An Analysis of Determinant Factors Influencing Students' Anxiety Levels During the Thesis Writing Process

Naufal Qadri Syarif[1]*
*Corresponding author: naufalqadri7@gmail.com

Abstract

Final-year students of the Primary School Teacher Education (PGSD) program at Universitas Negeri Makassar (UNM) in 2024 face various challenges during the thesis writing process, particularly concerning self-efficacy, coping strategies, and family support, all of which influence their anxiety levels. In Indonesia, the prevalence of anxiety disorders among individuals aged 15 and above increased from 6% in 2013 to 9.8% in 2018. This study aims to analyze the factors associated with anxiety levels among final-year PGSD UNM students during thesis preparation. This research employed an analytical survey design with a cross-sectional approach. The population consisted of 552 undergraduate PGSD students currently writing their theses, with a sample of 123 respondents selected through proportionate stratified random sampling. Data were collected using an online questionnaire via Google Form and analyzed using the Spearman Rank correlation test. Bivariate analysis showed significant correlations between self-efficacy ($p = 0.001$, $\rho = -0.283$), coping strategies ($p = 0.012$, $\rho = 0.226$), and family support ($p = 0.015$, $\rho = 0.218$) with students' anxiety levels. These findings indicate that self-efficacy, coping strategies, and family support are significantly associated with the level of anxiety among PGSD students. Final-year students are encouraged to maintain strong motivation in completing their theses to obtain their degrees. It is essential to foster high self-efficacy, apply effective coping strategies, and seek family support to reduce anxiety during the thesis writing process.

Keywords: Anxiety; Self-efficacy; Coping Strategies; Family Support

Introduction

Anxiety is an uncontrollable feeling of worry about the possibility of frightening future events, which are perceived as terrifying if they occur (Arby, 2017 in Siswanto & Aseta, 2021). This anxious feeling serves as a warning signal of impending danger and encourages individuals to take action in facing threats (Ismunu et al., 2020). According to the World Health Organization (WHO), in 2020, mental health disorders became one of the leading causes of disability worldwide, with around 450 million people experiencing anxiety-related mental health issues. Of this number, 150 million were young adults, and 57% of them experienced anxiety due to academic workload (Indriyati et al., 2021). In the United States, 40 million adults aged 18 and over suffer from anxiety disorders (National Institute of Mental Health, 2010 in Indriyati et al., 2021). In Asia, 65 million young adults experience anxiety problems related to education, particularly among final-year university students (Indriyati et al., 2021). In Indonesia, the prevalence of anxiety disorders among individuals aged 15 and above increased from 6% in 2013 to 9.8% in 2018 (Riskesdas, 2018 in Ministry of Health of the Republic of

---

[1] Makassar State University, Makassar, INDONESIA. Email: naufalqadri7@gmail.com

Indonesia). In West Java, the prevalence of emotional disorders in 2018 reached 12.11%, which is higher than the national average. The prevalence is higher in females (14.58%) than in males (9.68%). Data also indicate that 8.9% of the population aged 15 and above experienced emotional disorders (Riskesdas, 2018 in Suhada & Fajrin, 2021).

Among university students, 25% are reported to experience mild anxiety, 60% moderate anxiety, and 15% severe anxiety. This shows that anxiety can affect anyone, ranging from mild to severe levels (Suyamto et al., 2009 in Rosdiana & Hastutiningtyas, 2019). Several internal factors contribute to anxiety among students writing their thesis, including difficulties in determining research titles, formulating problems, understanding research concepts, research methods, and writing techniques (Firmansyah, 2014 in Sanger & Sepang, 2021). External factors include the research supervision process, environmental pressures such as financial constraints, family support, and the role of academic supervisors, all of which may influence anxiety levels (Karyanah, 2014 in Sanger & Sepang, 2021). The effects of anxiety in students may manifest as restlessness, nervousness, headaches, insomnia, and disorganized thinking, which can impair academic performance and memory function (Wakhyudin & Putri, 2020 in Sanger & Sepang, 2021).

Anxiety is also influenced by self-efficacy, which refers to a person's belief in their ability to accomplish tasks. Students with high self-efficacy are better able to manage anxiety compared to those with low self-efficacy (Widyastuti, 2013 in Kasyfillah & Susilarini, 2021). A study at Diponegoro University in Semarang found a negative correlation between self-efficacy and anxiety during thesis writing, meaning that higher self-efficacy can reduce anxiety levels (Saraswati et al., 2021). Coping strategies, which are efforts by individuals to deal with problems and adapt to change, also affect anxiety levels. The better the coping strategies, the lower the level of anxiety (Dahriyanto & Fitriyanto, 2018). Family support, which includes assistance from other family members, also plays a role in reducing anxiety. Studies have shown that strong family support can alleviate students' anxiety during the thesis writing process (Afriani, 2018). Based on preliminary interviews conducted with PGSD UNM students on June 3, 2024, it was found that 9 out of 10 students felt anxious while writing their thesis. Their reasons included a lack of understanding of theories, difficulties in finding references, and pressure to complete the thesis on time. Strong self-efficacy, effective coping strategies, and family support helped them reduce anxiety during the process.

Based on these considerations, the researcher is interested in examining the factors associated with the anxiety levels of PGSD UNM students during the thesis writing process in 2024. This study aims to answer several key questions:

1. What factors influence the anxiety levels of PGSD UNM students during the thesis writing process in 2024?
2. How are internal and external factors related to students' anxiety levels during thesis writing?
3. What extent are students' anxiety levels affected by academic workload, supervisor guidance, and social support throughout the thesis writing process.

Method

This study employed a quantitative method with an observational approach. The sample was selected using a non-probability technique, namely proportionate stratified random sampling. This process involved dividing the population into strata, randomly selecting samples

from each stratum, and then combining them into a single sample. The purpose of this analysis was to describe the characteristics of variables related to anxiety levels during the thesis writing process. For categorical data, results were presented in the form of frequencies and percentages for each group. Sampling was conducted based on inclusion and exclusion criteria.

Data analysis involved both univariate and bivariate analyses, with the Spearman Rank correlation test used to examine the relationships between variables. The study population consisted of all PGSD (Primary School Teacher Education) students at Makassar State University who were in the process of writing their thesis in 2024, totaling 552 final-semester students. From this population, a sample of 123 respondents was selected. Sampling was carried out using a quantitative method with a cross-sectional approach. Data collection was conducted through observation and questionnaires, which included questions related to students' anxiety levels, self-efficacy, coping strategies, and family support.

Results and Discussion

Result

The results of the Spearman Rank statistical test showed a correlation coefficient of $r = -0.283$ and a p-value of 0.001. Since the p-value < 0.05, it can be concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, indicating that "there is a relationship between self-efficacy and anxiety levels."The statistical test also showed a correlation coefficient of $r = 0.226$ with a p-value of 0.012. Since the p-value < 0.05, Ho is rejected and Ha is accepted, indicating that "there is a relationship between coping strategies and anxiety levels." In addition, the statistical test showed a correlation coefficient of $r = 0.218$ and a p-value of 0.015. Since the p-value < 0.05, Ho is rejected and Ha is accepted, which means "there is a relationship between family support and anxiety levels.

Results of the univariate analysis

Univariate analysis was used to determine the frequency distribution and percentage of each variable studied. This study involved 123 final-year students from the PGSD program at Makassar State University, with data collected through questionnaires.

Table 1. Univariate Analysis

Variabel	Frekuensi	Presentase
Self Efficacy		
Good	89	72,4%
Poor	34	27,6%
Coping Strategy		
Adaptive	71	57,7%
Maladaptive	52	42,3%
Family Support		
Good	76	61,8%
Poor	47	38,2%
Anxiety Level		
Not Anxious	59	48,0%
Mild Anxiety	62	50,4%
Moderate Anxiety	2	1,6%

Source: Data processing by the researcher

Based on the table above, more than half of the respondents demonstrated good self-efficacy, with 89 individuals (72.4%). A total of 71 respondents (57.7%) had adaptive coping strategies, and 76 respondents (61.8%) received good family support. Additionally, 59 respondents (48.0%) did not experience anxiety.

Results of the Bivariate Analysis

Table 2. Bivariate Analysis

Variable	Anxiety Level						Total		p value	rho
	Not Anxious		Mild Anxiety		Moderate Anxiety					
	f	%	f	%	f	%	F	%		
Self Efficacy										
Good	35	39,3	52	58,4	2	2,2	89	100	0,001	-0,283
Poor	24	70,6	10	29,4	0	0	34	100		
Coping Strategy										
Adaptive	41	57,7	29	40,8	1	1,4	71	100	0,012	0,226
Maladaptive	18	34,6	33	63,5	1	1,9	52	100		
Family Support										
Good	43	56,6	32	42,1	1	1,3	76	100	0,015	0,218
Poor	16	34,0	30	63,8	1	2,1	47	100		

Source: Data processing by the researcher

Based on Table 2, it is shown that the majority of respondents with high self-efficacy and mild anxiety, totaling 52 individuals (58.4%), had a rho value of -0.283 and a p-value of 0.001, indicating a weak negative correlation. Meanwhile, most respondents who used adaptive coping strategies and did not experience anxiety totaled 41 individuals (57.7%), with a rho value of 0.226 and a p-value of 0.012, indicating a weak positive correlation. In addition, the majority of respondents with good family support and no anxiety, totaling 43 individuals (56.6%), had a rho value of 0.218 and a p-value of 0.015, also indicating a weak positive correlation.

Discussion

The Relationship Between Self-Efficacy and Anxiety Levels

The results of the bivariate analysis using Spearman's Rank showed a p-value of 0.001 (<0.05), which means the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, indicating a significant relationship between self-efficacy and anxiety levels in thesis writing. The rho value of -0.283 indicates a weak negative correlation. This means, according to the researcher, that self-efficacy affects the anxiety levels of students who are writing their thesis; high self-efficacy tends to reduce anxiety, while low self-efficacy tends to increase anxiety.

Of the 123 respondents, 89 (72.4%) had good self-efficacy, while 34 (27.6%) had poor self-efficacy. The researcher argues that the thesis is the final task to be completed to obtain a degree. Students with good self-efficacy tend to be more enthusiastic in completing the task, not easily giving up despite difficulties, being optimistic about achieving their goals, and ready to face various challenges.

This study is consistent with the research by Saraswati et al. (2021), which found a negative relationship between self-efficacy and anxiety in thesis writing with a p-value of 0.00 (<0.05) and an r value of -0.445, indicating a fairly strong relationship. Students are encouraged to make a list of goals to achieve to stay motivated and employ various strategies to reduce

anxiety. This result is also supported by the study by Simalango et al. (2022), which found a relationship between self-efficacy and anxiety levels with a p-value of 0.039 (<0.05).

The researcher concludes that self-efficacy is the belief in one's ability when working on a thesis, which can make students more optimistic and reduce anxiety because they believe they can complete the tasks and challenges. Therefore, it can be concluded that there is a relationship between self-efficacy and anxiety levels in thesis writing among students of the PGSD program at Makassar State University in 2024.

The Relationship Between Coping Strategies and Anxiety Levels

The bivariate analysis using Spearman's Rank showed a p-value of 0.012 (<0.05), which means the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This indicates a significant relationship between coping strategies and anxiety levels. The rho value of 0.226 indicates a weak positive correlation.

Of the 123 respondents, 71 (57.7%) used adaptive coping strategies, while 52 (42.3%) used maladaptive coping strategies. The researcher states that many students choose adaptive coping strategies to complete their thesis more quickly. Adaptive coping helps reduce anxiety, while maladaptive coping can increase distress. The more adaptive the coping strategy used, the lower the level of anxiety experienced. The benefits of adaptive coping for students include finding various alternative solutions to reduce anxiety and maintaining high motivation in completing their thesis. An effective coping strategy is one that can reduce and minimize anxiety, with individuals choosing strategies that are appropriate for the stressful situation they are facing.

According to Yani (1997 in Maryam, 2017), coping is an individual's behavior to reduce psychological tension in stressful conditions, which can be adaptive or maladaptive. Adaptive coping helps to cope with stress and reduce distress, while maladaptive coping can cause unnecessary additional distress (Kozier et al., 2010 in Usraleli et al., 2020).

This study supports the findings of Usraleli et al. (2020), which found a significant relationship between coping strategies and stress levels with a p-value of 0.014 (≤ 0.05) in students of Poltekkes Kemenkes Riau who were writing their thesis. The research by Dahriyanto and Fitriyanti (2018) also found a significant relationship between coping strategies and anxiety with a p-value of 0.01 (<0.05) and rho -0.316, indicating that the better the coping strategies, the lower the anxiety experienced. Based on the explanation above, it can be concluded that there is a relationship between coping strategies and anxiety levels in thesis writing among students of the PGSD program at Makassar State University in 2024.

The Relationship Between Family Support and Anxiety Levels

Bivariate analysis using Spearman's Rank showed a p-value of 0.015 (<0.05), which means the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This indicates a significant relationship between family support and anxiety levels. The rho value of 0.218 indicates a weak positive correlation.

Of the 123 respondents, 76 (61.8%) received good family support, and 47 (38.2%) received moderate family support. According to the researcher, family support is very important for students who are writing their thesis. Good support from the family can reduce the anxiety of final-year students by boosting their motivation and enthusiasm in completing their thesis.

The researcher also found that family support affects the anxiety levels of students by providing various types of assistance, such as instrumental support (e.g., facilities and funds for

thesis needs), emotional support (prayers and listening to students' complaints), esteem support (praise and rewards when achieving targets), and informational support (advice and explanations about the importance of education). Hanum and Lubis (2017) identified these four types of family support as informational, emotional, instrumental, and esteem support.

This study is consistent with the findings of Afriani (2018) at the Al-Ma'rif Nursing Academy, which showed a significant relationship between family support and students' anxiety in writing their thesis with a p-value of 0.010 (<0.05). Sugiharno and Susanto also found a significant relationship between family support and students' anxiety in facing their final project, with a p-value of 0.003 (<0.05). Students who do not receive family support, especially from their parents, tend to be more vulnerable to anxiety. The researcher assumes that high social support from the family, whether in the form of advice, facilities, or emotional support, can maintain the students' motivation in completing their thesis. On the other hand, a lack of social support from the family can make students feel neglected, increase anxiety, and cause them to become easily stressed and struggle to concentrate on completing their final task. Based on the explanation above, it can be concluded that there is a relationship between family support and anxiety levels in thesis writing among students of the PGSD program in 2024.

Conclusion

Based on the research results, it was found that 72.4% of students have good self-efficacy, 57.7% use adaptive coping strategies, and 61.8% receive good family support. As many as 50.4% of students experience mild anxiety. This study found a significant relationship between self-efficacy and anxiety levels with a p-value of 0.001 (<0.05) and rho -0.283. Additionally, there is a significant relationship between coping strategies and anxiety levels with a p-value of 0.012 (<0.05) and rho 0.226. There is also a significant relationship between family support and anxiety levels with a p-value of 0.015 (<0.05) and rho 0.218.

Based on the results of the study, it was found that maintaining motivation, enhancing self-efficacy, and strengthening coping strategies are crucial in helping students reduce anxiety levels during the thesis writing process. In addition, family support was shown to play an important role in motivating students to complete their studies. Therefore, Universitas Negeri Makassar (UNM), particularly the PGSD program, is expected to be more proactive in identifying and addressing the various factors that may trigger student anxiety during thesis preparation.

Although this study provides meaningful contributions, there are several limitations that need to be acknowledged. This research only involved participants from the PGSD program at UNM, thus the findings may not be generalizable to other study programs or institutions. Moreover, the study focused solely on a few variables—namely motivation, self-efficacy, coping strategies, and family support—while other potentially influential factors, such as financial conditions, academic environment, and mental health, were not analyzed in depth.

In light of these limitations, future studies are encouraged to expand the scope of participants across various study programs or other universities to obtain a more comprehensive understanding. Future researchers are also advised to include additional variables such as financial factors, the quality of the academic environment, and students' mental health conditions. Furthermore, longitudinal studies could be conducted to monitor changes in students' anxiety levels from the beginning to the end of the thesis writing process, in order to gain deeper insights into the dynamics of academic anxiety.

References

Afriani, B. (2018). Motivasi Mahasiswa Dan Dukungan Keluarga Terhadap Kecemasan Mahasiswa Dalam Penyusunan Tugas Akhir. *Babul Ilmi Jurnal Ilmiah Multi Science Kesehatan*, *9*(1).

Aseta, P. (2021). Gambaran Faktor-Faktor Yang Mempengaruhi Kecemasan Mahasiswa Dalam Tugas Akhir Masa Pandemi Covid-19. *Intan Husada: Jurnal Ilmiah Keperawatan*, *9*(1), 31-40.

Dahriyanto, L. F., & Anto, A. H. F. (2018). Hubungan Strategi Koping dan Kecemasan pada Pemain Sepakbola. *Intuisi: Jurnal Psikologi Ilmiah*, *10*(3), 299-307.

Indriyati, I., Herawati, V. D., Sutrisno, S., & Putra, F. A. (2021, May). Pengaruh Terapi Komplementer Dengan Mendengarkan Murottal Al-Quran Terhadap Tingkat Kecemasan Pada Mahasiwa Tingkat Akhir Yang Menyusun Skripsi Pada Situasi Pandemic Covid-19. In *Prosiding University Research Colloquium* (pp. 997-1011).

Ismunu, R. S., Purnomo, A. S., & Subardjo, R. Y. S. (2020). Sistem pakar untuk mengetahui tingkat kecemasan mahasiswa dalam menyusun skripsi menggunakan metode multi factor evaluation process dan inferensi fuzzy tsukamoto.

Kasyfillah, A. M., & Susilarini, T. (2021). Hubungan Antara Dukungan Sosial Orangtua dan Self Efficacy Dengan Kecemasan Dalam Menghadapi Dunia Kerja Pada Mahasiswa Semester Akhir Fakultas Psikologi Universitas Persada Indonesia YAI. *IKRA-ITH HUMANIORA: Jurnal Sosial Dan Humaniora*, *5*(3), 69-75.

Maryam, S. (2017). Stres keluarga: Model dan pengukurannya. *Psikoislamedia: Jurnal Psikologi*, *1*(2).

Musfira, M., Burhan, I., Alfatih, A. N., Syarif, N. Q., & Ilmi, N. (2025). Fostering Anti-Bullying Awareness: Empowering Elementary School Students Through Education. *Help: Journal of Community Service*, *1*(4), 266-277.

Rosdiana, Y. (2019). Hubungan Kecemasan Dengan Mekanisme Koping Mahasiswa Dalam Melaksanakan Praktik Profesi Ners Departemen Jiwa Di Universitas Tribhuwana Tunggadewi Malang. *Jurnal Keperawatan Florence*, *3*(2).

Sanger, A. Y., & Sepang, M. (2021). Kecemasan Dan Kualitas Tidur Pada Mahasiswa Keperawatan Tingkat Akhir. *Nutrix Journal*, *5*(2), 27-34.

Saraswati, N., Dwidiyanti, M., Santoso, A., & Wijayanti, D. Y. (2021). Hubungan efikasi diri dengan kecemasan menyusun skripsi pada mahasiswa keperawatan. *Holistic Nursing and Health Science*, *4*(1), 1-7.

Subekti, R. T. (2020). Hubungan Dukungan Keluarga Terhadap Tingkat Kecemasan Pada Pasien Kanker Payudara Yang Menjalani Kemoterapi. *Jurnal Kesehatan Panca Bhakti Lampung*, *8*(1), 1-9.

Suhada, R., & Fajrin, A. D. (2021). Hubungan keteraturan melaksanakan shalat fardhu dengan tingkat stres pada mahasiswa keperawatan yang sedang menyusun skripsi dalam masa pandemi Covid-19 di sekolah tinggi ilmu kesehatan Kuningan 2021. *Journal of Public Health Innovation*, *2*(1), 93-102.

Usraleli, U., Melly, M., & Deliana, R. (2020). Hubungan strategi koping dengan tingkat stres mahasiswa poltekkes kemenkes riau yang menyusun skripsi. *Jurnal Ilmiah Universitas Batanghari Jambi*, *20*(3), 967-970.

Wakhyudin, H., & Putri, A. D. S. (2020). Analisis kecemasan mahasiswa dalam menyelesaikan skripsi. *Wasis: jurnal ilmiah pendidikan*, *1*(1), 14-18.

Biography

Naufal Qadri Syarif is a lecturer in the Department of Primary School Teacher Education at the Faculty of Education, Universitas Negeri Makassar. He teaches courses related to Educational Evaluation.