT/ECSMS/FS
Photovoice	2. Emotional Coping Strategies and Motivational Search	
	3. Friend's Support	

Table 3.4.1.2 *Interview Transcription Coding*

Data Sources	Components	Coding
Interview	1. Social Pressure and Self-Comparison	SPSC/BEFR/ACATP
	2. Burden of Expectations and Family	/TMDP

Responsibilities

3. Academic Challenges and Adapting to the Thesis Process
 4. Time Management and Deadline Pressure
-

The next stage was to arrange and classify these codes into more general themes following the first coding procedure that extracted meaning units from the data. In line with the phases of theme analysis, this procedure entails searching for patterns and connections across codes in order to formulate key concepts that emerge from the data (Braun & Clarke, 2006).

3.5 Trustworthiness

The researcher uses Lincoln and Guba's (1985) five trustworthiness criteria, including credibility, transferability, dependability, confirmability, and reflexivity to guarantee the validity and integrity of the data in this study. By using triangulation of sources and methods, such as a combination of oral narratives (interview) and visual data (photography), credibility was preserved while delving deeply into students' academic experiences. This is consistent with the photovoice method, which stresses validity by presenting participants' experiences directly (Wang & Burris, 1997). Rich explanations of the background, participant traits, and research methods were used to achieve transferability. Even though there were only two participants, their participation in the thesis preparation process as final semester students offered a unique and pertinent context that might be used in related research. By methodically recording every phase of the study process including instrument design, data collection methods, and analytic techniques based on Braun & Clarke's (2006) thematic approach, reliability was preserved. This made it possible for others to transparently assess or duplicate the study process. By documenting important choices made during the analysis process and contrasting the results with Lin & Chen's (2009) academic stress theory, confirmability was guaranteed. The study's objectivity was strengthened by the congruence of data, interpretations, and findings. This was corroborated by earlier research that highlighted the significance of both internal and external elements in causing academic stress, such as Trigueros et al. (2020) and Vizoso et al. (2019). Realizing that the researcher is the primary tool in qualitative research is how reflexivity is practiced. Throughout the interview procedure and data analysis, researchers constantly consider potential biases and social orientations toward participants in order to preserve

interpretive neutrality.

Through the use of these five criteria, this study aims to provide accurate and pertinent results by using a photovoice approach to describe the dynamics of academic stress in Indonesian university students.

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Findings

The research findings from qualitative data gathered by photovoice and interview are presented in this chapter. These results are arranged according to major themes that developed from the data analysis and represent Indonesian students' experiences with academic stress, especially when it comes to writing theses. These results will be interpreted in light of current research and theoretical ramifications in the discussion section.

According to Tony, a 22-year-old English education major, he frequently feels stuck in a repetitive academic schedule. When he observes his peers completing their theses more quickly than he does, he often feels nervous. Tony admits that he gets anxious while working on his thesis, particularly when he sees large crowds in public settings like shopping centers. One of his photographs shows him at the busy Pakuwon Mall, feeling jealous of those who had leisure time to chill out. He states, "I really want my thesis finished as soon as possible so I can have plenty of free time to enjoy life like they do."

A distinct but no less difficult experience has been endured by Yuri, a 22-year-old English education major. When she observes her peers completing their theses more quickly than she does, she frequently feels uneasy and nervous. The picture depicts Yuri sitting in a library with friends who are working on their theses nearby. "Seeing them ahead of me, while I'm still stuck in the same place, makes me feel pressured," she said. But Yuri found that having friends' support is essential to finishing a thesis. She frequently receives invitations to collaborate on assignments in the library, which lessens her sense of isolation when dealing with academic difficulties.

4.1.1 Caption Themes

Participants created visual narratives that represented their experiences of academic stress while working on their theses using the photovoice technique. The SHOWED framework or formula was utilized in the creation of the narrative photographs. After a qualitative analysis of the captions, a number of themes surfaced. Below are these themes.

4.1.1.1 Thesis Looms All the Time

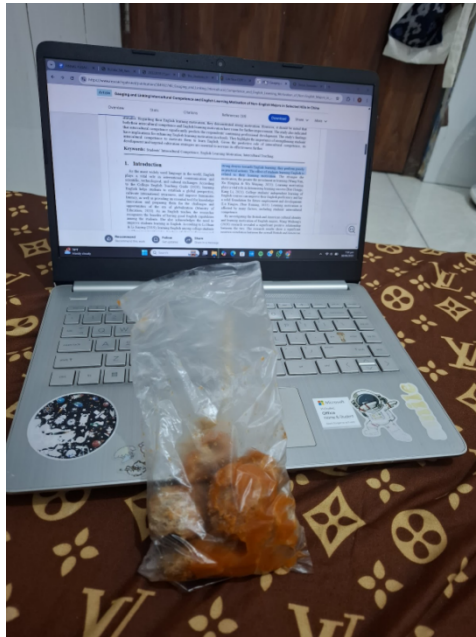
The first topic that came out of both participants' experiences was how their theses became a source of ongoing tension that followed them around. The intense academic obligations placed a heavy emotional weight on both Tony and Yuri.



Picture 1. Tony took this photo while observing the crowd at Pakuwon Mall.

According to the photo above, Tony talked about how the crowds at Pakuwon Mall made him feel. He was consumed by thoughts about his incomplete thesis and felt jealous of those who had leisure time to unwind. He remarked, "I really want to finish my thesis as soon as possible, so this makes me even more frustrated" (TLAT01). Tony was under a lot of pressure to finish his thesis, which made him anxious and unmotivated. His emotional state was further worsened by the uncertainty surrounding his timely graduation, trapping him in a never-

ending loop of worry.

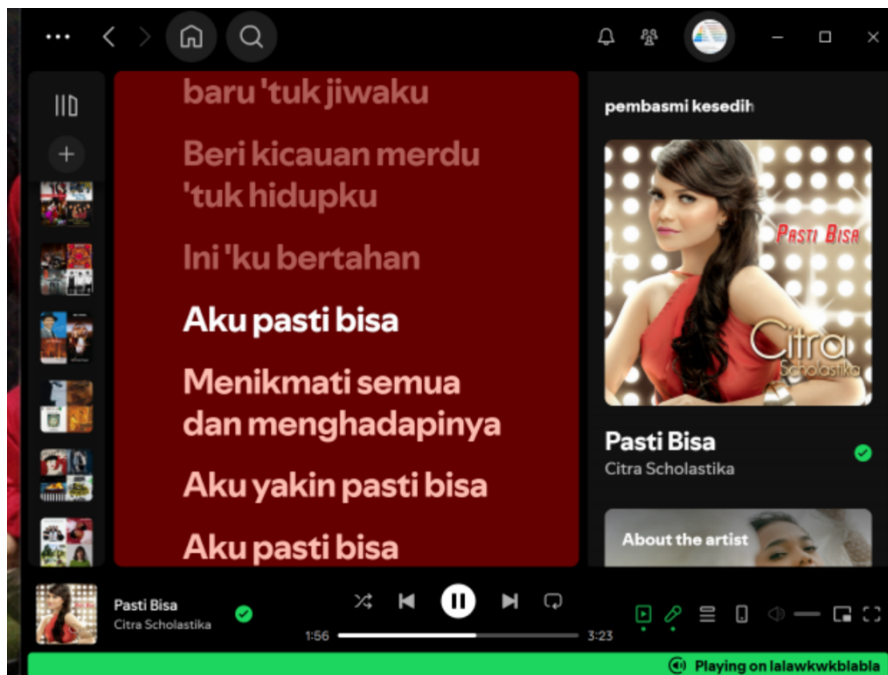


Picture 2. Yuri took this photo while at the boarding house working on her theses.

When Yuri noticed that her peers were finishing their theses more quickly than she was, she had the same anxiousness. She felt trapped in a repetitive pattern because she was under pressure and lacked confidence. When working on her thesis, she remarked, "I feel stuck in the same place" (TLAT03). She frequently felt uneasy and lost concentration as a result of this anxiousness. Yuri confessed that she struggled to find a way out of the strain she was under because she felt trapped.

4.1.1.2 Emotional Coping Strategies and Motivational Search

The second topic that surfaced was the participants' efforts to cope with the emotions brought on by academic pressure by finding coping mechanisms or diversions. Tony and Yuri gave examples of how to distract themselves from the weight of their thesis that was haunting them.



Picture 3. Tony took this photo when he was looking for motivation to work on his thesis.

Tony discovered that engaging in fun activities can help divert attention and reduce stress. He frequently watches movies or listens to music to help him focus. One of his pictures depicts him listening to Citra Scholastika's song "Aku Pasti Bisa," which gives him a surge of motivation. "This song gives me the confidence that I can complete my thesis and graduate in the near future," (TFD02) he stated. This illustrates how pop culture components may be an effective source of motivation. In order to reduce tension, Tony also makes an effort to exercise, such as going for walks outside. Tony stated in the interview that his primary drive is to demonstrate to his friends and himself that he is capable of finishing his thesis on schedule. He is strongly motivated to complete his thesis by his desire to honor his parents' financial assistance and to avoid disappointing them.



Picture 4. Yuri took this photo while in the middle of a crowd to relieve stress from her thesis.

Yuri uses physical activities as a diversion as well. She frequently exercises or takes walks outside to reduce her nervousness. "I feel really good about not opening my laptop on Sundays," (ECSMS02) she remarked. These exercises have been shown to be a successful method for reducing stress and enhancing mental health. Furthermore, Yuri has discovered that hanging out with friends in a café or library might help her forget about the demands of her thesis. Yuri stated in the interview that she is driven to overcome obstacles in identifying research gaps, reading a large number of publications, and writing in English, which she is still not familiar with. Despite the hardship, Yuri is inspired to keep trying and never give up by her friends' accomplishments.

4.1.1.3 Friend's Support

One of the most important things that helped both participants finish their theses was the support of their friends. According to Tony and Yuri, having friends who sympathized with them and encouraged them helped them cope with the pressures of school.



Picture 5. Tony took this photo while hanging out with his friends.

In order to finish his thesis, Tony stressed the value of having friends' support. He frequently received invitations to collaborate on assignments at a café, which helped him feel less isolated when dealing with academic difficulties. He remarked, "I am really appreciative of my friends who always support me and work with me on assignments" (FS01). This social support has been shown to be a successful coping mechanism for lowering stress levels. Tony believes that he gets the inspiration he needs from interacting socially with peers.



Picture 6. Yuri took this photo while at the library with her friends.

Yuri gains from her friends' support as well. Working at the library with her pals gives her additional motivation. "I am inspired to work hard when I observe them doing so" (FS01) she remarked. This demonstrates how social connection can increase students' motivation and keep them concentrated on their academic objectives. Yuri admits that having friends' emotional support is essential to coping with the demands she endures.

4.1.2 Interview Themes

An overview of the key conclusions drawn from the examination of interview data is provided in this section. Some conclusions that surfaced during the interviews were not mentioned in the subtitles. As a result, the interview data is displayed independently. The viewpoints, experiences, and group opinions of participants on the subject matter are reflected in these themes, which are recurrent patterns or major concepts seen in interview transcripts. A brief explanation of each subject will be given, and participant quotes will be used to support the story and offer empirical support.

4.1.2.1 Social Pressure and Self-Comparison

This theme emphasizes how participants in the thesis writing process experience a great deal of stress due to their social surroundings and peer comparisons.



Picture 7. Tony took this photo when attending his friend's graduation ceremony.

When Tony observed the others making significantly more progress on their theses, some of them even graduating already, he openly expressed his jealousy and fear. One of his pictures showed him at a café working on his thesis with friends who had already made more progress than he had. He remarked, "All of my friends are already ahead of me in their thesis progress, so I feel really anxious here" (SPSC01). Attending his friend's graduation ceremony heightened this emotion and made him question if he would be able to finish his thesis in time and catch up to his peers. Strong internal pressure to demonstrate that he could succeed was brought on by this comparison.



Picture 8. Yuri took this photo while she was healing but still remembering her thesis.

Yuri said that she felt pressured by her peers who had already attended their commencement, graduation, or thesis defense, even though she did not explicitly state that she was jealous. "It's not jealousy," she clarified, "but rather pressure on myself, like when will I be able to be like them" (SPSC02). This sentiment comes from her perception that her friends have moved on while her thesis work is "stuck in revisions". This demonstrates how pressure and self-doubt can be inadvertently triggered by the accomplishments of others, even when there is no deliberate attempt to compare them negatively.

4.1.2.2 Burden of Expectations and Family Responsibilities

This subject looks at how individuals' feelings of obligation to their families and their expectations of them can be a source of stress and motivation.



Picture 9. Tony took this photo during family time.

One of Tony's biggest sources of stress is his parents' demands that he graduate on schedule. His family has spent a lot of money on his necessities, therefore he fears disappointing them. He describes how, in exchange for him finishing his thesis as fast as possible, his parents purchased him new sandals in one of his pictures. "I don't want to let my family down. I might not be able to graduate on time, even though they've already spent a lot of money on my needs," (BEFR01) he remarked. The answer is to avoid disappointing them and finish his thesis on time as evidence. This demonstrates how the weight of familial expectations acts as a major source of pressure as well as inspiration.

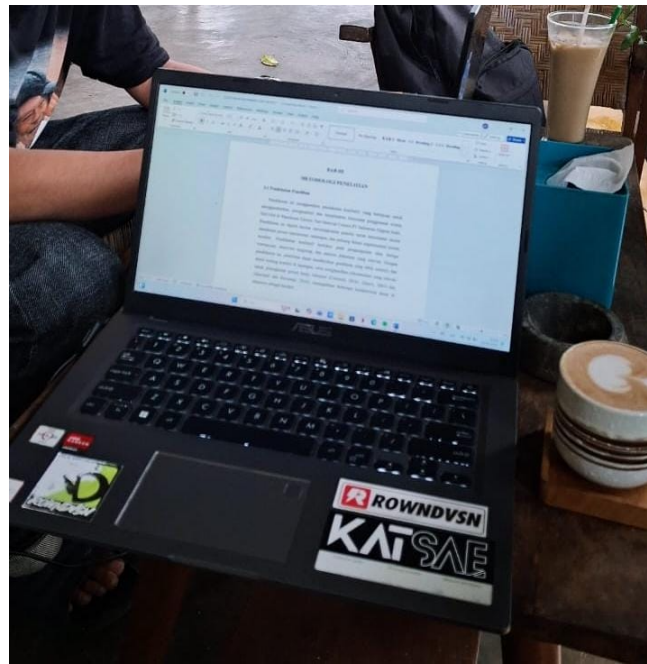


Picture 10. Yuri took this photo during family time.

Yuri acknowledged that she felt pressure from within because of the time limits she established for herself for her thesis (defense deadline, graduation, commencement), even though she did not specifically name family expectations as a source of stress. "I made a plan, like I have to finish this chapter this month and the next chapter next month," (BEFR02) she remarked. Her attitude instantly deteriorates when this chronology is interrupted because of changes or issues with the data. The pressure to achieve these personal goals may be an internalization of external expectations, particularly those from the family context, even when it has nothing to do with family.

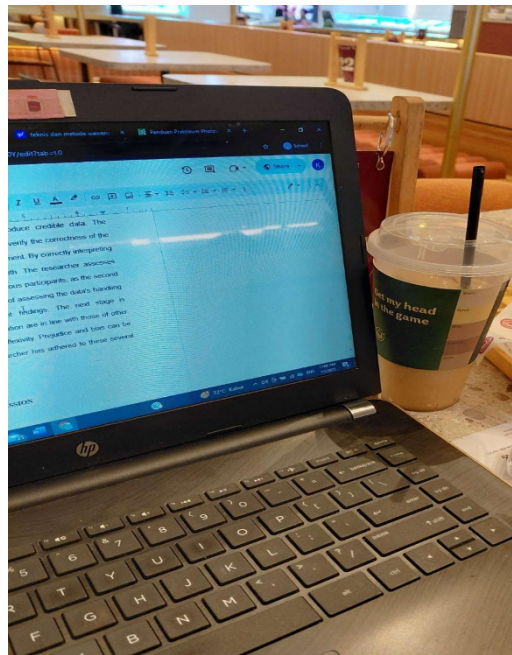
4.1.2.3 Academic Challenges and Adapting to the Thesis Process

This theme talks about how participants adjust to this new approach and the challenges they encounter when writing a thesis.



Picture 11. Tony took this photo while working on his thesis at a cafe.

In contrast to his typical responsibilities, Tony acknowledges that working on his thesis is "something new" for him. Having to write a journal and undertake research, which he has never done before, stresses him out. "I get tremendously worried out while I'm working on my thesis. Working on my thesis still feels new to me because I'm not a particularly brilliant guy," (ACATP01) he says. His biggest obstacles were locating pertinent journals and writing in English, which occasionally required the use of Google Translate. This suggests that he is still learning and adjusting to the requirements of writing scientifically.



Picture 12. Yuri took this photo while working on her thesis at a cafe.

A thesis, in Yuri's opinion, is "something new" that necessitates a large number of references and the capacity to identify research gaps. "Identifying the gap and then determining how prior research has been conducted is the challenge when I write a thesis," (ACATP02) she stated. Writing in English is another significant difficulty since the grammar might become jumbled and require a lot of changes. Significant academic challenges are also presented by data gathering issues, which might take up to a month and demoralize her.

4.1.2.4 Time Management and Deadline Pressure

This last theme emphasizes how participants' main sources of stress are deadline pressure and time management.



Picture 13. Tony took this photo while eating and thinking about his many deadlines.

Tony could feel the burden of time slipping by. As time went on, he was under stress since he was still having trouble writing his thesis. "I feel under strain since time goes by more quickly the closer it gets. "What if I can't complete it by the deadline?" (TMDP02) he said. Seeing his colleagues' efforts outpacing his own made him feel even more "far behind" and increased the pressure to complete his thesis by the deadline.



Picture 14. Yuri took this photo while sunbathing on the rooftop and thinking about her deadlines.

For her thesis, Yuri proactively established a personal schedule or deadline, including the dates of the commencement, graduation, and hearing. She scheduled the completion of each chapter for a particular month. But this chronology ended up being her biggest source of anxiety. "What concerns me is the deadline. "I feel a little unmotivated because there are so many revisions, so my timeline might get delayed or postponed, and my mood just drops," (TMDP01) she said. Her mood plummeted and the deadline was delayed due to data collecting delays, underscoring the significance of time management and the consequences of not achieving personal objectives.

4.2 Discussions

This study offers profound insights into Indonesian students' stress during academic stages, especially during the thesis writing stages, through the use of photovoice and interview techniques. Among the numerous themes that emerged, the most pressing and thorough conclusion was that peer pressure and self-comparison are the main sources of academic stress. This gets worse by internalizing external expectations and having trouble adjusting to new demands in the classroom.

When Tony and Yuri compared their theses' progress to that of their friends, they both frequently reported feeling anxious, stressed, and even that they were lagging behind. Tony expressed his jealousy of people who were relaxing or his friends who were far into their thesis work, some of whom had even received their degrees. Yuri recognized the existence of self-imposed pressure resulting from seeing that her friends had moved forward while she felt stuck in revisions, but rejected the term jealousy. In addition to causing anxiety, this social comparison phenomena also breeds self-doubt and feelings of inadequacy, all of which impair motivation and output. Since it emphasizes the social aspect of academic stress, which is frequently disregarded in too individualistic approaches, this study is extremely pertinent and important. Numerous factors, including a lot of studying, tests, and parental expectations, have been linked to academic stress in the past (Dada et al., 2019; Lin & Chen, 2009). This study, however, focuses on how peer comparison and other social pressures can be a strong and widespread source of stress. According to Caldwell, Rudolph, Troop-Gordon, and Kim (2004), social disengagement and more negative self-perceptions were linked to higher levels of stress involving friends and peers. Observing the advancements of others can intensify emotions of

inadequacy and loneliness, particularly in the setting of thesis work, where students frequently feel alone in their problems. This leads to a vicious cycle where stress leads to comparison, which in turn makes stress worse.

This social pressure is further increased when one internalizes expectations from one's family and oneself. Tony is under a lot of pressure to not let his parents down because they have made significant financial investments, while Yuri sets strict personal targets that, if missed, immediately affect Tony's mood. Tony's wish to "honor his parents' financial support" (BEFR01) is one example of how these expectations might act as motivators, but they also have a double-edged effect that puts more pressure on the academic process. Vizoso, Arias-Gundín, and Rodríguez (2019) demonstrate how coping mechanisms and dispositional optimism impact academic burnout, and how improperly managed expectation pressure can exacerbate burnout. The participants felt trapped and stressed all the time since these expectations were a part of the burden they carried.

These results are especially instructive because they demonstrate the interplay between academic difficulties associated with thesis writing and social pressure and expectations. According to both participants, the thesis was something new that called for scientific writing, research abilities, and flexibility in dealing with new procedures. When placed in the framework of social comparison and strict deadlines, challenges with data gathering, writing in English, identifying research gaps, and locating pertinent journals all became more intimidating. In this instance, social pressure and new academic problems may worsen the negative impacts of academic stress, which has been connected by Pascoe, Hetrick, and Parker (2020) to poor mental and physical health.

The study's most important conclusion is that social dynamics specifically, internalized expectations and self-comparison, significantly increase academic stress among students completing their theses, in addition to the academic workload itself. This knowledge is essential for developing more comprehensive interventions that address academic performance and time management as well as fostering a supportive environment, lowering the pressure to compare, and assisting students in better self- and external expectation management. The goal, methodology, and data orientation of the current study are very different from those of Lin and Chen's (2009) research. The Academic Stress Inventory, created by Lin and Chen (2009), quantitatively assessed the elements that influence students' academic stress, including

interactions with teachers, learning goals, tests, and time management. Their study's main goal was to use a systematic, numerical approach to detect and categorize internal and external stressors that have an impact on students' academic performance. In contrast, the current study examines the lived experiences of Indonesian university students writing their theses using a qualitative photovoice approach in conjunction with interviews. By giving participants the opportunity to express their experiences through images and introspective essays, this study highlights the subjective, emotional, and social aspects of academic stress rather than using statistics to measure stress levels. By concentrating on the particular context of thesis writing, which includes novel academic hurdles, self-comparison, and family expectations—factors that are not thoroughly explored in Lin and Chen's work—this study also expands on Lin and Chen's theory. This study expands on Lin and Chen's notion of academic stress as a response to broader academic constraints by demonstrating how peer comparison, self-imposed expectations, and social pressure influence students' stress experiences during their last year of school.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Using the photovoice method, this study examined the underlying academic stress experienced by Indonesian university students as they wrote their theses. Seven major themes surfaced from the thematic analysis of verbal and visual data: (1) thesis looms all the time, (2) emotional coping strategies and motivational search, (3) friend's support, (4) social pressure and self comparison, (5) burden of expectations and family responsibilities, (6) academic challenges and adapting to the thesis process, (7) time management and deadline pressure. The results show that social dynamics, especially expectations from family and peers, are major stresses that increase students' academic burden. However, the study also discovered that peer support, motivating techniques, and emotional coping strategies are essential for stress relief. This study shows that social and emotional elements connected with the academic process also influence academic stress during thesis writing, in addition to workload and deadlines. Additionally, photovoice gave students a valuable forum to narratively and visually communicate their difficulties.

5.2 Suggestions

This study has a number of limitations that should be taken into account for subsequent investigations. First, the study only included two participants from a single university program, which restricts how broadly the results may be applied. Future research may involve a bigger and more diverse set of participants to examine broader patterns of academic stress, but the limited sample size, characteristic of qualitative photovoice studies, focuses on depth rather than breadth of experience. Second, the results are dependent on participant reflections and could be impacted by subjective interpretation because this study used self-reported data from interviews and images. Future studies could include mixed-method or longitudinal approaches to more thoroughly triangulate verbal and visual data. The results of this study include a number of consequences and recommendations. In order to handle the demanding nature of thesis writing, students should keep honing adaptive coping strategies including time management, motivation, and emotional control. As social support has been demonstrated to

lower stress and increase motivation, students should also foster helpful peer relationships to balance their academic and emotional well-being.

The results emphasize the necessity for thesis supervisors and instructors to take a more comprehensive and compassionate approach to supervision. Throughout the thesis-writing process, supervisors are urged to attend to students' emotional states in addition to offering academic and technical advice. Students' academic stress and feelings of inadequacy can be reduced by fostering open communication, providing sensitive constructive criticism, and boosting self-efficacy. Frequent check-ins and conversations on stress management may also foster a more encouraging supervision atmosphere that empowers students rather than overwhelms them. Universities should offer formal mentorship programs that cover time management, academic writing, and mental health support at the institutional level. During the thesis process, peer mentoring or learning communities can also help people feel less alone and more included. In order to gain a deeper knowledge of how academic stress appears across fields and institutions, future researchers are invited to build on this study by using the photovoice method to larger samples or diverse academic environments.

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APPENDICES

Transcript Interview

K: pertanyaan yang pertama mungkin dari A dulu kali ya, bisa nggak sih ceritain singkat saja pengalaman kamu pas nulis skripsi?

A: saya itu pas ngerjain skripsi tuh rasanya kayak tertekan banget, saya itu tipe yang tidak terlalu pintar, jadi ya ngerjain skripsi tuh rasanya masih kayak baru buat saya. saya biasanya cuma ngerjain tugas biasa, sekarang saya harus bikin jurnal, neliti seseorang atau sesuatu, usaha sendiri gitu. makanya saat saya ngerjain skripsi kayak stress, kayak belum terbiasa ngerjain skripsi, itu sih yang bikin saya stress pas nulis skripsi. Ya tapi perlahan-lahan saya juga sambil belajar cara bikin skripsi yang bener tuh gimana, terus juga pas ngerjain skripsi saya meminta bantuan pada teman-teman saya dan pembimbing saya, kayak apa yang perlu saya lakukan untuk membaguskan skripsi saya, ya sejauh ini alhamdulillah skripsinya berjalan dengan lancar-lancar saja, tapi masih sering kebingungan

K: okee, kalo Y gimana, apa ada kesamaan dengan A atau berbeda?

Y: tadi pertanyaannya gimana?

K: ceritain singkat saja pengalaman kamu pas nulis skripsi

Y: kalo pengalaman aku nulis skripsi itu awalnya emang kayak A tadi, kayak ngerjain sesuatu yang baru. Pertama kayak mungkin kalo baca-baca jurnal ngga ya, kayak biasa aja, tapi karena ini skripsi, jadi kayak kita perlu banyak jurnal buat dibaca, perlu banyak referensi yang harus dibaca, terus kayak kita juga harus menemukan kayak gap penelitian kita, mungkin sulitnya disitu, tantangannya kalau aku nulis skripsi tuh cari gap nya kayak gimana, terus kayak gimana penelitian sebelumnya, kedua itu mungkin aku kayak kalo nulis bahasa inggris tuh susah gitu loh, jadi kan aku nggak biasa nulis kayak pake bahasa inggris, jadi kayak grammarnya masih berantakan, yaudah jadinya banyak revisi gitu, terus yang ketiga tuh susah

cari motivasi sih, kadang kayak ngerjain skripsi tuh kayak mood-mood an, kadang kayak lagi semangat-semangatnya yaudah kayak rajin aja gitu ngerjain skripsi, ngerjain revisi, kalo moodnya jelek ya udah kayak seminggu bahkan nggak baca skripsi gitu

K: okee berarti tadi tantangannya ada di bahasa inggrisnya, cari gap penelitiannya, sama cari mood buat ngerjain skripsinya ya?

Y: iyaa tiga ituu

K: okee kalo A, tantangan nya pas ngerjain skripsi tuh apa aja sih?

A: yaa seperti yang saya katakan tadi, tantangannya itu ya mencoba hal baru gitu lah ya, jadi kayak saya masih kesusahan untuk mencari jurnal yang relevan untuk skripsi saya, terus sama kayak Y tadi, saya juga belum terbiasa menulis dengan bahasa inggris, jadi terkadang saya masih menggunakan alat bantu seperti google translate, jadi ya tantangannya itu saya masih belajar hal-hal tentang skripsi

K: okee terus pertanyaan terakhir, selama proses menulis skripsi, kira-kira apa sih yang bisa memicu munculnya stres?

A: kalo buat saya itu ya ekspektasi orang tua terhadap saya untuk lulus tepat waktu, jadi saya kadang stres dengan hal itu, saya masih kesusahan menulis skripsi, tapi semakin kesini itu waktu semakin berjalan cepat berlalu gitu jadi saya tertekan, kalo ini ga bisa tepat waktu gimana...terus takut ngecewain keluarga sih abis itu kalo melihat teman-teman yang progresnya sudah melebihi saya itu saya makin stres lagi, saya ngerasa seperti tertinggal jauh gitu

K: kalo Y gimana?

Y: kalo aku nggak jauh beda sama A...yang pertama kayak yang bikin stres itu kayak misalnya aku ngerjain skripsi kan dari jauh-jauh hari, nah itu aku pastinya bikin kayak deadline gitu, kayak kapan sidang nya, kapan yudisium nya, kapan wisudanya. Aku kayak udah bikin planning gitu, kayak bulan ini harus selesai bab ini, bulan depan selesai bab selanjutnya. Jadi kayak timeline nya itu yang bikin aku stres, jadi kayak karena banyak revisi, jadi aku kayak

agak males gitu, jadi timeline ku bisa mundur atau ketunda gitu loh, jadi kayak mood nya langsung turun gitu, kemudian kayak kesulitan ambil data nya, kemarin aja aku ambil data bisa sampai sebulan nunggunya karna respon nya yang lambat jadi aku kayak ngerasa down gitu, kayak nyerah, mau ganti responden segala macam. Kemudian ketika kayak kita ngeliat temen kita udah pada sidang, udah pada yudisium, udah pada wisuda, itu kayak buat stres, bukan karena iri sih tapi kayak jadi pressure buat diri aku sendiri, kayak aku nih kapan bisa kayak mereka, kayak ini kok aku nggak jalan-jalan progresnya, stuck di revisi, sedangkan temen-temen udah pada sidang atau wisuda gitu

Transcript Photovoice

Photovoice participant A

Di foto ini saya melihat Pakuwon Mall sangat ramai pengunjung antri membeli sesuatu dan ada juga yang hanya sekedar duduk saja disana. Itu membuat saya sedikit iri terhadap mereka kok bisa mereka punya waktu luang buat ngantri dan cuma duduk begitu. Padahal saya sedang tidak ada waktu luang buat melakukan hal2 begitu karena memikirkan skripsi yang belum juga selesai. Hal ini membuat saya semakin kesal karena saya ingin sekali skripsi saya segera cepat selesai agar saya segera mempunyai banyak waktu luang seperti mereka menikmati hidup.

Ini adalah foto saya makan hanya sedikit sedikit tidak lahap karena sedang tidak ada selera makan. Ya, saya sekarang sedang sering tidak selera makan karena saya mempunyai kekhawatiran saya tidak akan lulus kuliah tepat waktu karena skripsi saya belum kunjung selesai. Hal itu membuat saya makan tidak tenang, seperti rasanya makan dengan rasa takut. Saya harus segera selesaikan skripsi saya agar makan saya kembali tenang dan dapat menikmatinya dengan senang.

Di foto ini keluarga saya sedang membelikan saya sandal baru. Hal ini membuat saya merasa takut dan sedih. Karena keluarga saya sudah membelikan saya banyak hal yang saya minta untuk memotivasi saya agar skripsi saya segera selesai. Saya sedih dan merasa takut akan mengecewakan mereka dengan tidak lulus tepat waktu. Bayangkan saja mereka sudah banyak mengeluarkan uang banyak agar saya segera lulus tapi malah saya tidak lulus tepat waktu seperti yang mereka harapkan. Saya harus segera menyelesaikan skripsi saya demi kebahagiaan

keluarga saya yang saya sayangi.

Ini adalah foto saya menghadiri acara wisuda salah satu teman saya. Melihat dia sudah lulus mendahului saya membuat saya merasa stress. Karena saya sendiri belum kunjung lulus karena skripsi saya belum selesai. Walaupun dia menyemangati saya untuk segera menyusul, tetap saja saya merasa stress. Saya harus segera lulus agar saya bisa segera menyusul dirinya lulus dari kampus.

Ini adalah foto teman teman saya dan saya mengerjakan skripsi bersama di suatu cafe. Teman teman saya yang hadir disitu rata rata sudah mengolah data sedangkan saya belum juga mengambil data karena ada kendala di tempat saya mengambil data sehingga saya tidak bisa mengambil data bulan ini. Hal itu membuat saya iri karena sungguh pesat perkembangan skripsi mereka sedangkan skripsi saya bisa dikatakan belum ada apa adanya. Hal ini juga membuat saya takut bagaimana jika saya nanti yang paling terakhir lulus di antara kami. Saya pokoknya gak mau kalah. Saya juga harus lulus tepat waktu. Saya akan membuktikan kepada mereka bahwa saya juga bisa.

Ini adalah foto saya sedang mendengarkan salah satu lagu pemberi semangat saya dalam untuk mengerjakan skripsi dan segera cepat lulus yaitu Aku Pasti Bisa dari Citra Scholastika. Lagu ini cukup memotivasi saya karena lagu ini berisi tentang Citra meyakinkan dirinya bahwa dia pasti bisa. Lirik yang cukup memotivasi saya di lagu ini adalah di bagian kata "Aku pasti bisa. Menikmati semua dan menghadapinya. Aku yakin pasti bisa." Lagu ini membuat saya yakin bahwa saya pasti bisa menyelesaikan skripsi dan segera lulus.

Photovoice participant Y

Dalam gambar ini, saya selalu merasa stuck di situ2 aja ketika mengerjakan skripsi, tapi setelah saya buka tiktok dan melihat banyak makanan2 yang viral saya langsung pergi tanpa memikirkan kelanjutan skripsi lagi, dari situlah perasaan semangat muncul lagi ketika wishlist saya sudah tercapai. jadi saya merasa senang dan puas dan mood mengerjakan skripsi kembali lagi.

Dalam gambar ini, saya selalu merasa insecure kalo liat diri sendiri sedang sendirian, saya merasa kurang dalam segala hal, dan merasa diri terlambat. Namun, temen2 saya selalu

mengajak saya untuk mengerjakan tugas skripsi bareng2 di perpustakaan kampus agar tidak terlalu pusing kalo ngerjain sendiri di kost. saya berterima kasih banyak untuk teman2 yang selalu kasih saya semangat dan menemani nugas bareng dan mengajak makan bareng agar tidak merasa kesepian

Dalam gambar ini, saya melihat langit yang begitu cerah di pagi hari pada saat saya sedang jemur baju atap kost. pikiran saya campur aduk karena cicilan revisi skripsi harus selesai sebelum matahari terbenam karena kalau tidak diselesaikan saat itu biasanya setiap malam akan begadang terus.

Dalam gambar ini, saya sedang mencari jurnal sambil makan tahu walik, karena kalo makan nasi udah gak selera lagi, bahkan 2 hari pun pernah gak makan nasi diganti dengan makanan cepat saji aja sudah cukup. karena selalu berpikir kalo makan sesuai mood nanti bisa ada semangat lagi untuk lanjut kerjain skripsi.

Dalam gambar ini, saya sering di ajak main sama temen2 di weekend. entah kenapa suka banget liat ke atas apalagi kalo langitnya cerah. saya merasa kalo liat ke arah langit rasanya beban untuk tidak membuka laptop di hari minggu rasanya enak banget apalagi liat2 yang rame2 di jalan, rame2 di tempat wisata. tapi pada akhirnya kalo udah balik main pasti buka laptop lagi buat baca2 revisian, yaudah gitu, kembali semangat diri lagi buat cepet2 selesai tahun ini, ngerjain lagi sampe bener2 gak bisa mikir lagi.

Dalam gambar ini, saya sedang keluaran sendirian di tempat keramaian tanpa ada yang mengenal satupun, saya sering lakukan ini walaupun sekedar duduk main hp sendiri, pulang tanpa bawa apa2 untuk balik kost tapi rasanya sudah menyenangkan. saya berpikir sepertinya mereka di tempat yang ramai gak mikirin tugas juga, jadi aku harusnya juga bisa seperti mereka bisa tenang walaupun banyak tugas. setidaknya, pikiran saya sedikit plong dan bisa lanjut lagi untuk ngerjain revisi skripsi kalau sudah selesai jalan2 malam.

Thematizing Photovoice

SHOWED	Theme Code	Caption
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<p>1. What do you See here?</p> <p>2. What is really Happening here?</p> <p>3. How does this relate to Our lives?</p> <p>4. Why does this situation, concern or strength Exist?</p> <p>5. What can we Do about it?</p>	TLAT01	Feeling anxious and agitated due to an incomplete thesis that gets in the way of everyday tasks like eating and interacting with others.
	TLAT02	Stress and jealousy are increased when one sees peers who have graduated and finished their theses well, which breeds a worry of disappointing one's family and oneself.
	TLAT03	Feeling stuck in a monotonous routine and lacking the leisure time to enjoy life due to the emphasis on completing the thesis.
	TFD01	Finding amusement and inspiration on social media platforms like TikTok, which helps rekindle passion for thesis writing.
	TFD02	Spending time in crowded areas or engaging in other activities like eating and listening to music.
	ECSMS01	“Usually, if I remain up late, I go to my boarding house's rooftop and sit there thinking about my thesis the following morning. When I stare at the sun there, I usually feel as though it represents my thesis, which I need to finish and revise before the sun sets again. I therefore want to apply extra pressure”.
	ECSMS02	“For instance, I feel that if I'm not feeling motivated to finish my thesis, I go out at night in search of something to lift my spirits. I eat junk food, which is simply unhealthy food, and it truly lifts my spirits so that I can finish my thesis again”
	FS01	By asking to collaborate on their thesis in the library, friends can be a valuable source of support and inspiration.
	FS02	While working on the thesis, spending time with

		friends for meals and socializing enhances mood and lessens feelings of loneliness.
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Thematizing Interview

Definition	Theme Code	Interview Answer
Feelings of anxiety and distress brought on by evaluating oneself against the accomplishments or advancements of others. This involves wanting to prove oneself, feeling envious, and being afraid of falling behind.	SPSC01	“All of my friends have advanced their theses ahead of me, and I still haven't processed the data since I can only take data. In contrast, they have processed the data, reached validity, and so on, which makes me really anxious. I feel, like, a bit envious”.
	SPSC02	“One of my buddies was graduating, and I was there. I also came to celebrate. When I noticed that my friends had graduated and that there were others whose thesis work was almost finished, I felt a little anxious and envious. I feel envious and self-conscious, wondering if I will be able to complete my thesis before the deadline. in order for me to catch up with my friends who have graduated and for the graduation to occur on schedule. That's the reason I'm restless”.
Family expectations and the cost of finishing a thesis weigh heavily on	BEFR01	“My family has spent a lot of money on my necessities, so I'm scared I won't be

<p>them, making them feel as though they will be disappointed if they can't graduate on time.</p>		<p>able to meet their expectations if I don't finish my thesis by the deadline. The fact that I can't satisfy my family's expectations is another thing that depresses and worries me”.</p>
	BEFR02	<p>“I still struggle with writing my thesis because I'm worried about failing my family and my parents' expectations that I graduate on time sometimes cause me stress. I also become even more anxious if I see peers who have done more work than I have”.</p>
<p>Challenges with the intellectual and technical components of thesis preparation, as well as the process of adjusting to academic requirements that differ from those of regular coursework.</p>	ACATP01	<p>“I still feel as though I'm learning how to write a thesis. Normally, I merely complete routine tasks, but now I have to create a journal, conduct research on someone or something, and run my own company. I feel stressed when I have to write a thesis because I'm not used to doing it. I am also learning how to write a proper thesis, and when I am writing one, I ask my supervisor and others for advice on how to improve it”.</p>
	ACATP02	<p>“For me, the thesis is something fresh. Because it's a thesis, we need to read a lot of journals and references. We also need to identify our research gap. Perhaps the hardest part of writing a thesis is figuring out how to fill that gap, which is similar to how the prior research was done. Secondly, I might find it challenging to write in English because I'm not used to it”.</p>

<p>Feelings of strain brought on by rigorous time management and thesis completion goals, as well as worries that the timetable won't be completed for any number of reasons.</p>	<p>TMDP01</p>	<p>“Since I worked on my thesis a long time ago, I undoubtedly set deadlines for things like the trial and graduation. I have a plan that says I have to finish this chapter this month and the next chapter the following month. The timeframe is what stresses me out, and because I'm a little lazy and there are a lot of revisions, my timeline may be delayed, which instantly depresses me”.</p>
<p>Feeling under pressure to finish tasks quickly and to deal with the challenges of processing raw thesis data. The pressure to fulfill deadlines stems from worries about falling short of expectations rather than from a rigid schedule that one has set for oneself.</p>	<p>TMDP02</p>	<p>“Time seemed to be flying by, especially as I was still having trouble with raw data. At times, I was still unsure about where to begin or how to advance more quickly. Therefore, this deadline pressure was less due to a rigid schedule I had established for myself and more due to my concern that I wouldn't be able to fulfill expectations and fall behind my friends”.</p>

