

OVERVIEW OF STRESS COPING STRATEGIES IN STUDENTS WHO COMMIT SELF-HARM

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Abstract

This study aims to determine the description of Stress Coping strategies in students who commit self-harm. Based on the results of in-depth interviews with two subjects, data was obtained that each individual has a different way of responding to psychological pressure, especially those related to academic demands, emotional pressure, and traumatic experiences in the past. The first subject (RV) showed that the coping strategies he used were more dominated by aspects of emotion-focused coping, especially in the form of distancing, escape-avoidance, and self-control. Meanwhile, the second subject (KO) showed a more stable and rational coping pattern, although still in the category of emotion-focused coping. Subject KO tended to use ways to avoid pressure by playing games, sleeping, and busying themselves with daily activities. Both subjects had similarities in terms of the lack of use of adaptive coping strategies, such as seeking social support, positive reappraisal. Both did not make spirituality a source of emotional strength, did not interpret pressure as a process of personal growth, and did not establish supportive emotional relationships with people around them. This study emphasizes the importance of psychological, social, and institutional interventions in helping students develop healthy and effective coping skills, especially when facing complex situations of academic crisis and emotional stress.

Keywords: Strategy, Coping with Stress, Students, Self-Harm

Abstrak

Penelitian ini bertujuan untuk mengetahui gambaran strategi koping stres pada mahasiswa pelaku self-harm. Berdasarkan hasil wawancara mendalam dengan dua subjek, diperoleh data bahwa masing-masing individu memiliki cara yang berbeda dalam merespons tekanan psikologis, terutama yang berkaitan dengan tuntutan akademik, tekanan emosional, dan pengalaman traumatis di masa lalu. Subjek pertama (RV) menunjukkan bahwa strategi koping yang digunakannya lebih didominasi oleh aspek koping yang berfokus pada emosi, terutama berupa menjaga jarak, menghindar-melarikan diri, dan mengendalikan diri. Sementara itu, subjek kedua (KO) menunjukkan pola koping yang lebih stabil dan rasional, meskipun masih dalam kategori koping yang berfokus pada emosi. Subjek KO cenderung menggunakan cara-cara untuk menghindari tekanan dengan bermain game, tidur, dan menyibukkan diri dengan aktivitas sehari-hari. Kedua subjek memiliki kesamaan dalam hal kurangnya penggunaan strategi koping adaptif, seperti mencari dukungan sosial, penilaian ulang yang positif. Keduanya tidak menjadikan spiritualitas sebagai sumber kekuatan emosional, tidak memaknai tekanan sebagai proses pertumbuhan pribadi, dan tidak membangun hubungan emosional yang suportif dengan orang-orang di sekitarnya. Studi ini menekankan pentingnya intervensi psikologis, sosial, dan institusional dalam membantu mahasiswa mengembangkan keterampilan koping yang sehat dan efektif, terutama ketika menghadapi situasi krisis akademik dan stres emosional yang kompleks.

Kata Kunci: Strategi, Mengatasi Stres, Mahasiswa, Perilaku Melukai Diri Sendiri

INTRODUCTION

In general, everyone has different problems, and their own approaches to overcoming them vary. While most people can cope well, others are considered less capable of solving the problems they face. The inability to resolve problems can trigger distress. Distress, which results in negative and uncontrollable emotions, can lead to self-harming behaviors, such as alcohol consumption, social deviance, and even self-harm (Maisuun & Darmawanti, 2023).

A student is a learner who attends a lecture. As a student, they have a position as individuals who have their own awareness in developing their potential in higher education to become intellectuals, scientists, practitioners, and professionals. Students are also said to have a crucial role as agents of change. A student is categorized as being in the developmental stage between the ages of 18 and 25. This stage can be classified as late adolescence to early adulthood. From a developmental perspective, the developmental task at this age is to consolidate one's life stance (Anggraeni et al., 2022).

Students can be defined as individuals who are studying at a tertiary institution, whether public or private or other institutions at the same level as tertiary institutions (Izah et al., 2023). Students are a status held by someone because of their relationship with a tertiary institution that is expected to become intellectual candidates or it can also be defined as a person who studies or learns at a tertiary institution, whether at a university, institute or academy. Students are someone who is in the process of gaining knowledge or studying and is registered to be undergoing education at one form of tertiary institution consisting of academics, polytechnics, colleges, institutes and universities (Hasanah & Sa'adah, 2021).

New students during their college years are prone to stress, anxiety, depression, and other psychological pressures due to the transition to adulthood and the need to adapt to the lecture system (Susapto, 2018). Furthermore, stress is also prone to occur in final year students due to the stage of compiling their thesis. At this stage, students will be faced with several stressors that can hinder the writing of the thesis, including busy supervisors, difficulties in collecting data, difficulties in determining the title, boredom in writing the thesis, difficulties in putting thoughts into written form and difficulties in finding literature (Fatima & Risnawaty, 2023).

In general, everyone has different problems, and their own approaches to overcoming them vary. While most people can cope well, others are considered less capable of solving the problems they face. The inability to resolve problems can trigger distress. Distress, which results in negative and uncontrollable emotions, can lead to self-harming behaviors, such as alcohol consumption, social deviance, and even self-harm (Raihani, D., et al. 2022).

Research conducted by Saihu (Pradani, 2023) found that students writing their theses face various problems and experience stress. On the one hand, they feel happy because they have reached the final stage of obtaining a bachelor's degree, completed their studies, graduated, and are able to find employment after graduation. However, on the other hand, they also feel stressed and burdened. They feel confused, worried, afraid, insecure, anxious, helpless, pessimistic, guilty, nervous, tense, restless, depressed, ashamed, sad, tired, confused, fed up, bored, and mentally confused.

Both internal and external factors play a role in triggering these feelings. To cope with stress, students use coping strategies that focus more on the emotional realm than on concrete problems. One strategy considered effective is changing their perspective on writing a thesis so that it doesn't become a frightening experience. Students also seek support and assistance from friends and engage in stress-relieving activities such as browsing the internet, visiting the library, and confirming ideas and concepts with their supervisor.

Stress can have a positive impact when the pressure does not exceed one's abilities and capacities. The positive impacts of stress on students include being challenged to develop themselves and fostering creativity. Negative impacts of stress can include difficulty concentrating during lectures, including during mentoring with lecturers, decreased interest in things usually done, decreased motivation and even influence behavior to become less adaptive. Syafaei & Gamayanti (Nelma, 2022) stated that 50-70% of physical illnesses are actually caused by high levels of stress indicated by various signs such as the emergence of feelings of anxiety, self-doubt, GERD, physical discomfort, and difficulty sleeping.

According to Klonsky & Glenn (Aliyah & Darmawanti, 2022). self-harm is a form of self-harming behavior carried out by individuals as a way to overcome unbearable psychological pain or emotional stress experienced by individuals due to complex and complicated problems, painful memories, or circumstances beyond their control, by hurting themselves without the intention of committing suicide, but can threaten the individual's life. Self-harm is an action carried out with full understanding that the action can harm him. This behavior can be in the form of self-poisoning (consuming excessive substances) or self-injury (cutting, burning, or hitting oneself).

According to Lazarus & Frolkman (Pambudhi et al., 2022) several factors influence stress, one of which is a person's coping ability. Stress is associated with how a person handles something and the coping strategies they use. Coping is seen as a balancing factor that can help individuals adapt to stressful and depressive conditions.

As a student experiencing stress while completing a thesis, it's important to understand the importance of effective coping strategies to help students face and overcome the stress they experience. To cope with this stress, some students avoid the thesis for a while, while others avoid it by engaging in activities such as re-motivating themselves to work on the thesis through enjoyable activities. To overcome these problems and obstacles, we need to understand the coping strategies that students and individuals can employ to manage stress.

Stress Coping according to Lazarus and Folkman (Knipe et al., 2022) a process where individuals try to manage the gap between demands (both demands originating from the individual and demands originating from the environment) with the resources they use in facing stressful situations. The purpose of coping is to reduce the harmful things from the situation and environmental conditions, increase the possibility of recovery, adapt to negative events encountered in real life, maintain emotional balance, continue satisfying relationships with others, and maintain a positive self-image.

Coping is an effort to neutralize or reduce stress that occurs (M. Ridho Saputra et al., 2024). Coping is an individual's response in dealing with problems, reducing the negative effects of the situation and tolerating. Coping strategies according to Lazarus and Folkman (1984) are divided into two: problem-focused coping and emotion-focused coping. Problem-focused coping is a behavior that leads to solving a problem, a person will use this coping if he or she assesses a problem they are facing can be controlled and resolved. Meanwhile, emotion-focused coping is an effort that someone tries to change the function of emotions without directly changing stress. Usually, individuals use this coping if they feel unable to change the stressful situation.

Research conducted by Sofia (Faradiba & Abidin, 2022) shows that stress coping strategies in students writing theses are a way for participants to take steps in writing theses to face and overcome stressors or pressure that occurs. Based on research data analysis, participants used coping strategy models, namely problem-focused coping and emotional-focused coping (Fajaruddin & Sahrul, 2024). In problem-focused coping, individuals engage in several forms of coping to reduce the demands of stressful situations by completing activities and learning skills such as active coping, planning, suppression of competing activities, restraint coping, and seeking instrumental social support. Meanwhile, in emotional-focused coping, individuals engage in forms of coping to regulate emotional responses to stressful situations. This type of coping consists of: seeking emotional social support, positive reinterpretation, acceptance of coping responses, denial of responses, and turning to religion (Insani & Savira, 2023).

The problems and obstacles students face in college can cause pressure and stress, and each student has a different way of dealing with stress. Therefore, coping mechanisms are needed to reduce the increase in students' psychosocial health status, which can impact self-harm (Tarigan & Apsari, 2022). Based on these phenomena and problems, the researchers were interested in conducting this study to determine the characteristics of stress coping in students who self-harm

METHOD

This research uses a qualitative method. According to Yusuf (Najmuddin et al., 2024) qualitative research is a strategy that emphasizes the search for meaning, understanding, concepts, symbols, characteristics, descriptions, and symptoms for a phenomenon. It is natural and holistic, focused and multi-method, uses several techniques, prioritizes quality, and the data is presented in descriptive or narrative form. The purpose of qualitative research is to find answers to a phenomenon or statement with systematic scientific procedures using a qualitative approach. The researcher used a qualitative method with a descriptive approach, namely the researcher conducted observations, interviews, and documentation during the research. The results of this study are in the form of recordings, interviews, photographs, and verbatim (KHOIRIYAH, 2023).

The focus of this research is to understand and describe the efforts of students who commit self-harm and the stress coping strategies they use, as reviewed from:

1. Stress Coping Strategy of Each Subject Who Commits Self-Harm (What is the Stress Coping Strategy of Each Subject Who Commits Self-Harm?)
2. Factors that influence Coping with Stress (what factors influence Coping with Stress?)
3. factors that influence self-harm (what factors influence self-harm?)

Researchers have several criteria in selecting and determining research subjects, such as:

- a. Active students in Medan City

- b. Aged 17-25 years
- c. Planning or having hurt yourself (physically)

This research requires informants so that researchers can obtain more in-depth information. Neuman (Supeni & Efendi, 2018) states that an informant is a member of the research team who is involved in fieldwork and who provides information about the field.

According to Arikunto (Sofwan et al., 2024) data collection techniques are methods researchers can use to collect data. These methods refer to something abstract, intangible, but usable. Data collection can be conducted starting from the setting, source, and method. This data collection technique uses primary data, where researchers obtain information directly from the source. Primary data is data obtained directly from the object or subject of research.

The data analysis used by the researcher in this study is based on qualitative analysis. Qualitative analysis is a research method with a complex focus and is both responsive and comprehensive. Data analysis is the process of organizing data sequences, grouping them into patterns, categories, and basic units of description. Analysis is a series of steps carried out by the researcher to explore, organize, and improve understanding of the problem addressed in this study. Analysis is conducted during and after data collection

RESULT AND DISCUSSION

Research Setting

In this chapter, the researcher will describe the research findings obtained in the field. This study aims to gain a deep understanding of the description of Coping Stress strategies in students who commit self-harm. This study uses a qualitative approach, which allows researchers to describe the subjective experiences of students who commit self-harm through in-depth interviews, observations, and documentation. The collected data were then analyzed thematically based on the dimensions of Coping Stress according to Lazarus & Folkman (Ariyani et al., 2022) where coping is a cognitive and behavioral process carried out by individuals to overcome external and internal demands that are considered stressful. As well as the dimension of self-harm according to Klonsky & Glenn which is the behavior of self-harm, as a way to overcome emotional stress or psychological pain.

This research was conducted in June 2025 using a descriptive qualitative approach through in-depth interviews with two students from HKBP Nommensen University, Medan, who had a history of self-harm. The interviews were conducted in two different locations, depending on the subjects' comfort and readiness to share their experiences.

The setting for this study was a Zoom Meeting (Online) for Subject 1 RG. The first interview was conducted online via the Zoom Meeting platform on June 13, 2025, with a subject with the initials RG. The interview was conducted online because the subject felt more comfortable sharing in a private space that he controlled himself. The subject participated in the interview from his boarding room in a calm and open state.

The interview lasted approximately 60 minutes and was conducted privately. Subject RG was a college student with a history of severe self-harm, including self-cutting and self-hitting as a form of emotional release due to psychological pressure from past trauma and social stigma. During the interview, the researcher recorded the subject's verbal narrative and emotional expressions to further explore their coping strategies.

The Zoom meeting is where the first interview takes place. This room is typically used to collect data. This room was chosen based on the subjects' requests to feel comfortable and familiar with the environment, and because the interview takes place after the Q&A session (Sary, 2018).

Discussion

Student Stress Coping Strategies Based on the Theory of Lazarus & Folkman (1984)

In this study, it was found that both research subjects (RV and KO) experienced quite severe stress during their studies, particularly in the process of completing their final assignments (thesis). In dealing with this stress, they used various coping strategies, both problem-focused coping and emotion-focused coping. This is in accordance with the view of Lazarus & Folkman (Selaindoong et al., 2020) who stated that coping is a dynamic process involving cognitive and behavioral efforts to manage internal and external demands that are considered burdensome or exceed an individual's capacity.

a. Problem Focused Coping

1. Planful Problem Solving

It's a systematic and conscious effort to solve a problem. Subject RV demonstrated an effort to formulate a solution through concrete actions, such as trying to work on his thesis despite the difficulty, taking a bath, going for a walk, and taking an anti-anxiety medication to help him sleep. He consciously tried to organize his activities to reduce stress.

Subject KO also tries to solve problems one at a time according to priority. He stated, "I solve the problem in front of me first," reflecting his ability to think structuredly to break down complex problems.

Both demonstrated problem-solving efforts, although they were not optimal. RV was burdened by overthinking, which made it difficult to solve major problems, while KO lacked a long-term plan.

2. Confrontive Coping

It is an aggressive or assertive effort to deal with stress, often accompanied by risk. RV demonstrated internal confrontive coping by pressuring himself to be strong and keep up with his friends, though without expressing it openly. He also stated, "I have to stay strong, I have to keep going, and I can't be left behind." KO didn't demonstrate any explicit form of confrontive coping. Instead, he avoided confronting issues he couldn't control.

RV appears more confrontational with himself, which can lead to emotional distress. KO tends to be passive and avoids emotional conflict.

3. Seeking Social Support (Informational & Emotional)

That is, seeking help or support from others. RV doesn't actively seek social support. He tends to isolate himself and hold his burdens internally. KO even explicitly states that he doesn't open up much to others because he feels useless. He prefers to listen rather than share his problems.

Both subjects demonstrated minimal social support in their coping mechanisms. This aspect is crucial in reducing psychological burden and preventing emotional isolation.

4. Accepting Responsibility

Namely, admitting one's involvement in the problem and taking responsibility for the situation at hand. RV realized that much of the pressure came from himself, saying: "I always demand myself to be able to." KO also realized that his stress arose from the burden of his thesis and the economy, but did not blame others and tried to remain responsible in carrying out his activities.

Both show personal awareness of the source of the problem, but RV is harder on himself, while KO is more relaxed and flexible in accepting reality.

b. Emotion-Focused Coping

1. Distancing

This involves creating psychological distance to reduce emotional intensity. RV uses sleep as a way to avoid excessive emotional stress: "I'll just sleep so I don't feel so stressed."

KO played games and slept as a way to temporarily escape the pressures of his thesis and financial problems. Distancing became the dominant coping strategy for both subjects. However, because it was done repeatedly and without emotional reflection, this strategy tended to lead to avoidance and failed to address the root of the problem.

2. Escape-Avoidance

This involves avoiding stressful situations, either through escapism or denial. RV sometimes escapes stress by self-harming or oversleeping to temporarily forget about problems. KO explicitly stated that he doesn't dwell on problems he can't solve: "If it can't be solved, I don't think about it too much."

This aspect was very strong in both subjects. This form of coping is risky because if done continuously, it can lead to maladaptation, especially in RV, who has resorted to self-harm.

3. Self-Control

This is the ability to consciously regulate emotions and actions. RV demonstrates self-control in some situations, for example by trying to calm himself through music and refraining from hurting others. KO places a strong emphasis on self-control in distinguishing between personal matters and his responsibilities at school or work: "I have to be professional in dealing with that." KO has good self-control in social settings, while RV exhibits more internal control that is prone to breaking down under intense pressure.

4. Positive Reappraisal

This involves seeking positive meaning from stressful situations, including through spirituality or life experiences. RV demonstrated reflective efforts after self-harm, such as feeling regret and realizing that her body belonged to her. KO did not mention religious aspects or reflection on meaning in her coping. RV appeared to be beginning to seek meaning from the pain she experienced, although it was not yet fully adaptive. Positive reappraisal was still very minimal in both subjects.

Self-harm Behavior Based on Klonsky & Glenn's Theory

Klonsky & Glenn's (Atqakum et al., 2022) theory states that self-harm is a form of self-injurious behavior carried out by individuals without suicidal intent, but aimed at reducing unbearable psychological pain. In this study, subject RV demonstrated fairly consistent self-injury behaviors, such as cutting their hands or thighs, and hitting themselves when emotional stress peaked. He stated that these actions provided a sense of relief and served as an outlet for anxiety, overthinking, and fear of the future.

This suggests that self-harm is an extreme form of emotional regulation, emerging when adaptive coping is no longer sufficient to cope with the emotional burden. Based on interviews, RV also stated that the physical pain resulting from self-harm is easier to bear than emotional pain. This means there is a transference of psychological burden into physical sensations as a form of expression of unexpressed stress.

KO subjects do not exhibit extreme forms of direct self-harm, but their stagnant and avoidant coping patterns indicate the potential for self-harm if stress increases and is not managed healthily. KOs prefer to suppress emotions, refuse to open up, and resolve problems alone, which in the long term can trigger destructive emotional outbursts.

According to Klonsky & Glenn's theory, self-harm occurs not only due to significant stress but also due to a lack of emotional regulation skills. When emotional regulation skills are low, individuals tend to seek shortcuts, including self-harm as a form of internal expression that cannot be communicated externally.

Similarities and Differences between Subject I and Subject II

1. Similarities between Subject I & Subject II

Based on the results of in-depth interviews conducted with Subject 1 (RV) and Subject 2 (KO), it was found that both had several similarities in terms of their experiences of stress and the coping strategies they used. First, both RV and KO were final-year students facing the thesis writing process, which is known to be one of the most stressful phases in a student's academic life. They both experienced significant levels of stress due to academic burdens, internal pressures, and demands from their social and family environments. In terms of coping strategies, both tended to display passive and individual responses. They did not rely on social support as a source of strength, whether from friends, family, or professionals such as counselors or supervisors. They chose to process stress privately, without sharing much with others. This was evident in their statements, which implied they felt more comfortable keeping their problems to themselves (Silvania & Anantasari, 2022).

Furthermore, both of them used coping strategies categorized as emotion-focused coping, particularly those related to distancing, escape avoidance, and self-control. For example, they both tended to avoid stressful thoughts by sleeping, playing games, or engaging in other calming activities. These activities demonstrate an attempt to create emotional distance from the stress they were experiencing, rather than directly addressing it. They also displayed self-control, meaning they were able to suppress their emotions in front of others and continue with their daily activities. However, this form of control was not accompanied by reflection or interpretation of the problems they faced. Neither RV nor KO demonstrated the use of positive reappraisal, the ability to see the positive side or wisdom in stressful events. They did not mention spiritual activities as a way to calm themselves or seek inner strength, indicating that the spiritual dimension was not yet part of their coping mechanisms.

2. Differences between Subject I & Subject II

Although RV and KO share a number of similarities in their experiences of stress and initial responses to stress, they differ significantly in several key areas, particularly in stress intensity, behavioral manifestations, and the effectiveness of their coping strategies. RV reported significantly

higher levels of stress than KO. He reported a stress level of 9 out of 10, accompanied by psychosomatic symptoms such as insomnia, stomachaches, mental fatigue, and a feeling of loss of enthusiasm. Furthermore, RV experienced emotional distress that he was unable to manage healthily, ultimately leading to self-harm, specifically cutting his hands and hitting himself. This behavior aligns with the theory of Klonsky & Glenn (Rima, 2021) that self-harm is an extreme measure used by individuals to relieve intense emotional stress when other coping strategies are no longer effective. This suggests that RV has employed maladaptive and self-harming coping strategies due to his inability to resolve problems constructively or channel his emotions healthily (Syahlan & Saragih, 2020).

In contrast, Subject KO exhibited more stable coping characteristics, although he remained in the passive coping category. He experienced stress, but only at certain times (especially at night) and was still able to carry out his lectures and work professionally. KO did not exhibit any disturbing physical symptoms or self-harming behavior (Indraswati et al., 2021). In terms of problem-solving strategies, KO had a more structured approach. He stated that he resolved problems one by one, according to the most pressing, reflecting the use of planful problem-solving aspects. In terms of self-control, KO also appeared more consistent and able to differentiate between personal matters and social or academic responsibilities. He stated that even when stressed, he did not allow the pressure to interfere with other important activities. However, KO still showed weaknesses in several more adaptive coping aspects. He had no desire to change the coping methods he had used since high school and did not reflect on the meaning of the stress he was experiencing. Furthermore, like RV, KO also did not use social support or spirituality-based coping (Sari et al., 2023). Although not appearing to be at high risk like RV, KO's coping patterns remained static and could become ineffective if stress increased or was left unaddressed over the long term

CONCLUSION

This study aims to describe the stress coping strategies of students who self-harm. Based on in-depth interviews with two subjects, data showed that each individual has a different way of responding to psychological stress, particularly related to academic demands, emotional stress, and past traumatic experiences.

The first subject (RV) indicated that the coping strategies he used were dominated by emotion-focused coping, particularly distancing, escape-avoidance, and self-control. RV admitted that he often kept all his stress to himself, was not open with others, and preferred to withdraw from social environments when stress arose. Activities such as oversleeping, listening to music, and taking walks were carried out to relieve emotional tension, even though they did not address the root cause. When the stress reached its peak, RV engaged in self-harm, such as cutting his arm or hitting himself. This was done as a form of venting uncontrolled emotions, and he consciously realized that the physical pain from self-harm could distract from the deep emotional pain. This is in line with the theory of Klonsky & Glenn (Manery et al., 2023) which states that self-harm is not carried out due to suicidal desires, but as a form of diversion or regulation of psychological pressure that is felt to be unbearable. RV's coping strategies are classified as maladaptive because they are risky and do not address the main source of stress.

Meanwhile, the second subject (KO) demonstrated a more stable and rational coping pattern, although he remained in the emotion-focused coping category. KO tended to avoid stress by playing games, sleeping, and keeping himself busy with daily activities. He recognized that the main stress came from two sources: academic (his final assignment) and financial (because he also worked). However, KO was still able to carry out his studies and work professionally and did not allow stress to affect his productivity. KO also demonstrated the ability to develop problem-solving strategies based on a scale of priorities, reflecting aspects of planful problem-solving. He stated that not all problems can be solved at once, so he prefers to tackle them one at a time. Although he appeared calmer and more functional, KO also showed no effort to develop healthier coping strategies. He did not open up to others, did not seek social or professional help, and did not engage in in-depth reflection on the meaning of the problems he faced. He tended to maintain the coping patterns he had used since his school days, without showing any desire to change or evaluate the effectiveness of these strategies.

Both subjects shared a similar lack of adaptive coping strategies, such as seeking social support and positive reappraisal. They failed to utilize spirituality as a source of emotional strength, did not view stress as a process of personal growth, and did not establish supportive emotional relationships with

those around them. This suggests that when students lack comprehensive and healthy coping strategies, they tend to keep stress to themselves, avoid problems, and in some cases, express it through destructive behaviors such as self-harm.

Therefore, it can be concluded that the stress coping used by students experiencing severe stress depends heavily on the individual's perception of the situation and their ability to manage emotions and develop problem-solving strategies. When the coping used is passive, avoidant, and non-adaptive, the risk of self-harm increases. This study emphasizes the importance of psychological, social, and institutional interventions in helping students develop healthy and effective coping skills, especially when facing academic crises and complex emotional stress situations.

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