The Correlation of Knowledge Level on Stress Management with Mental Health of Hasanuddin University Students

Ridwan M. Thaha[1]*, Ani Asram[1], Muh. Arsyad Rahman[1], Clement Lifoia[2]

[1]Department of Health Promotion and Behavioral Science, Faculty of Public Health, Hasanuddin University, Indonesia

[2]Department of Epidemiology & Research, Solomon Islands National University, Honiara, Solomon Islands

*Authors Correspondence: ridwan_609@yahoo.com /0811468054

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ABSTRACT

University students lie in the age range of 19 to 25 years old. These students tend to face various psychological pressures which affect their mental health. One of the daily hassles that can cause stress to them is the thesis. Effective stress management may avoid students suffer from the pressures; thus, they can acclimatize to the stress itself. 54% out of 100 students at Hasanuddin University showed symptoms of stress to the initial data surveyed by the researcher. This research aims to find out whether there is a correlation between the knowledge level of stress management and the mental health of Hasanuddin University students in Makassar. This research is an analytic observational study with a cross-sectional approach. The population in this study were all students of Hasanuddin University class of 2018 (6,303 people in total) with a sample of 376 respondents. This research was held at Hasanuddin University. The data analysis technique used was the Chi-Square Test. The results showed that the knowledge level of stress management of students was mostly at the high level, which was 205 students (54.5%). The mental health state of the students was also in a good state with 203 students (54%) out of 376 students. The chi-square test showed that there was a significant association between the knowledge level of stress management and mental health of Hasanuddin University Makassar students with a *p*-value = 0.000 (<0.05). There is a relationship between the knowledge level of stress management with the mental health of students at Hasanuddin University.

INTRODUCTION

Early adulthood begins when someone reaches the age of 19 to 25 years old. This phase is considered the vulnerable stage to getting into trouble. Internal and external factors like environment, socio-economic, and peer may become the causes. In this phase, there are some challenges such as; individual, social, physical, cultural, etc.[1] At the age of 19 to 25 years old, a person who pursues his/her education will be at the tertiary level as a college/university student.

Despite all the challenges that the students may face, they are expected to improve their potential and have a productive life either physically or psychologically. However, students frequently face a lot of psychological pressures that affect their mental wellness. Half to three-fourths of mental disorders appear during adolescence or young adulthood, and the treatment gap is mainly due to a lack of knowledge, lack of perceived need, and the stigmatization of mental illness.[2] This is in line with research conducted by Suryanto and Nadaregarding the mental health of students at a college x in the academic year of 2019/2020, which showed that 46% of students experienced very bad mental health and 41% had poor mental health. As many as 11% had fairly good mental health and only 2% of students had good mental health. The results of this study can lead us to a conclusion that mental health disorders can directly or indirectly affect a person's health which will ultimately affect their abilities in carrying out their life roles.[3] Disruption of a person's mental health can have an impact on various aspects of life.

When depression lasts a long time and is of moderate or severe intensity, it can become a serious health condition. This can cause the affected person to suffer greatly and be unable to function properly at work, school, or within the family setting. The worst thing of depression is it can lead to suicide. The World Health Organization (WHO) states that depression is the 4th primary cause of disease burden in the world and is predicted to be a major health problem. Data from 2018 stated that nearly 800,000 people died of suicide every year, where suicide ranked second as the cause of death at the age of 15-29 years. This age group is the age at which individuals take various levels of education, one of which is studying at a university and holding a degree as a student.[4]

The period of studying in college is a transitional period for a good person living in adulthood. In addition to the identity obtained, at this time various problems also emerged. This problem can make individuals tense up to experience stress. Stress affects the mental health of students. Research on stress levels in students according to their faculty choices has been carried out in several universities of the world. The prevalence of students globally who experience stress is 38-71%, while in Asia it is 39.6-61.3%. In Indonesia, the prevalence of students who experience stress is 36.7-71.6%.[5] Another study conducted by Zakaria regarding Student Stress Levels When Undergoing a thesis, this study also showed similar results. It was found that thesis is one of the things that becomes a stressor for students who are studying in the final semester at tertiary institutions, the results showed 86.5% of students fall into the moderate stress category.[6] Another study conducted by Bhurtun, et al regarding Changes in Stress Levels and Coping Strategies among Finnish Nursing Students, showed that the stress levels of nursing students increased from time to time in their first year of study to their second year. The main source of stress that occurs in nursing students comes from a lack of professional knowledge and skills.[7]

The results of this study are also in line with research conducted by Putri M & Bachri Y which researched the effectiveness of stress management in reducing adolescent anxiety levels in the new normal period. The study states that stress management activities are effective in reducing adolescent anxiety levels in the new normal period.[8] Proper stress management can help students avoid or be free from the stress they experience. If the stress experienced by students lasts a long time and leads to negative thoughts, then this will hinder their productivities which will lead to the neglect of various matters and responsibilities that should be done properly, thus become out of control. This is in line with the results of research conducted by Sentani, et al, the impact on mental health for students can be related to the academic performance achieved, one of which is successful in working on the thesis.[9] The result of the initial data survey was conducted by the researcher online by distributing questionnaires to 100 Hasanuddin University students. The

questionnaires were distributed to four faculty clusters which included health, science and technology, agro complex, and social and human resources. The results obtained in the survey were 100% of respondents agreeing that knowledge of stress management is important. For 9 questions regarding the symptoms of a person experiencing stress, the result was that the percentage of Hasanuddin University Makassar City students showing symptoms of stress was quite high which was 54%. Based on the background description, it is considered necessary to research the correlation between the knowledge level of stress management and the mental health of Hasanuddin University students.

MATERIAL AND METHOD

The method used in this study is an analytic observational study using a cross-sectional approach. This research was conducted at Hasanuddin University, Makassar City which was conducted in October 2021. The population in this study were all Hasanuddin University students, Makassar City class of 2018 or who were in the 7-8 semester period (6,303 students in total), while the sample in this study is 376 students who were then divided into four clusters; 77 students in the health cluster, 91 students in the agro complex cluster, 93 students in the science and technology cluster, and 115 students in the social and human resources cluster. The sampling technique used is proportional random sampling and used the Slovin formula in determining the sample size.

Data collection was carried out online using a Google form which was distributed to respondents via WhatsApp messages. The research was approved by the Ethics Committee of the Public Health Faculty at Hasanuddin University. The ethical approval number was 7130/UN4.14.1/TP.01.02/2021. The collected data were analyzed univariately and bivariate using the SPSS 25 application using the chi-square test to see the correlation between the dependent and independent variables. The results were then presented in the form of a frequency distribution table and narrative as a form of interpretation in discussing the results.

RESULTS

Based on the results shown in Table 1, majority of the respondents in this research were 21 years old with 64,1% or 241 students out of the age range of 19-25 years. Meanwhile, student who was 25 years old was the least of the respondents with 0.3%. As for the faculty cluster, most respondents came from the social and human resources cluster, namely 115 people (30.6%), while the fewest came from the health cluster, namely 77 people (20.5%).

Table 2 showed the responses to the stress management knowledge statements. Majority of the respondents choose SS (Strongly Agree) for the question item "Believing that God Almighty will help His people in facing problems and trials" with 287 respondents (76.3%). For S (Agree) option, 257 respondents (68.4%) agreed most with the statement "Seeing the problem from the positive side. For the answer to the TS statement (Disagree), respondents answered the most in the statement item "Reducing efforts in solving problems" which was 247 people (65.7%), while for the answer to the STS statement (Strongly Disagree), respondents answered the most in the item "Taking illegal drugs when facing problems" which was 319 people (84.8%).

Table 1. Characteristics of Respondents

Characteristics	n = 376	%
Age		
19	11	2.90
20	82	21.80
21	241	64.10
22	35	9.30
23	6	1.60
25	1	0.30
Sex		
Male	83	22.10
Female	293	77.90
Faculty Cluster		
Health Cluster	77	20.50
Agrocomplex Cluster	91	24.20
Science and Technology Cluster	93	24.70
Social and Human Resources Cluster	115	30.60

Source: Primary Data, 2021

Table 2. Frequency Distribution of Answers to Respondents Stress Management Knowledge Statements

Statement	SS		S		TS		STS		Total	
	n	%	n	%	n	%	n	%	n	%
Perform an activity to solve a problem	143	38	216	57.4	16	4.3	1	0.3	376	100
Take initial steps to resolve issue	173	46	198	52.7	4	1.1	1	0.3	376	100
Communicate the problem with the person involved	166	44.1	185	49.2	24	6.4	1	0.3	376	100
Formulate a plan before taking action	192	51.1	179	47.6	5	1.3	0	0	376	100
Analyze the positive impact of the plan that has been prepared before taking action	164	43.6	198	52.7	14	3.7	0	0	376	100
Analyze the negative impact of the plan that has been prepared before taking action	168	44.7	191	50.8	15	4	2	0.5	376	100
Make a full effort to carry out the plan I have made	146	38.8	221	58.8	8	2.1	1	0.3	376	100
Optimistic about the plan I have made	129	34.3	218	58	28	7.4	1	0.3	376	100
Postpone other activities to concentrate more on the problem	35	9.3	146	38.8	180	47.9	15	4	376	100
Choose to concentrate on a problem	51	13.6	200	53.2	120	31.9	5	1.3	376	100
Putting aside activities that I consider less important	76	20.2	214	56.9	83	22.1	3	0.8	376	100
Waiting for the right opportunity to carry out activities in overcoming problems	79	21	213	56.6	79	21	5	1.3	376	100
Refrain from doing harmful things	164	43.6	189	50.3	21	5.6	2	0.5	376	100
Be careful in making decisions	134	35.6	199	52.9	41	10.9	2	0.5	376	100
Patience in dealing with problems	169	44.9	176	46.8	27	7.2	4	1.1	376	100
Receive feedback from others on my issue	140	37.2	224	59.6	12	3.2	0	0	376	100
Ask others for help every time there is a problem	50	13.3	185	49.2	126	33.5	15	4	376	100
Consider advice from others for me to use in resolving problems	117	31.1	246	65.4	11	2.9	2	5	376	100
Not accepting the help of others	5	1.3	33	8.8	240	63.8	98	26.1	376	100
Looking at the problem from the positive side	85	22.6	257	68.4	30	8	4	1.1	376	100
Believing that there will be wisdom behind every problem	226	60.1	142	37.8	6	1.6	2	0.5	376	100
Be clear-headed on the problem at hand	140	37.2	203	54	30	8	3	0.8	376	100
Think of problems as lessons, not as obstacles	167	44.4	187	49.7	21	5.6	1	0.3	376	100
Believing that the problem must exist	199	52.9	174	46.3	3	0.8	0	0	376	100
Believing that problems are a process of maturation	212	56.4	157	41.8	6	1.6	1	0.3	376	100
Recognize that problems are not easy to change	72	19.1	197	52.4	95	25.3	12	3.2	376	100
Surrender to God Almighty every time there is a problem	220	58.5	130	34.6	22	5.9	4	1.1	376	100
Ask God Almighty for guidance on the problem at hand	269	71.5	101	26.9	5	1.3	1	0.3	376	100
Submit the results to God Almighty for the efforts that have been made	271	72.1	96	25.5	6	1.6	3	0.8	376	100

Table 2. Frequency Distribution of Answers to Respondents Stress Management Knowledge Statements

Statement	SS		S		TS		STS		Total	
	n	%	n	%	n	%	n	%	n	%
Believing that God Almighty will help His people in facing problems and trials	287	76.3	84	22.3	4	1.1	1	0.3	376	100
Assume that the problem does not exist	156	41.5	198	52.7	13	3.5	9	2.4	376	100
Assuming that problem does not affect my life	10	2.7	25	6.6	222	59	119	31.6	376	100
Reduce effort in solving problems	3	0.8	26	6.9	247	65.7	100	26.6	376	100
Give up on the problems I'm facing	4	1.1	16	4.3	193	51.3	163	43.3	376	100
Daydreaming when thinking about problems	36	9.6	166	44.1	136	36.2	38	10.1	376	100
Daydreaming about the continuation of my problem	34	9	191	50.8	113	30.1	38	10.1	376	100
Choosing to sleep instead of thinking about solving problems	24	6.4	88	23.4	190	50.5	74	19.7	376	100
Taking illegal drugs when facing problems	3	0.8	4	1.1	50	13.3	319	84.8	376	100

SS: Totally Agree; S: Agree; TS: Disagree; STS: Strongly Disagree
Source: Primary Data, 2021

In Table 3, the distribution of respondents' frequency based on mental health statement response showed respondents answer SL (Always) to the statement item "I hope to have an interesting or pleasant day when I wake up in the morning" which is 201 people (53.5%). For statement answers with SR (Often), respondents chose this option the most on the statement item "I feel happy" which was 186 people (49.5%). For statement answers with KD (Sometimes) respondents answered the most on the statement items "I feel lonely" and "I feel less excited" at 194 people (51.6%). Respondents' answers JR (Rarely) the most on the statement item "I am able to control my behavior, thoughts, emotions or feelings consciously" which was as many as 164 people (43.6%), while for statement answers with TP (Never), respondent answers the most on the statement item "I think about ending my life" which was 276 people (73.4%).

In Table 4, the results of the study on the dependent variable shows that out of all respondents, there were 203 people (54%) with good mental health and 173 people (46%) with bad mental health. As for the independent variables, it shows that there are 205 people (54.5%) who have high knowledge of stress management and 171 people (45.5) who have low knowledge of stress management. As for the independent variables, it shows that there are 205 people (54.5%) who have high knowledge of stress management and 171 people (45.5) who have low knowledge of stress management.

In Table 5, the results of the bivariate analysis shows that there is a correlation between the knowledge level of stress management and the mental health of Hasanuddin University Makassar students, the results of the chi-square test analysis showed the value of $p = 0.000$ (less than an α value of 0.05) which means that there is a significant association between the knowledge level on stress management and the mental health of Hasanuddin University Makassar students.

DISCUSSION

Based on the results of research that has been conducted regarding the mental health of Hasanuddin University Makassar students who are in the 7th semester or class of 2018 who have currently programmed and started working on a thesis, the results show that more Hasanuddin Makassar University students are in a good mental state, with 203 students (54%) compared to 173 (46%) students with a bad mental state. The distribution of respondents based on the answers to the statements on the mental health questionnaire, students who chose the SL (Always) the most to the statement item "I hope to have an interesting or fun day when I wake up in the morning" were 201

students (53.5%), for the SR (often) answer choices most students answered to the statement item "I feel happy" with 186 students (49.5%).

The results of this study illustrate that Hasanuddin University students who have good mental health can be identified through the circumstances they always or often experience in the past month. This situation is illustrated through statements that can describe the state of individuals who are in positive and healthy feelings and emotions as well as calm and peace

of mind, where two criteria have been fulfilled among several criteria used to assess a person's mental health. Good mental health can be defined as a state of well-being that allows individuals to cope with the normal stresses of life and function productively.[10] The criteria regarding mental health were put forward by Alexander A. Schneiders in his book entitled Personality Dynamic and Mental Health (Semiun) and these criteria are described in the research theoretical framework.[11]

Table 3. Distribution of Frequency of Responses to Respondents Mental Health Statements

Mental Health	SL		SR		KD		JR		TP		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
I am happy or content with my personal life	107	28.5	160	42.6	103	27.4	5	1.3	1	0.3	376	100
I feel lonely	24	6.4	62	16.5	194	51.6	75	19.9	21	5.6	376	100
I am scared or anxious when faced with unexpected situations	48	12.8	127	33.8	145	38.6	52	13.8	4	1.1	376	100
I feel like the future looks hopeful and promising to me	69	18.4	120	31.9	132	35.1	46	12.2	9	2.4	376	100
My daily life is filled with interesting things	64	17	122	32.4	138	36.7	45	12	7	1.9	376	100
I felt calm and free from feeling depressed	27	7.2	93	24.7	178	47.3	65	17.3	13	3.5	376	100
I enjoy the things I'm doing	112	29.8	164	43.6	90	23.9	8	2.1	2	0.5	376	100
I am aware when I lose control of acting, speaking, thinking, feeling, or remembering	39	10.4	95	25.3	123	32.7	88	23.4	31	8.2	376	100
I feel very sad and depressed	22	5.9	52	13.8	134	35.6	140	37.2	28	7.4	376	100
I felt loved and needed	48	12.8	120	31.9	141	37.5	57	15.2	10	2.7	376	100
I feel anxious	35	9.3	96	25.5	137	36.4	79	21	29	7.7	376	100
I hope to have an interesting or enjoyable day when I wake up in the morning	201	53.5	117	31.1	49	13	5	1.3	4	1.1	376	100
I felt tense and full of emotion	8	2.1	57	15.2	157	41.8	129	34.3	25	6.6	376	100
I can control my behavior, thoughts, emotions, or feelings consciously	1	0.3	19	5.1	129	34.3	164	43.6	63	16.8	376	100
My hands once trembled when I was trying to do something	39	10.4	104	27.7	119	31.6	80	21.3	34	9	376	100
I feel that there is nothing I want	5	1.3	25	6.6	83	22.1	109	29	154	41	376	100

Table 3. Distribution of Frequency of Responses to Respondents Mental Health Statements

Mental Health	SL		SR		KD		JR		TP		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
I feel calm and peaceful	39	10.4	150	39.9	152	40.4	32	8.5	3	0.8	376	100
I feel that my emotions are stable	10	2.7	31	8.2	161	42.8	132	35.1	42	11.2	376	100
I felt gloomy and sad	12	3.2	51	13.6	173	46	117	31.1	23	6.1	376	100
I feel like crying	32	8.5	80	21.3	138	36.7	105	27.9	21	5.6	376	100
I felt that others would feel better if I died	16	4.3	28	7.4	54	14.4	66	17.6	212	56.4	376	100
I can feel relaxed easily	42	11.2	115	30.6	162	43.1	51	13.6	6	1.6	376	100
I feel that my romantic relationship is full of feelings of loving and being loved	57	15.7	56	14.9	121	32.2	83	22.1	57	15.2	376	100
I felt that everything that happened was not to my liking	22	5.9	61	16.2	190	50.5	83	22.1	20	5.3	376	100
I am troubled by anxiety or confusion	34	9	93	24.7	153	40.7	65	17.3	31	8.2	376	100
I feel that life is a very interesting and enjoyable experience	104	27.7	148	39.4	97	25.8	20	5.3	7	1.9	376	100
I felt so sad that no one could comfort me	9	2.4	44	11.7	125	33.2	125	33.2	73	19.4	376	100
I thought about ending my life	6	1.6	15	4	29	7.7	50	13.3	276	73.4	376	100
I felt restless, unsettled, and impatient	13	3.5	45	12	125	33.2	140	37.2	53	14.1	376	100
I became moody or brooding over something	25	6.6	82	21.8	159	42.3	83	22.1	27	7.2	376	100
I was happy and had a great time	64	17	166	44.1	124	33	20	5.3	2	0.5	376	100
I experience confusion, anger, or nervousness	7	1.9	58	15.4	187	49.7	99	26.3	25	6.6	376	100
I feel worried	29	7.7	94	25	180	47.9	62	16.5	11	2.9	376	100
I feel happy	76	20.2	186	49.5	99	26.3	14	3.7	1	0.3	376	100
I tried to calm myself down	112	29.8	154	41	89	23.7	19	5.1	2	0.5	376	100
I feel less excited	26	6.9	81	21.5	194	51.6	65	17.3	10	2.7	376	100
I feel refreshed and fit when I wake up	44	11.7	130	34.6	152	40.4	42	11.2	8	2.1	376	100
I was in a state of tension, stress, or distress	13	3.5	58	15.4	143	38	128	34	34	9	376	100

SL: Always; SR: Often; KD: Sometimes; JR: Rarely; TP: Never
Source: Primary Data, 2021

The results of respondent's distribution for KD (Sometimes) statements were mostly answered to the statement items "I feel lonely" and "I feel less enthusiastic" with as many as 194 students (51.6%) and for the JR (Rarely) choices most respondents answered in the statement item "I can control my behavior, thoughts, emotions or feelings with full awareness" as many as 164 students (43.6%) These three statement items are sometimes and rarely felt by respondents. This illustrates the state of the respondent's mental health which is not good. It is said to be not good because if the respondent stated that he sometimes or rarely felt these

three items in the last month, it means that the person is in a state of Psychological Distress called depression. This is also in line with the assessment criteria put forward by Alexander A. Schneiders in his book entitled Personality Dynamic and Mental Health. One of these criteria is that individuals can integrate motives and control conflict or frustration.[11]

As for answers to the TP (Never) statement the most chosen were the statement item "I think about ending my life" by as many as 276 students (73.4%). Respondents' answers stated that in the past month, they had never thought of ending their life. This statement can describe the state of mental health of semester 7 students who are programming and starting to work on their thesis while still being in a good state of mental health. This is in line with the criteria for assessing a person's mental health which has also been stated in the research theoretical framework that a person is called mentally healthy if the person can exercise self-control, integrate thoughts and behavior or in other words, the person does not lose control of his behavior or emotions.[11] Fulfillment of one of the criteria for someone who is mentally healthy is not in line with data from the Data and Information Center of the Indonesian Ministry of Health which noted that there were 812 suicide cases throughout Indonesia in 2016 dominated by students.[12] Based on WHO data in Southeast Asia, the suicide rate in Indonesia in 2019 was in the fifth position. The highest number of suicides in Thailand at 12.9 (per 100,000 population), followed by Singapore (7.9), Vietnam (7.0), Malaysia (6.2), Indonesia (3.7) and the Philippines (3.7). This suicide case is associated with various mental disorders, including depressive disorders.[13] Based on the results of knowledge level on stress management in the 7th semester or class of 2018 students, it is known that there are 205 students (54.5%) who had high-level knowledge on stress management compared to 171 students (45.5%) with low-level knowledge on stress management. The results of respondent's distribution based on the answers to statements on the stress management knowledge questionnaire, students mostly chose the SS (Strongly Agree) statement with the statement item "Believes that God Almighty will help his people in facing problems and trials" as many as 287 students

(76.3 %) and for the choice of statement S (Agree) most of the students answered the statement item "Seeing the problem from the positive side" as many as 257 students (68.4%). This illustrates that more students have a high knowledge level of stress management. According to Philip G. Zimbardo in Saputra, who is a senior psychologist at Stanford University, his book revealed that there are three forms of coping/stress management, one of which is Emotional Focused Coping, where one dimension of Emotional Focused Coping is returning to religion and reinterpreting the stress experienced in a positive context by taking the wisdom or the positive side of a situation as one of the dimensions of stress management.[14] This is in line with the theoretical framework previously described regarding the dimensions of stress management.[15]

The results of respondent's distribution for the TS (Disagree) statement choice were mostly chosen by students in the statement item "Reducing the effort in solving problems" as many as 247 students (65.7%) and for the STS (Strongly Disagree) statement option, the most students answered item statement "Consuming illegal drugs when facing a problem" as many as 319 of them (84.8%). This presentation also illustrates that most Hasanuddin University students have high-stress management knowledge because they can differentiate negative things which are not things, they supposed to do in managing the stress they experience. This is in line with the theoretical framework previously described that one form of stress management is Maladaptive Coping, this stress management is in a form that leads to negative things that are not recommended to do, where one of the dimensions of Maladaptive Coping is Behavioral Disengagement, reducing efforts to overcome stress or even giving up and the use of alcohol or illegal drugs.[15]

Table 4. Frequency Distribution Based on Dependent and Independent Variables

Variables	n = 376	%
Mental Health		
Good	203	54.00
Bad	173	46.00
Knowledge of Stress Management		
High	205	54.50
Low	171	45.50

Source: Primary Data, 2021

Based on the results of cross-tabulations regarding the correlation between the knowledge level on stress management and the mental health of the respondents, it showed that 138 respondents (68%) had high knowledge of stress management and good mental health. In contrast, there were 106 people (61.3%) who had low-stress management knowledge and poor mental health. As for the results of the chi-square test analysis, it appears that the value of p = 0.000 (<0.05) means that there is an association between the knowledge level of stress management and the mental health of Hasanuddin University students. This shows that the higher the knowledge level on stress management in semester 7 students who are programming or compiling a thesis, the better their mental health state is. This is called psychological well-being. On the other hand, the lower the knowledge level on stress management of semester 7 students who are programming or compiling a thesis, the poorer their mental health state will be, which is also called psychological distress.

The results of this study are in line with research conducted by Aulia & Panjaitan (2019) which examined the relationship between psychological well-being and stress levels in final-year students. The results of this study indicate that there is a significant association between psychological health and stress levels, the higher the psychological well-being, the lower the stress level of the student.[15]

The results of this study are in line with the results of research by Sentani et al, which conducted a study of 469 students in the city of Bandung with the results that the use of coping can explain mental health status, which is in line with the transactional model theory, where coping is a dynamic process to affect a person's mental health. Students are included in the good mental category when the selection of coping forms used can reduce stress levels. The forms of coping that are considered to reduce stress levels are emotionally focused-coping and problem-focused coping. Students who fall into the category of mental health are not good when using maladaptive coping in dealing with stressful situations.[12] While the results found by Priyan and Yuvaraj showed more awareness and knowledge about the causes of stress and coping strategies adopted by dental students that have varying levels of stress, especially with online classes, the students cope with this stress with the support of family, friends and few activities that distract themselves.[16] This is in line with research conducted by Fernandes for emotional support in overcoming stress from family (27%), friends (55%), self (10%), and none (8%).[17] Students who are already in their final semester have heavier burdens and responsibilities. This is because they have a final task that must be completed, called a thesis. This can cause students to experience stress. The problems faced by students can be a source of stress. Stress management is one of the procedures for controlling or managing stress which aims to identify the causes of stress experienced and know techniques to deal with stress.[18] Therefore it is necessary for students to know about stress management, especially in final semester students.

Table 5. Analysis of the Correlation between Knowledge Level on Stress Management and Mental Health of Hasanuddin University Students

Variables	Knowledge Level Stress Management				Total		p-value
	High		Low				
	n	%	n	%	n	%	
Mental Health							
Good	138	68.00	65	32.00	203	100	0.000
Bad	67	38.70	106	61.30	173	100	
Total	**205**	**54.50**	**171**	**45.50**	**376**	**100**	

Source: Primary Data, 2021

The stress experienced by individuals has a strong association with their mental health. Therefore, it is necessary to make an effort to be able to overcome the stress felt by students. The effort is to know about stress management to deal with stress experienced so as not to interfere with one's mental health. When a person is faced with a stressful situation or situation, then there is a continuous effort to overcome or overcome it. An effective effort is needed to be able to overcome stress on students. The impact on mental health for students can be related to the academic performance achieved, one of which is successful in working on a thesis.[12]

CONCLUSION AND RECOMMENDATION

There is a significant association between the knowledge level of stress management and the mental health of students at Hasanuddin University, Makassar City, Indonesia. As for suggestions for students, it is best to prioritize and promote stress management knowledge that leads to good mental health for students.

AUTHOR CONTRIBUTIONS

RMT designed the research design and write the manuscript, AA conducted data collection and analyzed the data, and MAR and CL analyzed the data and improve the discussion. All authors read, reviewed, and approved the final manuscript. RMT = Ridwan M. Thaha; AA = Ani Asram; MAR = Muh Arsyad Rahman; CL = Clement Lifoia.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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