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Research Article

Factors Affecting Anxiety in College Students Who Are Working on Their Final Project

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Abstract

Aims: Anxiety is a condition in which a person feels worried, agitated, alarmed, confused, anxious and afraid of things that have not happened. There are various factors that affect anxiety such as internal factors and external factors. Objective: This study aims to find out the factors that affect anxiety in students who are working on their final project.

Method: This study used a quantitative descriptive with a Cross sectional study approach and sampling techniques in this study using Total Sampling, a research sample of 117 S1 Nursing students at STIKep PPNI JABAR in Bandung City.

Results: The results showed that the average age was 22 years with most respondents being female (81.2%) and who had not conducted a proposal hearing as much as (59.8%). The results of the bivariate analysis showed that there was a relationship between anxiety and a proposal hearing p-value of 0.00 and a correlation value (r) of 9.75 and there was also a relationship between anxiety and family support with a p-value of 0.01 and a correlation value (r) of 12.65.

Conclusion: Anxiety can be affected by trial proposals and family support. Suggestion: It is hoped that future research can continue previous research with a larger sample.

Keywords
Anxiety, Self-Concept, Family Support, Peers

INTRODUCTION

A student is someone who is studying at a university. The number of students in Indonesia in 2020 is 7.3 million. Compared to the previous year, this figure has increased by 5.01%. This figure represents 2.9 million students enrolled in State Universities and 4.4 million in Private Universities (1). Currently, there are 4,593 tertiary institutions in Indonesia, there is a decrease of 0.01% from the previous year due to the process of updating data and improving the quality of tertiary institutions (2).

Students have roles and functions to obtain various courses in the form of credits that have been determined by the university. One of the things that needs to be fulfilled by final year students is working on a thesis. Thesis is a scientific work that follows a scientific research procedure made by undergraduate students as a bachelor's requirement. Thesis writing provides learning experiences for students in solving every existing problem scientifically (3).

According to Darmono and Hasan (4), in the process of doing their final project some students often find difficulties that become obstacles in dealing with theses such as

difficulty in finding literature, not used to writing, confused where to start writing a thesis, not familiar with the scheduled work system. and with such tight time management and guidance problems with the supervisor.

Anxiety is a normal thing to experience for anyone, including students in completing their final study assignment. Where this often arises in a person such as worry, anxiety, anxiety, confusion, anxiety and fear of things that have not happened (5) Anxiety (anxiety) is a term that is very familiar with everyday life that describes a state of worry, anxiety, fear. Not peaceful accompanied by various physical complaints. These conditions can occur or accompany life situations and various health problems (6).

According to research conducted by Kusumawardhani (7) it shows that internal factors cause students' anxiety in facing their final assignment, namely students feeling less enthusiastic, pessimistic and lazy in working on their final thesis assignment. While the external factors that cause students' anxiety in facing their final project are students who feel that supervisors are difficult to find and students lack knowledge about research methodology.

According to research conducted by Siswanto & Aseta (8) states that online learning makes students experience difficulty understanding to complete the final project, especially when the tutoring process is carried out online. This is considered to cause anxiety or increased pressure when students compose their final assignment. This research reveals about the state of anxiety experienced by students during the pandemic.

Campus X for the 2021/2022 academic year in the Bandung City area with a total of 118 final year undergraduate students. Based on the results of interviews with 5 S1 students regarding the current online learning method with the process of completing the final project whether they have difficulties in preparing a thesis. Of the 5 semester 8 students who were interviewed stated that

they felt anxious when working on their final project. One student with the initials RW said that he was worried he would not be able to complete his final project on time. Apart from that, RW also complained of difficulty sleeping and felt tired easily. The same thing happened to other final year students.

This research had previously been conducted at other campuses but the research conducted only focused on each variable. While in this study the researcher will conduct research with the dependent variable, namely student anxiety and independent variables including self-concept, peers, family support, and demographic data.

METHODS

This study used a quantitative descriptive approach with a cross-sectional study, which is a research design that measures or observes variables at one time and is carried out once. This research was conducted on students who were preparing a thesis at STIKep PPNI JABAR, academic year 2021/2022. The research was carried out on April 9-12, 2022. The independent (free) variables in this study were internal factors (self-concept), external factors, there was family support, peers. The dependent variable (tied) in this study is anxiety. The population in this study were undergraduate students who were working on their final project at STIKep PPNI JABAR for the 2021-2022 school year, namely 117 Level 4 undergraduate students, so the total number of students who were working on their final assignment was 117 students. The sample size was calculated using a total sample of 117 students. The sampling technique used is Total Sampling. Where the sample that will be the respondent is the entire population that meets the inclusion criteria during the study.

Inclusion criteria :

a. Students who are working on their final project at STIKep PPNI JABAR.

b. Who is willing to be a respondent

Exclusion criteria :

a. Students on leave
b. First year student

The instruments used in this research are

1. **Sheet of respondent characteristics data checklist**

   Consists of questions: respondent's name, age, gender.

2. **Self-concept questionnaire**

   The self-concept questionnaire in this study was modified from Naam Sahputra's research containing 25 statements, using closed ended statements with the Guttman scale. and there are two answer options yes and no. There are two types of questions, namely negative statements and positive statements.

3. **Family support questionnaire**

   The measuring instrument for this instrument uses Perceived Social Support

from Family (PSS-Fa), which is a measuring instrument designed by Procidano and Heller (1983) to measure the extent to which a person feels that they are getting or receiving support, information, and feedback specifically from family. PSS-Fa consists of 20 questions about family support that have been back-translated into Indonesian. The questionnaire uses closed statements using the Guttman Scale.

4. **Peer Questionnaire**

   The peer social support questionnaire consists of 15 question items using a Likert scale

5. **Anxiety Level Questionnaire**

   This study used the STAI anxiety measuring instrument (State – Trait Anxiety Inventory) (Spielberger et al., 1968). The STAI measurement tool is a self-report measurement with a total of 40 items, where these 40 items are divided into two anxiety concepts, namely state-anxiety and trait-anxiety.

RESULTS

a. Univariate analysis

Demographic Characteristics
Table 1. Respondent Demographic Data (n=117)

Variable	Total (%)
Age (Mean ±SD)	21.60 ±0.670
Min	20
Max	23
Sex	
Male	22 (18.8%)
Female	95 (81.2%)
Proposal Session	
already	47 (40.2%)
Not yet	70 (59.8%)

Based on table 1 with a total of 117 respondents, it shows that the majority of respondents were female (81.2), the average age of the respondents was 22 years, and more than half of the total respondents had not yet conducted the trial (59.8), while those who had conducted trials were (40.2).

b. Anxiety Images, Self-Concept, Family Support, and Peers

Table 2. Description of Anxiety, Self-Concept, Family Support, and Peers (N=117).

Variable	Frequency	(%)
Anxiety		
Light	32	(27.4%)
Currently	74	(63.2%)
Heavy	11	(9.4%)
Self Concept		
Low	30	(25.6%)
High	87	(74.4%)
Family support		
Not enough	2	(1.7%)
Enough	35	(29.9%)
Good	80	(68.4%)
Peer Group		
Low	56	(47.9%)
High	61	(52.1%)

Based on table 2 with a total of 117 respondents, it shows that more than half of the total respondents have a high self-concept (74.4%). In the anxiety variable, more than half are in the moderate anxiety category (63.2%), and have good family support (68.4%). more than half of the total respondents have high peer interaction (52.1%).

c. Bivariate analysis

a) Normality test
The results of this research data have data that is normally distributed both in each variable and in all variables. Using the Kolmogorof Smirnov normality test because the research sample in this study was > 50 respondents with a significant p-value of 0.200, this data was stated to be normally distributed because it was > 0.05.

b) Dependent And Independent Relations

Table 3.
Relationship between Demographic Data, Self-Concept, Family Support, and Peers with Anxiety at STIKep PPNI West Java (N=117)

Variable	Anxiety (Ordinal)			P -value	R	Statistic used
	Light	Moderate	Heavy			
Gender (Nominal)				0.09		*Chi-square*
Man	2 (1.7)	17 (14.5)	3 (2.7)			
Woman	30 (25.6)	57 (48.7)	8 (6.8)			
Proposal Session (Nominal)				0.00	9.75	*Chi-square*
Already	7 (6)	34 (29)	6 (5.1)			
Not Yet	25 (21.4)	40 (34.2)	5 (4.3)			
Self Concept (Ordinal)				0.98		*Chi-square*
Low	8 (6.8)	19 (16.7)	3 (2.7)			
Tall	24 (20.5)	55 (47)	8 (6.8)			
Family Support (Ordinal)				0.01	12.65	*Chi-square*
Not enough	1 (0.8)	1 (0.8)	0 (0)			
Enough	17 (14.5)	15 (13)	3 (2.7)			
Good	14 (12)	58 (49.4)	8 (6.8)			
Peers (Ordinal)				0.51		*Chi-square*
Low	14 (12)	35 (30)	7 (6)			
Tall	18 (15.4)	39 (33.3)	4 (3.3)			

Based on table 3 it is found that there is a relationship between anxiety and family support with a p-value of 0.01 with a correlation coefficient of r 12.65 which means that the relationship is strong, where most respondents (49.4%) have good family support with moderate anxiety. In addition, there is also a relationship between anxiety and the proposal trial, which can be seen from the p-value of 0.00 with a correlation coefficient of r 9.75, where most of the respondents (34.2%) who have not yet held a proposal trial have moderate anxiety obtained from data processing using SPSS

Table 4.
The Relationship between Anxiety and Age at STIKep PPNI West Java (N=117)

Variable	Anxiety (Ordinal)			P -value	Statistic use
	Light	Moderate	Heavy		
Age (continous)	21.41±0.615	21.66±0.708	21.73±0.467	0.07	*Independent t-test*

d. Multivariate Analysis

Table 5.

Linear regression test on adolescent anxiety at STIKep PPNI West Java (n = 117)

Variable	Unstandardized B	SE	95% Lower Bound	95% Upper Boumd	P-Value
Proposal Session	-0.314	0.104	-0.520	-0.108	0.003
Family Support	0.220	0.100	0.021	0.419	0.031

R^2 Square = 0.204 x 100% = 20.4 %

Based on table 5, the results of linear regression obtained the p-value of family support (<0.05), trial (<0.05), and the total strength of the predictor of anxiety with a contribution of 20.4%.

DISCUSSION

1. Univariate analysis

a. Anxiety Description

The results of this study indicate that most students tend to experience moderate anxiety as many as 74 students (63.2%) because students are currently working on their final project in the conditions of the Covid-19 pandemic. This research also tries to analyze what things cause anxiety to students who are working on their final project during the Covid 19 pandemic. The Covid 19 pandemic requires changing offline lectures to online. Online learning makes students experience various difficulties in completing their final assignment, especially during the two-week guidance process and hospital practice which is carried out online, of course this raises concerns for final year students.

According to Siswanto & Aseta's research (8) it shows that the factors that influence student anxiety in TA during the Covid-19 pandemic based on the anxiety of AKPER Insan Husada Surakarta students show that the majority of students experience moderate anxiety as many as 30 students (75%) due to internal factors including laziness, lack of enthusiasm, difficulty concentrating in TA and difficulty compiling TA content. This causes anxiety or pressure so that there are various internal factors within each individual that make students experience excessive anxiety, especially for students who are preparing their final assignment during the Covid 19 pandemic, and this research reveals about the state of anxiety experienced by students during the pandemic.

b. Self Concept Overview

The results of this study indicate that most students have a high self-concept of 87 students (74.4%), this shows that students' self-concept tends to be good, which means that respondents are able to respect themselves and accept the strengths and weaknesses that exist within them. This is in line with Guntara's research (9) which states that the higher the self-concept, the lower the anxiety in starting to work on a thesis, conversely the lower the self-concept, the higher the anxiety in starting to work on the thesis.

According to Agustiani (10) explains that self-concept is a picture that is owned by each individual about himself which is formed through various experiences gained from interacting with the environment. Another opinion regarding self-

concept is according to a character named Burns (1993) who says that self-concept is an individual's impression of himself as a whole including his opinion about himself, his opinion about his self-image in the eyes of others and his opinion about what things he can achieve. (11)

c. Family Support Overview
The results of this study indicate that most students receive good family support as many as 80 students (68.4%). This shows that there is good family support, which means that respondents get support from good families in the form of emotional, motivational, material, appreciation, instrumental and various information. This is in line with Maziyah's research (12) which states that family support which is very helpful in reducing anxiety is a real form of assistance, namely the provision of goods, the provision of services, and the provision of opportunities. Appreciation is also very necessary to reduce anxiety, namely in the form of appreciation, giving encouragement, and comparing positive things with others. Meanwhile, assistance in the form of advice, suggestions, information, attention, and others was not significantly related to reducing anxiety in NU Tuban College of Health Sciences (STIKES) students majoring in Bachelor of Nursing.
According to Nurhindazah and Kustanti (7) explained that with family support, individual ability to deal with situations will increase, when students face obstacles while working on their thesis students are able to survive and continue to struggle to finish it.

d. Peer Support Overview
The results of this study indicate that most students have peer interaction values as many as 61 students (52.1%), this shows that if the peer environment has positive thoughts and supports each other for students who are working on their final assignment, the process of completing the final assignment will be even better. Good relationships with peers are roles that may be important for normal child development (13)
In line with this theory, high peer social support occurs when a person feels close in his life, so the individual does not want to see other people find it difficult to deal with a problem, so this creates high social support among others. Final year students have high solidarity. Starting the beginning of lectures together, trying to end the lecture period and doing graduation together. Having a high level of solidarity causes a lot of assistance to be given so that high social support is obtained (14). Thus it can be concluded that students who have high peer support will not feel lonely and will not find it difficult to work on their final project because they have received support from peers who have high solidarity and a sense of togetherness.

2. **Bivariate analysis**
a. Relationship of Family Support with Anxiety
The results of the bivariate analysis conducted in this study showed that there was a relationship between family support and anxiety, with a p-value of 0.01 and a correlation value (r) of 12.65 with a positive relationship. This is evidenced by the results of the value of good family support with a moderate level of anxiety as many as 58 students (48.7%). This is in line with the research of Sugiharno et al., (15) which states that there is a significant relationship between family support and student anxiety in facing final assignments at PSD3KN, Jayapura Ministry of Health Polytechnic,

researchers assume that higher family support means that students can receive various kinds of support. either in the form of advice from the constructive family, facilities, or emotionally to keep up the enthusiasm for doing the final assignment, so that the support given can reduce the anxiety level of doing the final assignment and be more serious about completing the final assignment.

The results of this study are in line with research conducted by Riswandha (16), the higher the family social support, the lower the anxiety for students. Conversely, the lower the family social support, the higher the anxiety of students, so that the hypothesis in this study can be accepted. Priastana (17) describes family social support as providing assistance that comes from the family in the form of motivation, information, financial, and emotional that can calm and provide warmth to the family.

b. Proposal Session Relationship with Anxiety
The results of the bivariate analysis carried out in this study showed that there was a relationship between the proposal trial and anxiety, with a p-value of 0.00 and a correlation value (r) of 9.75 with a positive relationship with low closeness. This is evidenced by the results of the proposal session. Most of the students who had not held a proposal session had moderate anxiety scores of 40 students (34.2%) and those who had held a proposal session also had moderate anxiety of 34 students (29%). This can happen because students who have not yet held a proposal session are worried that their research proposal will not be accepted by the examining lecturer, while students who have already held a proposal hearing are worried that they will not be able to work on revisions according to the examiner's

directions and are worried when the research does not go as expected.

The results of this study are in line with Livana (18) concerning the level of student anxiety in compiling a thesis in the category of severe anxiety being the majority (51.5%). Respondents experienced a high level of anxiety because they were still burdened by the examination of the proposal trial and/or the trial of the final thesis results. Severe anxiety is a condition in which individuals tend to focus on something detailed and specific and do not think about other things (19)

CONCLUSION

It was identified that the description of student anxiety at the West Java PPNI Stikep mostly had moderate anxiety values for as many as 74 students which showed that the higher the score, the higher the anxiety faced by students when working on their final assignment and identified anxiety in students was not low not high but moderate (63.2 %).

It was identified that the self-concept description of students at the West Java PPNI Stikep mostly had a high self-concept of 87 (74.4%) students which showed that the higher the score, the better the individual's view of himself.

It was identified that the description of student family support at Stikep PPNI West Java mostly had good family support as many as 80 (68.4%) students which showed that the higher the score, the better the family support for students.

It was identified that the description of student peers at the West Java PPNI Stikep mostly had high peer scores of 61 (62.1%) students which showed that the higher the score, the higher the interaction and support received from peers.

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