

# Relationship of Academic Self-Efficacy With Anxiety in Completing Thesis in Final Year Students of Faculty of Education

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## Abstract

The thesis completion period for final year students is usually a stressor for students. This condition often causes anxiety and despair. Student anxiety in completing the thesis leads to disruption of psychological and behavioral response patterns. One way to utilize the potential that exists in students is self-confidence (self-efficacy), in order to reduce anxiety. This study aims to describe academic self-efficacy and student anxiety in completing the thesis and to test the relationship between the two. This study uses a quantitative method with a descriptive correlational approach. The sample consisted of 70 final year students selected using purposive sampling. The instrument used was a questionnaire with a Likert scale model. Hypothesis testing uses the product moment correlation formula. The research findings are: (1) The average anxiety score in completing a thesis is 119.8 or (64.77%) in the moderate category, (2) The average academic self-efficacy of students is 128.56 (64.28%) in the moderate category, (3) There is a very weak negative significant relationship between academic self-efficacy and anxiety in completing a thesis of -0.90 with a significance level of 0.457.

**Keywords :** Academic self-efficacy, Anxiety, thesis completion, students, Guidance and Counseling

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## Introduction

Students are given the opportunity to undergo the learning process at university for 4 years. In the regulation of the Minister of Education and Culture Number 3 of 2020 concerning higher education standards, undergraduate students can complete their studies in 8 semesters or if calculated with a load of 144-160 credits, they can be completed in the 4th or 6th year of study. The phenomenon in the field shows that there are still many students in universities who complete their studies in the 6th or 7th year. Writing a thesis for final year

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students is usually a stressor in itself among students. This often causes anxiety and despair. Anxiety shows symptoms of disturbance between feelings of fear, caution, excessive vigilance and unpleasantness for those who experience it (Marjan, et al., 2018).

Anxiety is one of the psychological problems often experienced by students. Anxiety is related to feelings of fear and danger that will come in the process of completing a thesis. Student anxiety in completing a thesis refers to the disruption of physiological and behavioral response thought patterns, due to feelings of worry and poor performance when writing a thesis (Widigda & Setyaningrum, 2018). Anxiety according to Freud is a state of unpleasant affective feelings accompanied by physical sensations that warn people of impending danger (Mukhayyaroh, L. 2012). Anxiety is a feeling experienced when thinking about something unpleasant that will happen (Mukholil, 2018).

Safaria & Saputra (2009) argue that anxiety or feelings of anxiety are a condition experienced when thinking about something unpleasant happening. Four signs of anxiety are shown by a person: a) Physical reactions: sweaty palms, tense muscles, pounding heart, blushing cheeks, and dizziness. b) Behavior: avoiding situations where anxiety can arise, such as running away from a situation when anxiety begins to arise, c) Thinking, namely thinking too much about danger, considering oneself incapable of solving problems, worrying, and thinking badly, d) Mood: nervous, irritated, panicked. The factors that can influence anxiety include (a) excessive prediction of fear (b) irrational beliefs (self-defeating) (c) anxiety sensitivity (d) low self-confidence (self-efficacy) (Nevid, JS, Rathus, SA, & Greene, B. 2003).

Jayanti, Nk. Krisnawati, Km. & Devi, Nl. (2021) explained that one way to utilize the potential within oneself to reduce anxiety is self-confidence (self-efficacy), so that later the desired results will be obtained. Self-efficacy is a person's view of "the belief that I can" (Santrok, 2011). Jones (2011) stated that self-efficacy is the foundation for humans to direct themselves through the ability to control their thinking processes, motivations, and actions. To carry out a good final assignment, students need to have skills and confidence in themselves, only if students believe that they get the desired results through their actions. Students will only need a little encouragement to act or persist in the face of difficulties.

To achieve high self-confidence and reduce student anxiety, coaching efforts are needed through guidance and counseling services. Guidance and counseling play a role in developing, building interactions between individuals and the environment, teaching individuals to develop themselves, and improving behavior. In improving student self-efficacy, guidance and counseling services play a very important role because self-efficacy includes beliefs about everything in students. So if self-efficacy is low, it will affect all aspects of life, from self-adjustment to the learning process. Guidance and counseling in higher education has several areas of introduction, career planning and development, social life service, learning activity service, family life service, religious life service and personal life service (Prayitno, 2014).

Based on the problems above, the aims of this research are (1) to describe the picture of academic self-efficacy of final year students, (2) to describe the picture of anxiety in completing a thesis, and (3) to test the relationship between academic self-efficacy and anxiety in completing a thesis in final year students.

## Method

This type of research is quantitative research with a descriptive and correlational approach that aims to describe existing events comprehensively, systematically, and as they are according to the facts in the field and to find the relationship between academic self-efficacy and anxiety in completing a thesis. The population in this study were 151 students of the Faculty of Education, with a sample size of 70 students. Sampling used a purposive sampling technique, with the sampling criteria being students in the 2017-2018 intake who were actively registered in the July-December 2024 period, students who were writing their thesis in the 6th and 7th years of college. The data collection technique used a questionnaire with a Likert scale.

## Results and Discussion

Based on the data analysis that has been carried out, the following results were obtained:

### 1. Academic self-efficacy

The results of the study on academic self-efficacy are shown in table 1:

**Table 1. Description of Academic Self-Efficacy Data Based on Sub-Variables (n=70)**

No	Sub variables	Ideal	Mean	SD	%	Caption
1.	Interaction at school	80	52.79	10.25	65.98	Currently
2.	Academic performance out of class	50	33.16	7.43	66.31	Currently
3.	Academic performance in class	55	33.93	6.2	61.69	Currently
4.	Managing work, family, and school	15	8.69	2.43	57.9	Currently
<b>Overall</b>		<b>200</b>	<b>128.56</b>	<b>23.17</b>	<b>64.28</b>	<b>Currently</b>

The average score of students' academic self-efficacy achievement is 128.56 (64.28%) which is included in the moderate category. Furthermore, the results of the analysis of each aspect show that the average score of the interaction at school aspect is 52.79 (65.98%) which is included in the moderate category. The average score of the academic performance out of class aspect is 33.16 (66.31%) is included in the moderate category, the average achievement score for the academic performance in class aspect is 33.93 (61.69%) is included in the moderate category and the average achievement score for the managing work, family, and school aspect is 8.69 (57.9%) including the moderate category.

Furthermore, the frequency and percentage of students' academic self-efficacy are shown in Table 2:

**Table 2. Frequency Distribution and Percentage of Academic Self-Efficacy in Students as a Whole (n=70)**

Category	Interval	f	%
Very high	≥167	1	1,428
Tall	135-166	27	38.57
Currently	103-134	34	48.57
Low	72-102	7	10
Very Low	≤71	1	1,428
<b>Amount</b>		<b>70</b>	<b>100</b>

Based on table 2, it can be seen that 48.57% of students have moderate academic self-efficacy, 38.57% high, 10% low, and 1.428% very low. So it can be concluded that overall the academic self-efficacy of students is in the moderate category. These results reveal that final year students have moderate and high levels of academic self-efficacy.

## 2. Anxiety in completing the thesis

The results of the study on anxiety in facing childbirth are shown in table 3:

**Table 3. Description of Anxiety Data in Completing a Thesis Based on Sub-Variables (n=70)**

No	Sub Variables	Ideal	Mean	SD	%	Caption
1	Emotional Reaction	75	47.12	9.37	62.84	Currently
2	Cognitive Reaction	65	45.61	10.01	70.18	Currently
3	Physical Reaction	45	27.08	8,632	60.19	Low
<b>Overall</b>		<b>185</b>	<b>119.7</b>	<b>24.97</b>	<b>64.77</b>	<b>Currently</b>

Based on table 3, it can be seen that the average anxiety score in completing a thesis is 119.8 (64.77%) including the moderate category. When viewed from the results of the analysis of each aspect, the average emotional reaction score is 47.12 (62.84%) including the moderate category, the average cognitive reaction score is 45.61 (70.18%) including the moderate category, and the average physical reaction achievement score is 27.98 (60.19%) including the low category. So it can be concluded that in general anxiety in completing a thesis in students is in the moderate category.

Furthermore, the frequency and percentage of anxiety in facing childbirth are shown in table 4:

**Table 4. Frequency Distribution and Percentage of Anxiety in Completing the Thesis Overall (n=70)**

category	Interval	f	%
Very high	≥161	4	5.71
Tall	130-160	18	25.71
Currently	99-129	37	52.85
Low	68-98	9	12.85
Very Low	≤ 67	2	2.85
<b>amount</b>		<b>70</b>	<b>100</b>

Based on table 4, it can be seen that as many as 52.85% of students have moderate anxiety, 25.71% of students have high anxiety, 12.85% are low, 5.71% of students have very high anxiety and 2.85% are very low. So it can be concluded that overall most students who complete their thesis have a moderate level of anxiety.

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## Discussion

### 1. Academic self-efficacy

Based on the results of the data analysis conducted, it can be said that academic self-efficacy is in the moderate category with a percentage of 64.28%. Academic self-efficacy greatly determines how much effort is expended and how much students persist in facing obstacles and painful experiences. The stronger the academic self-efficacy, the more active and persistent the efforts. When facing difficulties, individuals have their efforts or give up altogether. While those who have strong academic self-efficacy use greater effort to overcome challenges. Academic self-efficacy is an individual's belief in their ability to carry out, overcome, and complete certain tasks with earnest effort in various life situations (Mufidah, A, 2017).

### 2. Anxiety in completing the thesis

anxiety in completing the thesis is in the moderate category with a percentage of 64.77%. Thus it is stated that in general anxiety in completing the thesis in students is relatively moderate. Students in compiling the thesis face various psychological disorders such as thesis stress, depression, including anxiety. Students in compiling the thesis experience anxiety in the form of feelings of inferiority, feeling more stupid, feeling unable to do the thesis, feeling sad, restless mind, feeling insecure, suddenly having a headache, getting angry and offended easily. Also including physical threats, threats to self-esteem, and pressure to do something beyond their abilities can cause anxiety (Linayaningsih, 2007). One way to balance between a heavy burden and maximum results is to foster a sense of confidence in one's abilities, so that motivation and enthusiasm will emerge to complete the task on time. Self-efficacy is an individual's belief in estimating their ability to carry out a task to achieve certain results (Rustika, 2016).

### 3. The Relationship between Academic Self-Efficacy and Anxiety in Completing a Thesis in Students

Based on the correlation test conducted using SPSS 20.0, the results obtained showed that there was a negative relationship with a very weak level between academic self-efficacy and anxiety in completing the thesis. With a correlation coefficient of -0.090 with a significance level of 0.457 and a number of respondents of 70 people. In line with that, Florencea & Hapsari (2019) in their research found that there was a negative relationship between self-efficacy and anxiety in facing the final assignment. The more students do not have the ability to overcome the final assignment, the more anxious the students will feel and if the students have self-confidence regarding the final assignment, the students can overcome their anxiety and the students do not avoid the stressors that the students are worried about. Based on the results of this study, self-efficacy is proven to provide an effective contribution of 14%, while the possibility of 86% can be influenced by other variables that were not studied. This happens because there are factors that influence anxiety other than self - efficacy. According to Nevid et al. (2013), there are four factors that influence anxiety, namely: (a) Excessive prediction of fear; (b) Irrational beliefs, (c) Excessive sensitivity to threats, (d) Self-efficacy.

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## Implications in guidance and counseling services

Based on the research results obtained regarding the relationship between academic self-efficacy and anxiety in completing a thesis in students, it is necessary to have BK services that can be provided by counselors in improving and maintaining academic self-efficacy and overcoming anxiety in completing a thesis. Prayitno and Amti (2004) explained that guidance and counseling services through various policies in arrangements that produce optimal conditions will facilitate all functions and types of services and guidance and counseling activities to be carried out by achieving their targets.

### 1. Information services

According to Prayitno and Amti (2004) information services are services received by individuals to understand various types of information that can be used as material to be considered in decision making for the benefit of individuals to solve problems, prevent problems from arising, develop and maintain existing potential. Then Fitri, Ifdil & Neviyarni (2016) explained that information services are services provided to provide individuals with insight into data and facts in the fields of education in schools, work and social development. Information services are provided to provide individuals with various types of knowledge so that they are able to make decisions in improving learning (Azhar, Daharnis, & Sukmawati 2013).

### 2. Group guidance services

Prayitno (2017) stated that group guidance services are one of the guidance and counseling services implemented in the form of groups that help individuals develop themselves, social relationship skills, learning activities, careers/positions and decision-making according to group dynamics. With this group guidance service, it is hoped that problems related to academic self-efficacy and anxiety in completing a thesis can be resolved properly. Lubis, Alizamar, & Syahniar (2019) stated that BK teachers can provide various services regarding problems that experience low self-efficacy, one of which is group guidance services.

## Conclusion

Based on the results of the data analysis that have been discussed in the previous chapter about the relationship between academic self-efficacy and anxiety in completing a thesis in students, it can be concluded that the average score of anxiety achievement in completing a thesis is 119.8 or (64.77%) included in the moderate category. Most 52.85% of students have moderate anxiety. The average score of academic self-efficacy achievement of students is 128.56 (64.28%) included in the moderate category. Most 48.57% of students have moderate academic self-efficacy. There is a very weak negative significant relationship between academic self-efficacy and anxiety in completing a thesis of -0.090 with a significance level of 0.457, meaning that academic self-efficacy does not affect anxiety in completing a thesis.

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