

## **ABSTRACT**

*This study explores how university students utilize self-disclosure as a strategy to cope with burnout and anxiety during the process of completing their final thesis. Employing a qualitative approach with in-depth interviews, the research examines the personal experiences of four final-year students from Telkom University and one lecturer in Communication Psychology. The findings reveal that self-disclosure functions as an effective adaptive mechanism to relieve emotional stress. The act of opening up is carried out selectively, based on psychological comfort, interpersonal closeness, and the perceived availability of social support. Five key sub unit of self-disclosure intentional disclosure, amount of disclosure, positive-negative disclosure, honesty-accuracy, and control of general depth or intimacy capture the patterns of openness exhibited during academic challenges. Students tend to disclose negative emotions such as stress, fatigue, and anxiety, which helps alleviate emotional burden and enhances resilience. These findings underscore the importance of a supportive campus environment and empathetic communication to promote students' mental well-being.*

*Keywords: self-disclosure, burnout, anxiety, students, thesis, interpersonal communication.*