

ABSTRAK

Khalida Zia (1221020033): Religiusitas Dan Dukungan Sosial Dalam Strategi Coping Mahasiswa Tingkat Akhir (Studi Kasus Mahasiswa Program Studi Teknik Informatika UIN Sunan Gunung Djati Bandung Angkatan Tahun 2022)

Mahasiswa tingkat akhir sering menghadapi berbagai tekanan akademik selama proses penyusunan skripsi yang dapat menimbulkan stres, seperti kesulitan menentukan topik penelitian, revisi berulang, keterbatasan referensi, hambatan bimbingan, serta tuntutan menyelesaikan studi tepat waktu. Kondisi tersebut mendorong mahasiswa menerapkan strategi *coping* dalam mengatasi tekanan. Penelitian ini bertujuan menganalisis peran religiusitas, dukungan sosial, serta hubungan keduanya dalam strategi *coping* mahasiswa tingkat akhir program studi Teknik Informatika UIN Sunan Gunung Djati Bandung angkatan 2022. Penelitian ini menggunakan jenis kualitatif dengan metode studi kasus dan pendekatan psikologi agama. Data diperoleh melalui observasi, wawancara mendalam terhadap sepuluh informan, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan menggunakan teori strategi *coping* Lazarus dan Folkman, *religious coping* Kenneth I. Pargament, serta dukungan sosial Cohen dan Wills. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan *problem-focused coping* dan *emotion-focused coping* dalam menghadapi stres akademik. Tekanan akademik menimbulkan dampak berupa kecemasan, kebingungan, frustrasi, kelelahan emosional, prokrastinasi, terganggunya pola tidur, serta berkurangnya waktu istirahat dan aktivitas pribadi. Religiusitas berperan sebagai sumber daya internal yang memberikan ketenangan, harapan, serta membantu mahasiswa memaknai penyusunan skripsi sebagai pembelajaran dan pendewasaan melalui doa, salat, membaca Al-Qur'an, zikir, dan tawakal. Pengalaman religiusitas berbeda pada setiap informan, termasuk peningkatan ibadah ketika menghadapi masalah dan praktik ibadah ketika membutuhkan pertolongan. Dukungan sosial dari orang tua, keluarga, teman, pasangan, dan dosen berperan sebagai sumber daya eksternal dalam bentuk dukungan emosional, informasional, instrumental, penghargaan, dan jaringan sosial. Religiusitas dan dukungan sosial saling melengkapi dalam membentuk strategi *coping* adaptif, membantu mahasiswa mengelola stres, mempertahankan motivasi, dan menyelesaikan skripsi.

Kata kunci: religiusitas, dukungan sosial, strategi *coping*, stres akademik, mahasiswa tingkat akhir.

ABSTRACT

Khalida Zia (1221020033): Religiosity and Social Support in the Coping Strategies of Final-Year Students (A Case Study of the 2022 Cohort of Informatics Engineering Students at UIN Sunan Gunung Djati Bandung)

Final-year students often face various academic pressures during the thesis-writing process that may cause stress, such as difficulties in determining research topics, repeated revisions, limited references, supervision obstacles, and demands to complete their studies on time. These conditions encourage students to apply coping strategies to manage the pressures they experience. This study aims to analyze the roles of religiosity and social support, as well as their relationship, in the coping strategies of final-year students in the Informatics Engineering Department at UIN Sunan Gunung Djati Bandung, class of 2022. This study employed a qualitative approach using a case study method and a psychology of religion perspective. Data were obtained through observation, in-depth interviews with ten informants, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing using Lazarus and Folkman's coping strategy theory, Kenneth I. Pargament's religious coping theory, and Cohen and Wills' social support theory. The findings show that students use both problem-focused coping and emotion-focused coping to deal with academic stress. Academic pressure causes anxiety, confusion, frustration, emotional exhaustion, procrastination, disrupted sleep patterns, and reduced time for rest and personal activities. Religiosity serves as an internal resource that provides calmness and hope and helps students interpret the thesis-writing process as an opportunity for learning and personal growth through prayer, salah, Qur'an recitation, dhikr, and tawakkul. Religious experiences vary among informants, including increased religious practices when facing problems and engaging in worship when seeking assistance. Social support from parents, family, friends, partners, and lecturers serves as an external resource through emotional, informational, instrumental, esteem, and network support. Religiosity and social support complement each other in developing adaptive coping strategies, helping students manage stress, maintain motivation, and complete their theses.

Keywords: *religiosity, social support, coping strategies, academic stress, final-year students.*