

Analysis of Academic Anxiety in Students

¹Sepriadi, ²Monica Dara Pratiwi

Abstract

The problem in this study is that there are still a number of final year students who have not yet completed the thesis. This is allegedly due to academic anxiety experienced by final year students. This study aims to determine the extent of academic anxiety in academic writing of the Thesis of the Sport Education Department. This research type is descriptive research. The population is 300 thesis subjects of Sports Education students. The sampling technique of this study was random sampling by using Disproportionate Stratified Random Sampling method. From total population, 36 students were selected as research samples. The instruments was questionnaire and Data analysis techniques used descriptive presentation techniques.

The results of the study were: (1) the emotional reaction can be known, 2.8% of students have an anxiety level in the very hard category, 61.1% of students have an anxiety level in the hard category, 36.1% students have an anxiety level in the moderate category (2) cognitive reactions 77.8% of students have anxiety levels in the hard category 22.2% of students have anxiety levels in the medium category (3) physiological reactions 11.1% of students have anxiety levels in very hard categories, 75.0% of students have anxiety levels in the severe category 13.9% of students have anxiety levels in the moderate category.

overall the level of academic anxiety in writing thesis, students of the Sports Education Department, Faculty of Sports, Universitas Negeri Padang was in the classification of hard anxiety levels with category at the level of 65.32%.

Keywords: *Academic Anxiety, Thesis*

I. INTRODUCTION

Thesis is one of a final paper by students to prove that students have succeeded in digesting the knowledge they have learned, so that they can apply it in the form of scientific work at their own responsibility. To write a scientific work or thesis, each institution or university has different requirements, where Universitas Negeri Padang has a systematic thesis writing that has been set by Universitas Negeri Padang. As scientific papers or theses, it must meet certain requirements both regarding the content and systematics as well as about writing techniques, and these requirements are in the Rector's Decree of Universitas Negeri Padang Number: 271 / UN35 / AK / 2014.

Final year students mostly experience problems when working on their final project or thesis. Thesis preparation is the last phase in carrying out education for students. Thesis is arranged as one of the graduation requirements for students to get a bachelor's degree related to their field of study. In Indonesia, thesis is a final project

¹ Sport Education Department, Universitas Negeri Padang, Indonesia

² Bachelor of Sport Education, Universitas Negeri Padang, Indonesia

that is quite scary for most students. Before undergoing the stages of thesis preparation students will go through several stages in the form of materials in accordance with the occupied field, how to make observations or observations in writing correct scientific papers, techniques for data collection to data analysis techniques.

Most students said that the most difficult final project was a thesis. Where in writing a thesis students are required to do it themselves, get their own knowledge and take responsibility for what they have made. Many students are afraid of the words 'thesis', thesis is like a big problem for students so that students are not motivated in completing the thesis.

Factors that hinder students from completing their thesis, namely internal and external factors. Internal factors are factors that originate from themselves (students), while external factors are factors that originate from outside. Internal factors include motivation, anxiety, personal or family problems, economic problems, stress, boredom and the ability of students to write a thesis. While external factors include the environment, social factors, and difficulty communicating with lecturers. One of the factors that caused the duration of student thesis preparation is academic anxiety.

According to Situmorang (2017) "academic anxiety is a condition caused by excessive anxiety with various academic tasks that are in the intuition of education". When the anxiety felt by students is excessive it will have a negative effect, because students experience psychological pressure, so that students get poor learning results and avoid tasks more, this is caused by a decrease in attention span, concentration and memory on students. Usually the anxiety experienced by students will affect the motivation of students to complete their thesis.

From the data that researchers can get through the Administration of Sports Education Department of the Faculty of Sport Science, Universitas Negeri Padang, there are still many students who take thesis courses but cannot finish the thesis in a timely manner. Ideally students can complete lectures for about 8 semesters without any outside obstacles such as college leave, and other obstacles. Because of these obstacles, many sports education students cannot hold a bachelor's degree in education. The problems experienced by these students often appear from year to year.

Students want to graduate or graduation is not only good in lectures, but students must be able to write a scientific paper or thesis as a student's final project. The final project made by students is certainly the result of their own research not based on the results of plagiarism from other theses or made by others. It's only natural for students to be able to pour all the knowledge they get during lectures. Where, all of this knowledge can be contained in scientific works that are useful for readers.

In general students experience many obstacles in thesis writing, this is due to lack of motivation towards themselves and motivation from outside, creative and innovative ideas from students, lack of reading material, lack of literature, and lack of interest in research and writing and writing anxiety. The thesis preparation process which often takes up time and thought makes students feel burdened. Therefore, the thesis can be classified as one of the stressors of anxiety for students. The impact of anxiety caused by students will bring up problems related to motivation, physical characteristics (somatic), cognitive characteristics, and stress.

After the researcher obtained data from the Administration of Sports Education Department of the Faculty of Sport Science, Universitas Negeri Padang regarding the number of students taking thesis courses, the researchers made preliminary observations by making observations and interviews indirectly. Researchers identified observations and interviews with students of the Department of Sport Education at the Faculty of Sport Science, Universitas Negeri Padang, that academic anxiety is one of the most dominant experiences experienced by students when writing a thesis.

Where the student is anxious when going to guidance with his supervisor for fear of not being accepted what has been written by the student. There are also students who say that the supervisor wants the problems found by the student in accordance with the expertise of the supervisor, while the student feels unable to with what the supervisor gives. and there are also students who say that he is not able to submit the title of the thesis because his supervisors ask a lot of things that are not able to be accepted by the students until and finally many students who propose the replacement of the supervisor.

From the 13 students interviewed, the researchers obtained data that 8 out of 13 students said that there were some lecturers who wanted the title of the student to be in accordance with what their supervisors wanted, while the students felt unable to with what the supervisor asked. From one of these factors that causes students to experience anxiety in writing a thesis. There are 242 students who took the thesis study data, and about 4% of students experienced anxiety in thesis writing.

The fact that is seen in Sports Education students at the Faculty of Sport Science, Universitas Negeri Padang, there are still many students starting from the class of 2011, 2012, 2013, 2014 and 2015 who take thesis courses but not all students finish on time. Based on the description, the researcher is interested in seeing how far the level of academic anxiety is in writing thesis in the final year students. The purpose of this study was to determine the extent of academic anxiety in academic thesis writing at the Department of Physical Education

II. METHOD

Respondent

Respondents in this study were 36 students consisting of 4 academic years. In 2011 there were 2 respondents, in 2012 there were 7 respondents, in 2013 there were 13 respondents, in 2014 there were 19 respondents. All respondents were given questionnaires. The sampling technique used was the Dispropotionate Strativied Random Sampling technique, which is a technique used to determine the number of samples if the population is stratified but not proportional.

Design

This type of research is a descriptive study that is a study that describes or describes the level of student anxiety in writing thesis students of the Department of Sports Education, Faculty of Sports, Universitas Negeri Padang. The population in this study were all students who took thesis subjects totaling 300 students, the sample in this study was 36 students consisting of students from the class of 2011, 2012, 2013, and 2014 with a sampling technique by Dispropotionate Strativied Random Sampling where samples were taken from less proportional population with 49 questions. After answering the questions, reearcher aanalyzed the answers.

Instrument

The instrument in this study was the distribution of questionnaires to all samples totaling 36 students. The number of questionnaires given to the selected students was 49 statements for each respondent. For scoring on a questionnaire the researchers gave a score of 1-5 on each statement,

III. RESULT

Data Description

After conducting research by distributing questionnaires, the data obtained from each sample of 36 students who took thesis courses at the Department of Sports Education, Faculty of Sport Sciences, Universitas Negeri Padang, researchers obtained the results of anxiety levels of Department of Sport Education students who are preparing thesis and explained 3 sub variable

Table 1. Distribution table of emotional frequency reaction

Anxiety level	Fa	fr
Very hard	1	2.8
Hard	22	61.1
moderate	13	36.1
Mild	0	0.0
Non anxiety	0	0.0
Total	36	100

In the emotional reaction sub variables, the researcher gave 15 statements in the questionnaires that were given to respondents, and from the results of the emotional reaction, it can be seen the overall results of the emotional reaction sub variables are, 1 student has an anxiety level in the very hard category with a level of achievement 2, 8%, 22 students had an anxiety level with hard category with an achievement level of 61.1%, 13 students had an anxiety level with a moderate category with an achievement rate of 36.1%. Then it can be seen the overall results of emotional reactions found in the classification of hard anxiety levels.

Table 2. Table of Cognitive reaction Distribution

Anxiety level	fa	fr
Very hard	0	0.0
Hard	28	77.8
moderate	8	22.2
Mild	0	0.0
Non anxiety	0	0.0
Total	36	100

In the cognitive reaction sub variable, the researcher gave 15 statements in the questionnaire to respondents, it can be seen the overall results of the cognitive reaction sub variable are, 28 students have anxiety levels in the hard category with a level of 77, 8%, 8 students have an anxiety level in the moderate category with a level of 22.2% achievement, then it can be seen the overall results of emotional reactions found in the classification of moderate anxiety levels.

Tabel 3. Table Fisiology reaction Distribution

Anxiety level	fa	fr
Very hard	4	11.1
Hard	27	75.0
moderate	5	13.9
Mild	0	0.0
Non anxiety	0	0.0
Total	36	100

In the physiological reaction subvariable, the researcher gave 19 statements in the questionnaire to respondents, it can be seen the overall results of the physiological subvariable are, 4 students have anxiety levels in the very hard category with an achievement level of 11.1 %, 27 students have an anxiety level in the hard category with an achievement level of 75.0%, and 5 students have an anxiety level in the moderate category with an achievement rate of 13.9%, it can be seen that the overall results of the physiological reaction are in the classification of the level of moderate anxiety .

Table 4. Distribution table of *Academic Anxiety*

Anxiety level	fa	fr(%)
Very hard	0	0.0
Hard	29	80.6
moderate	7	19.4
Mild	0	0.0

Non anxiety	0	0.0
Total	36	100

A sample of 36 students who were writing their thesis at the Department of Sports Education, Faculty of Sports, Padang State University, researchers got the results of the anxiety level of students of the Department of Physical Education who were writing their thesis theses the researchers got the following overall result :

After distributing questionnaires, the data obtained from each subvariable with a total of 49 statements. Then it can be seen the overall results, 29 students who have anxiety levels in the hard category with an achievement level of 80.6%, 7 students who has a moderate level of anxiety in the category of 19.4%, then it can be seen from the overall results on the level of academic anxiety of students found in the classification of levels of moderate anxiety.

IV. DISCUSSION

After researchers conducted research on Academic Anxiety researchers found that some students experienced anxiety in writing their thesis, as stated Priest in Triantoro and Nofrans (2012) "anxiety or anxiety is a condition experienced when thinking about something unpleasant happens". In the circumstances of preparing thesis, not a few students experience anxiety, but it depends on the student himself how to control his emotions in doing thesis..

From what the researchers observed from several samples, where students often feel uneasy and when asked why they are afraid of what hasn't happened, anxiety triggers the emergence of emotions that are difficult to control so students become uncomfortable with what is happening. With the events experienced by each student, students have their own way to control their emotions, the statement is exactly the theory put forward by Sarwito Wirawan Sarwono in Dona Fitri Annisa and Ifdil (2016) explains "anxiety is fear that is unclear the object and the reason is unclear ". According to Dona Fitri Annisa and Ifdil (2016) explain that "anxiety is an emotional condition that arises discomfort in a person, and is a vague experience accompanied by feelings of helplessness and uncertainty caused by something that is not yet clear".

Occurrence or anxiety experienced by students can have an emotional, cognitive and physiological impact. Some students were worried about the thesis they were working on, some students were feeling sad, self-deprecating, difficult to concentrate, restlessness, difficulty sleeping, to illness due to being too worried about the thesis he was working on.

From the theories that have been put forward by experts, the researcher can conclude anxiety or anxiety is feeling anxious or uncertain feelings that cause a person to be restless and afraid of what will happen to cause a person to experience psychological disorders such as headaches, stomachaches or pain in parts of the body. Academic anxiety is an anxious or anxious feeling that arises as a result of the thought discomfort of what will happen regarding academic work in one of the educational establishments and is supplemented by several physical symptoms such as trembling hands, dry mouth, sweating, and palpitations.

Anxiety is often experienced by most students who are writing their thesis. Anxiety experienced by students comes from outside and within the individual himself. After the researchers conducted research by interviewing the

sample while completing the research questionnaire, the average student experienced academic anxiety. Besides experiencing anxiety, students also experience other problems.

Among them, students find it difficult to meet with supervisors for guidance or for consultation regarding problems that are being experienced by students. Then some students said they were taking other courses, so time and thought were divided between college assignments and thesis.

Inadequate economic situation that makes students look for work outside of campus, so they can not divide the time between work and college assignments. In addition, students who lack understanding of the concepts and materials of the thesis made by the students themselves made students lazy to make their thesis and added motivation from the outside was also lacking because there were no friends to ask questions. The lack of supporting infrastructure for students to work on theses such as laptop is one of the causes of old students working on theses.

many students who are doing research are too focused on the title of the thesis so they don't know what the student's problem is, the students lack knowledge of writing thesis. Students are also less able to divide their time for academic and for academic or non academic achievements. Students also lack communication with the supervisor, making it difficult for students to consult.

The results of the research that have been done to 36 samples from 49 items that can be known as a whole the level of anxiety of final-level students in thesis writing is in the level of severe anxiety with a percentage achievement of 65.32%. From the overall results there were no students who have anxiety levels in the very hard category, but there were 29 students who have anxiety levels in the hard category with an achievement level of 80.6%, there were 7 students who have anxiety levels in the moderate category with a level of 19 achievements, 4%, and there were no students who have an anxiety level in the mild category and are not anxious.

From these results the researcher can conclude that the average student has an anxiety level that results in the student being not punctual in writing a thesis. For this reason researchers hope that reducing anxiety levels can be done by dividing time between lectures / academics and achievements, lectures with work, lectures with organizations, students can better understand how to write a thesis, not fix the title of the thesis but do not know the problem that happens and also does not always make the lecturer a reason for being late in thesis writing.

Anxiety is an emotion and experience of a person. Claims can usually make an individual become stressed and thus cause an imbalance between demands and the ability to meet expectations. According to Huberty in Listyani (2019), anxiety is actually a normal reaction to certain situations. A small anxiety level is normal, but severe anxiety can cause serious problems. Academic anxiety can become even more powerful over time. because student achievement is getting worse, the level of anxiety related to academic assignments increases.

According to Gail W. Stuart in Kusumawati and Hartono (2010) Anxiety has levels, namely: mild anxiety, moderate anxiety, severe anxiety and panic.

a. Mild anxiety is associated with tension in daily life, this anxiety causes the individual to be alert and increase the perception of his field. These anxiety can motivate learning and produce growth and creativity. Characteristics of mild anxiety levels include:

- 1) Individuals are more alert
- 2) Roomy broad perception

3) Sharpens the senses

b. Anxiety is allowing individuals to focus on the important things and put others aside. This anxiety narrows the field of individual perception. Thus, individuals experience selective attention but can focus on more areas if directed to do so. Characteristics of moderate anxiety levels include:

- 1) Individuals only focus on the mind of their concern
- 2) There was a narrowing of perception field
- 3) Still can do something with other people's direction

c. Severe anxiety greatly reduces the risk of individual perception of the field. Individuals tend to focus on something detailed and specific and do not think about anything else. The characteristics of severe anxiety levels include:

- 1) The field of individual perception is very narrow
- 2) Attention only to the small details (specific) and can't think about other things.
- 3) All behaviors are intended to reduce anxiety and need a lot of commands /directions to focus on other directions.

d. Panic related to war, very afraid of terror. Because of experiencing loss of control, individuals who experience panic are not able to do something even if it is with direction. The characteristics of the level of panic include:

- 1) Individuals lose self-control
- 2) Can't do anything even with orders
- 3) An increase in motoric activity.

V. CONCLUSION

Based on the analysis of data that has been done, it is obtained from the overall results that there were no students who have anxiety levels in the very hard category, but there were 29 students who have anxiety levels in the hard category with an achievement level of 80.6%, there are 7 students who have levels anxiety in the moderate category with an achievement rate of 19.4%, and no students had an anxiety level in the mild and non anxious category. Research that has been conducted on 36 samples of 49 items that can be known overall the level of anxiety of final-level students in writing thesis is in the level of severe anxiety with a percentage achievement of 65.32%. In addition to anxiety, other factors such as difficulty in meeting supervisors, lack of effective communication with supervisors, working while studying, lack of infrastructure, unstable economics, and other personal problems are also among the causes of old students in thesis writing.

REFERENCE

1. Keputusan Rektor Universitas Negeri Padang No: 271/UN35/AK/2014. (2014, Juli 1). *Buku Panduan Penulisan Tugas Akhir/ skripsi Universitas Negeri Padang.*

2. Situmorang, D. D. (2017). Mahasiswa Mengalami Academic anxiety Terhadap Skripsi? Berikan Konseling Cognitive Behavior Therapy Dengan Musik. *Jurnal Bimbingan Konseling Ar-Rahman*, 3(2), 31-42.
3. Triantoro Safaria, Nofrans Eka Saputra. (2012). *Manajemen Emosi : Sebuah Panduan Cerdas Bagaimana Mengelola Emosi Positif dalam Hidup Anda*. Jakarta: Bumi Aksara.
4. Dona Fitri Annisa, Ifdil. (2016). Konsep Kecemasan (Anxiety) pada Lanjut Usia (Lansia). *Konselor*, 5(2), 93-99.
5. Listyani.(2019) Research Students' Anxiety.*Asian EFL Journal Research Articels*. 25 (5) 156-175
6. Kusumawati F, Hartono Y. (2010). *Buku Ajar Keperawatan Jiwa*. Jakarta: Salemba Medika.