



Insomnia Disorders in Final-Semester College Students: A Case Study on Their Behavioral Patterns

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ABSTRACT

This study aims to explore the experiences, contributing factors, impacts, and coping strategies related to insomnia among final-year college students. The subjects of this research were two college students, identified by the initials HM and MD, who had experienced insomnia for more than one month. A qualitative case study method was employed, with in-depth interviews as the primary data collection tool. The findings indicate that both participants suffered from sleep disturbances triggered by academic pressure, excessive anxiety, frequent use of electronic devices before bedtime, and unhealthy lifestyle habits. The study concludes by emphasizing the importance of psychosocial support from educational institutions and the need to enhance college students' awareness of stress management and healthy sleep patterns. The implications of this research serve as a basis for higher education institutions to design psychological support programs that are more responsive to the specific needs of final-year college students.

KATA KUNCI

Gangguan Insomnia;
Mahasiswa Semester
Akhir;
Pola Perilaku
;

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pengalaman, faktor penyebab, dampak, dan strategi penanggulangan insomnia pada mahasiswa tingkat akhir dengan menggunakan pendekatan studi kasus. Subjek dalam penelitian ini adalah dua mahasiswa, yang disamarkan dengan inisial HM dan MD, yang telah mengalami insomnia selama lebih dari satu bulan. Penelitian ini menggunakan metode studi kasus kualitatif dengan teknik wawancara mendalam sebagai alat utama dalam pengumpulan data. Hasil penelitian menunjukkan bahwa kedua partisipan mengalami gangguan tidur yang dipicu oleh tekanan akademik, kecemasan berlebihan, kebiasaan menggunakan perangkat elektronik sebelum tidur, serta gaya hidup yang kurang sehat. Kesimpulan penelitian mengungkap menekankan pentingnya dukungan psikososial dari institusi pendidikan dan peningkatan edukasi tentang manajemen stres serta pola tidur sehat bagi mahasiswa tingkat akhir. Implikasi penelitian ini sebagai dasar pertimbangan bagi institusi pendidikan tinggi dalam merancang program dukungan psikologis yang lebih responsif terhadap kebutuhan mahasiswa tingkat akhir.

1. INTRODUCTION

Insomnia is a condition in which a person cannot meet their sleep needs in terms of duration and quality. Individuals with insomnia often experience excessive daytime sleepiness due to insufficient and poor-quality sleep. Although it can affect anyone, college students are among the groups particularly vulnerable to this disorder. College students who are required to wake up early, such as at 7 a.m., often struggle to fall asleep due to insomnia (Fernando & Hidayat, 2020). Sleep is a physiological need that is essential for maintaining physical health and emotional balance. According to the National Sleep Foundation (2023), the ideal sleep duration for optimal

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physical and mental functioning is between seven and nine hours per night. However, in reality, many individuals, especially college students, experience sleep disturbances such as insomnia. This condition reduces sleep quality and negatively affects cognitive functions, emotional well-being, and social relationships (Wijaya et al., 2024).

Final-year college students are especially prone to sleep disturbances due to intense academic and social pressure. Complex final projects, expectations from those around them, and uncertainty about life after graduation are contributing factors that can lead to prolonged stress and disrupted sleep patterns (Ramadita et al., 2023). Insomnia is commonly found in this group because of increased anxiety and limited control over daily routines. The end of the academic term is often accompanied by a heavy workload, including thesis writing, pressure to graduate on time, and anxiety about the future. These stressors can trigger psychological problems if not properly managed, one of which is insomnia. Thesis writing itself is a major source of pressure for final-year college students. For many, the thesis is viewed as the most significant academic milestone. However, the high expectations surrounding it often lead to substantial stress. This pressure comes from the student's personal goals and the expectations of family members, academic advisors, and their social environment. As a result, many college students struggle to manage their time between writing the thesis and fulfilling other responsibilities (Seto, Wondo, & Mei, 2020).

One of the effects of academic pressure is the tendency to stay up late among final-year college students (Clariska, Yuliana, & Kamariyah, 2020). Staying late often compensates for the lack of time during the day to complete assignments. Several factors contribute to this habit, including tight academic deadlines, busy schedules for academic advising, and distractions from social activities or digital device use. If this pattern continues, it can lead to irregular sleep schedules and decreased sleep quality (Sulana, Sekeon, & Mantjoro, 2020). Although some college students see staying up late as an effective way to catch up on unfinished work, it can negatively affect their health (Kurniawati, Pratikto, & Suhadianto, 2022). Sleep deprivation or poor-quality sleep can impair cognitive functions such as concentration, memory, and decision-making abilities. In the context of thesis writing, this decline in cognitive performance can hinder progress.

In addition to academic pressure, poor habits such as using electronic devices before bed can also harm sleep quality. According to research by Silitonga and Anugrahwati (2024), using smartphones before sleep can interfere with melatonin production, a hormone responsible for regulating the sleep cycle. College students who use electronic devices late into the night tend to suffer from sleep disturbances, even if they feel physically tired. This phenomenon is increasingly common in the digital age, where college students rely on technology for academic tasks, entertainment, and social interaction.

Insomnia experienced by college students nearing the end of their studies should not be taken lightly. Its effects go beyond physical discomfort, potentially impacting emotional stability and self-reflection and leading to psychological problems such as anxiety and depression. Research by Rizqiea and Hartati (2020) shows that college students with insomnia often face significant chronic stress and reduced academic performance. Common symptoms include persistent sleepiness and low energy to carry out daily activities. Therefore, educational institutions must provide adequate mental health support for college students (Siregar, Dina Mariana, & Rengkuan, 2025). However, college students' awareness of maintaining good sleep quality remains low. Many consider sleep deprivation a normal part of academic life or a sacrifice needed to complete their studies. In reality, if left untreated, sleep disturbances like insomnia can develop into chronic conditions that require medical intervention. Hence, this issue deserves thorough study to develop relevant and practical solutions for student life.

Insomnia is a common sleep disorder among college students, especially those in their final semester, caused by academic pressure, anxiety about the future, and unhealthy lifestyle habits. A study by Rahmawati et al. (2023) found a correlation between academic stress and insomnia among eighth-semester college students at Universitas Aisyiyah Yogyakarta. The use of electronic devices also contributes to sleep problems. Silitonga and Anugrahwati (2024) reported a significant relationship between smartphone use and insomnia among college students at Hermina Health Institute. Additionally, Rauf et al. (2024) found that the intensity of gadget use was correlated with insomnia among college students at ITEKES Tri Tunas Nasional. Anxiety is also an important factor. Fadila et al. (2021) identified a connection between anxiety levels and insomnia in medical college students at Universitas Muhammadiyah Semarang. College students working on their thesis are vulnerable to insomnia due to psychological pressure. These findings confirm that insomnia among final-semester college students is influenced by multiple factors, including academic stress, anxiety, and technology use, and requires a holistic intervention approach.

This study aims to examine the phenomenon of insomnia in final-semester college students through a case study of two individuals, HM and MD. It focuses on their experiences dealing with and managing their sleep disturbances, identifying the causes, consequences, and coping strategies through in-depth interviews. The findings

of this study are expected to serve as a reference for educational institutions and stakeholders in creating a more supportive psychological environment for final-year college students..

2. METHOD

2.1 Research Design

This study employed a qualitative descriptive approach using a case study method. This approach was chosen to allow an in-depth exploration of the subjective experiences of final-year college students experiencing insomnia. The case study method was considered appropriate as it provides a holistic and contextual description of real-life situations encountered by the participants, especially in dealing with academic pressure before graduation.

2.2 Research Subjects

The participants in this study were two final-year college students who had experienced insomnia for more than one month. Their identities were anonymized using the initials HM and MD. Although they came from different academic programs, both shared similar experiences of high academic workload and significant psychological pressure during the final phase of their studies. The participants were selected purposively based on specific criteria, namely final-year college students experiencing chronic sleep disturbances and willing to participate in the research process fully.

2.3 Data Collection

Data were collected through in-depth, semi-structured interviews. The interviews were conducted face-to-face in a comfortable and supportive environment to build trust and encourage honest, reflective responses. The interview guide was developed based on a literature review on insomnia and the study's objectives, covering topics such as personal experiences, causes of insomnia, its impact on daily life, and strategies to manage the sleep disorder.

2.4 Data Analysis

The data were analyzed using thematic analysis. The analysis process involved several steps: transcribing the interviews, repeated readings to understand the context, coding the data, identifying key themes, and interpreting the findings within the theoretical framework and research context. Data validity was strengthened through source triangulation and peer discussions to minimize interpretative bias.

3. RESULTS AND DISCUSSION

3.1 Results

a) Insomnia as a Sleep Disorder

Insomnia is one of the most commonly experienced sleep disorders, characterized by difficulty falling asleep, staying asleep, or non-restorative sleep, which subsequently leads to decreased daytime functioning, such as impaired concentration and mood changes (Patel, 2018).

In this study, the first participant, HM, is a final-year accounting student who reported experiencing sleep disturbances for the past two months. Although physically exhausted, HM had difficulty sleeping due to persistent thoughts about his thesis and anxiety about the future. His symptoms included trouble initiating sleep, waking up during the night, and feeling unrefreshed upon waking. The second participant, MD, is a management student experiencing sleep disturbances for approximately one and a half months. Her insomnia began during the intensive supervision phase of her thesis. In addition to academic pressure, MD felt pressured by her family to graduate quickly and secure employment. She spent her pre-sleep hours scrolling through social media, further deteriorating her sleep quality.

b) Internal and External Contributing Factors

Interview results revealed that both HM and MD's insomnia stemmed from a combination of internal and external factors. Internal factors included emotional and psychological pressures, such as anxiety about the future and personal or familial expectations (Widyastuti & Rahmah, 2020). HM felt uncertain about entering the workforce, while MD experienced stress from being the only woman in her family who had not yet secured a job. A

dominant external factor was the use of electronic devices before bedtime. As Tudu et al. (2023) noted, exposure to blue light from gadget screens inhibits melatonin production, a hormone that regulates the sleep-wake cycle. MD admitted to using her phone as an escape from stress, but this habit ultimately exacerbated her insomnia.

In addition to internal factors such as anxiety and family pressure and external factors like electronic device use, several other contributors worsened sleep disturbances among final-year college students. First is academic pressure. College students nearing graduation often face the demand to complete their theses and graduate on time, resulting in academic stress that negatively impacts sleep quality. Second, excessive perfectionism. Some college students push themselves to produce flawless work, and sacrificing sleep to perfect their assignments worsens their insomnia (Widyaningsih, 2023). Third, an unsupportive sleep environment. Physical conditions such as excessive light, noise, and uncomfortable room temperatures significantly affect sleep quality. College students living in dorms or boarding houses with such conditions are more vulnerable to sleep disturbances (Pramitasari & Mulyani, 2022). Fourth, a lack of physical activity. Inactivity or lack of exercise contributes to physical tension that hinders sleep. Light physical activity during the day has been shown to improve nighttime sleep quality (Ginting et al., 2023).

The absence of a consistent sleep routine further worsened the participants' conditions. Their irregular sleep patterns, influenced by task demands and mood fluctuations, disrupted their circadian rhythms. This finding is supported by Ramadita et al. (2023), who stated that irregular sleep patterns are a major cause of chronic sleep disturbances in final-year college students.

c) Impact on Daily Life

Insomnia significantly affected the daily lives of both HM and MD. HM experienced reduced cognitive performance, frequent forgetfulness, and a loss of motivation to complete his thesis. He also went through drastic mood changes, feeling energetic in the morning but highly anxious at night. MD experienced physical symptoms such as mild headaches, fatigue even after light activities, and near-daily restlessness. These findings align with those of Wijaya et al. (2024), who found that insomnia among college students is associated with emotional disturbances and reduced stress-coping abilities.

d) Strategies for Coping with Insomnia

To address his sleep disturbances, HM attempted to avoid using his laptop before bedtime and used meditation and white noise applications. Kweon and Shin (2021) showed that white noise and rain sounds are effective in helping individuals with poor sleep quality fall asleep faster. Their study emphasized the importance of selecting auditory stimulation that aligns with an individual's mental state to enhance sleep quality. However, when academic pressure intensified, HM tended to revert to his old habits. MD adopted a behavioral approach by setting a consistent sleep and wake schedule, reducing caffeine intake, and keeping her phone away from the bed. She also consulted with her academic advisor, which provided some relief, although her insomnia symptoms resurfaced under stress.

Neither participant had sought professional help due to time constraints and reluctance. This highlights the importance of promoting more inclusive and non-judgmental mental health services on campus. Poor sleep quality was evident in the fatigue and headaches both participants experienced upon waking. The sleep disturbances persisted for over a month, affecting their social functioning and productivity. Important activities were often delayed or canceled due to fatigue and a lack of motivation caused by insomnia. HM felt the need to physically exhaust himself to fall asleep, while MD tried to relax by lying down and waiting for drowsiness. Despite their desire to sleep, both participants often did not feel sleepy, making it difficult to initiate sleep.

3.2. Discussion

Based on the symptoms experienced by HM and MD, it is evident that they require professional support to manage stress and improve sleep quality. One effective guidance and counseling method for addressing insomnia triggered by psychological or academic pressure is individual counseling. Through this approach, counselors provide a safe space for clients to express anxiety, academic burdens, and internal conflicts that contribute to sleep disturbances (Putri & Lestari, 2022). Counseling is also beneficial in helping individuals develop time management skills and coping strategies for stress.

In addition, support from the medical and clinical psychology fields plays a significant role, particularly through Cognitive Behavioral Therapy for Insomnia (CBT-I). CBT-I is an evidence-based approach that aims to change negative thought patterns related to sleep and behaviors that interfere with sleep. This therapy includes education on healthy sleep habits, relaxation techniques, sleep restriction, and stimulus control. Research by

Kweon and Shin (2021) indicates that CBT-I significantly improves sleep quality and psychological well-being in college students experiencing mild to moderate insomnia. Furthermore, this therapy has been shown to reduce dependency on electronic devices used as a form of emotional escape.

Mindfulness practices and relaxation therapies, such as deep breathing exercises, guided meditation, and white noise applications, have also proven effective. Alfian et al. (2022) revealed that mindfulness practices and sound therapy can help reduce anxiety levels and extend sleep duration among college students. For more severe or chronic cases of insomnia, consultation with a psychiatrist or general practitioner is strongly recommended to consider pharmacological interventions. The use of medications such as melatonin or low-dose antidepressants may sometimes be necessary, although these should be considered only after psychological interventions have failed to produce satisfactory results (Suryani et al., 2021).

Among final-year college students, insomnia is often triggered by intense academic pressure and concerns about the future. Roeser et al. (2020) highlighted that academic stress is closely associated with sleep disturbances. The pressure to complete final assignments and prepare for graduation can lead to anxiety that further disrupts sleep quality (Zhao et al., 2021). This is consistent with the findings of Li et al. (2019), who reported that stress and anxiety are primary predictors of insomnia among college students, resulting in decreased concentration and academic productivity.

In addition to psychological factors, behavioral patterns such as using electronic devices before bedtime significantly contribute to sleep problems. The blue light emitted by device screens inhibits the production of melatonin, a hormone that regulates the sleep cycle, leading to difficulties in falling asleep (Wang et al., 2022). A study by Kim and Lee (2020) showed that college students who used smartphones for more than two hours before bed were at a higher risk of experiencing insomnia compared to those who did not. Other unhealthy habits, such as high caffeine intake and a sedentary lifestyle, are also recognized as risk factors for insomnia (Garcia et al., 2021).

The impact of insomnia on college students is not only physical, such as fatigue but also mental and emotional. Chronic sleep disturbances can increase the risk of mood disorders such as depression and anxiety, as well as impaired cognitive functions, including learning and memory (Huang et al., 2021). Moreover, college students' overall quality of life declines, affecting their motivation and academic performance (Santos et al., 2019). Therefore, addressing insomnia should be given serious attention within the context of higher education.

Effective strategies for managing insomnia are urgently needed, and the cognitive behavioral therapy approach for insomnia (CBT-I) has been proven to improve sleep patterns and mental health significantly (Smith et al., 2023). In addition, psychosocial support from educational institutions, such as counseling services and education on stress management and sleep hygiene, is highly beneficial (Patel & Sharma, 2022). Implementing such programs can help college students overcome sleep difficulties and enhance their overall well-being during the challenging final stage of their academic journey.

Campus-based guidance and counseling services play a vital role in assisting final-year college students who experience insomnia, particularly because this condition often stems from high academic stress and anxiety. College students can access a safe environment through counseling services to express their concerns and receive targeted psychological support. Campus counselors can also provide appropriate interventions, such as stress management techniques, education on healthy sleep routines, and referrals to specialized therapies like Cognitive Behavioral Therapy for Insomnia (CBT-I). The availability of these services not only helps reduce insomnia symptoms but also improves college students' emotional well-being and academic performance, thereby supporting the successful completion of their studies.

Higher education institutions must provide integrated and responsive counseling services, such as mental health centers, relaxation spaces, and stress management seminars for final-year college students. The availability of accessible and stigma-free services will increase the likelihood of college students recovering from sleep disorders such as insomnia.

4. RESEARCH IMPLICATIONS

This study can serve as a foundation for future research involving a broader range of participants and using quantitative approaches to evaluate the effectiveness of interventions such as Cognitive Behavioral Therapy for Insomnia (CBT-I). Furthermore, a deeper exploration of social and environmental factors is necessary to enhance understanding of insomnia among college students.

The implications of this study in the field of guidance and counseling include providing a basis for developing further research with larger sample sizes and adopting quantitative methods to assess the effectiveness of interventions like CBT-I. This research also highlights the importance of counselors considering social and environment-

tal factors that contribute to insomnia in college students. With a more comprehensive understanding of these factors, guidance and counseling services in higher education institutions can be designed to be more holistic and responsive, thereby offering more effective support for college students in overcoming sleep difficulties and improving their overall psychological well-being.

5. CONCLUSION

A combination of internal and external factors caused the insomnia experienced by the participants. Emotional and psychological pressure was the most dominant internal factor, including anxiety about the future and expectations from both themselves and their families. HM experienced anxiety regarding the uncertainty of employment after graduation, while MD felt pressured because she was the only woman in her family who had not yet secured a job. On the external side, using electronic devices, especially smartphones, significantly affects sleep quality due to blue light exposure inhibiting melatonin production.

To address these sleep problems, HM and MD attempted several self-help strategies, such as limiting gadget use before bedtime and adjusting their sleep schedules. However, they have not yet received professional assistance due to time constraints and the persistent stigma surrounding mental health services. These findings highlight the importance of accessible counseling services, Cognitive Behavioral Therapy for Insomnia (CBT-I), as well as psychological and medical support that is easier for college students to access to manage sleep disorders effectively.

Intense academic pressure from completing final projects and meeting graduation targets is one of the main factors that worsens sleep problems in final-year college students. In addition, an uncomfortable sleep environment, such as noisy rooms, poor lighting, or unstable temperatures, also contributes to poor sleep quality. A lack of physical activity is another significant factor that aggravates sleep disturbances, as exercise has been shown to help regulate sleep cycles and improve rest quality.

Irregular sleep patterns, such as staying up late and waking at inconsistent times, disrupt the circadian rhythm of both participants, which plays a key role in regulating the natural sleep-wake cycle. As a result, these disturbances significantly affect college students' cognitive and emotional functions, as seen in reduced concentration and memory, decreased motivation to complete academic tasks, and frequent mood changes, including irritability or sadness. Physically, college students also experience symptoms such as chronic fatigue, headaches, and decreased stamina, which further hinders their productivity and overall quality of life. These issues emphasize the importance of a holistic approach to addressing sleep disorders, including stress management, improving the sleep environment, and encouraging healthier lifestyle habits among college students.

Future research should involve a larger and more diverse sample to obtain more representative data on insomnia among final-year college students. In addition, a quantitative approach can objectively measure the causes and impacts of insomnia and evaluate the effectiveness of interventions such as Cognitive Behavioral Therapy for Insomnia (CBT-I). Further studies should also examine the influence of social, environmental, and psychosocial factors on sleep disturbances and aim to develop more responsive counseling support programs within the university setting. The use of digital technology as a tool to support interventions can also be explored as a practical and effective method for addressing insomnia among college students.

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AUTHOR CONTRIBUTION STATEMENT

The authors declare that they have contributed equally and substantially to this work. Their contributions include the conception and design of the study, data collection, data analysis and interpretation, as well as the drafting, critical revision, and final approval of the manuscript.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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