Analysis of Final Semester Students' Level of Academic Anxiety Disorder Regarding Thesis

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Abstract
Academic anxiety is a psychological condition that can hinder students in completing their academic tasks.This study aims to determine the level of anxiety disorders experienced by final-year students in completing their thesis. The research method used is a descriptive method with a total sampling technique, involving 51 eighth-semester students at STKIP Taman Siswa. Data was collected through a questionnaire measuring three aspects of anxiety: physiological symptoms, emotional symptoms, and behavioral symptoms. The results show that most students experience academic anxiety with varying intensity levels. In terms of physiological symptoms, 49% of students experience moderate anxiety, 21.6% experience mild anxiety, and 17.6% experience severe anxiety. Emotional symptoms are most dominant in the moderate category (47%) and mild category (33.3%), with 17.6% of students experiencing severe anxiety. Meanwhile, in the behavioral aspect, the majority of students experience moderate anxiety (52.9%) and mild anxiety (43.1%), with only 3.9% experiencing severe anxiety. This study indicates that academic anxiety has a significant impact on the physical, emotional, and behavioral conditions of final year students.

Keywords: *academic anxiety, final-year students, thesis, physiological symptoms, emotional symptoms, behavioral symptoms.*

INTRODUCTION

Final semester students often experience high academic pressure, especially in completing their thesis as a graduation requirement. The process of preparing a thesis requires persistence, academic skills, and good time management. However, various factors such as pressure from supervisors, family expectations, and fear of the future can increase students' anxiety levels. According to Sarafino and Smith (2014), academic anxiety can arise due to an imbalance between academic demands and the individual's ability to deal with it.

Academic anxiety is a psychological condition that can hinder students from completing their academic assignments. According to Spielberger (in Sarason, 2011), academic anxiety is a negative emotional response to situations that cause academic pressure, such as exams or final assignments. If this anxiety is not managed well, it can lead to procrastination or delays in completing the thesis, which further worsens the student's condition (Putri, 2020).

A study conducted by Febriani (2021) showed that 65% of final semester students experienced moderate to high anxiety when working on their thesis. The main factors that contribute to this anxiety include fear of failure,

lack of social support, and limited time in completing research. The results of this research are in line with the findings of Yuliana and Sari (2019) who revealed that high academic pressure can reduce students' cognitive effectiveness, thereby hindering the progress of preparing their thesis.

Supervisors also have an important role in determining students' anxiety levels. According to research conducted by Rahmawati and Lestari (2022), students who feel they do not receive adequate guidance tend to experience higher anxiety compared to students who have a positive relationship with their supervisor. This shows that external factors, such as the academic environment and support from supervisors, greatly influence students' mental health.

Apart from academic factors, social pressure is also the cause of increasing anxiety in final semester students. Many students feel burdened by family and community expectations regarding graduating on time. According to research by Nuraini (2020), students who have pressure from their families to graduate quickly tend to experience higher anxiety than those who receive emotional support. Excessive social expectations can cause stress and have a negative impact on students' mental well-being.

Apart from that, economic factors can also influence students' anxiety levels in completing their thesis. According to a study by Prasetya and Handayani (2021), students who have financial limitations are more susceptible to experiencing anxiety, especially because they feel burdened by education costs that must be completed immediately. This condition is exacerbated if students also have to work while completing their thesis, which can reduce focus and effectiveness in compiling their research.

High anxiety disorders can have a negative impact on students' physical and mental health. According to Lazarus and Folkman (2015), anxiety that is not managed properly can cause sleep disturbances, decreased concentration, and excessive fatigue. As a result, students become less productive and find it difficult to complete their thesis according to the predetermined targets.

To overcome academic anxiety, students need to develop effective coping strategies. Research conducted by Susanto (2021) found that students who apply stress management techniques, such as meditation, exercise and good time planning, tend to have lower levels of anxiety compared to those who do not have clear coping strategies. Apart from that, social support from peers and family also plays an important role in helping students overcome academic pressure.

Various studies have shown that psychological interventions, such as academic counseling, can help college students manage their anxiety. According to research conducted by Wulandari (2020), students who received psychological guidance experienced a 40% reduction in anxiety levels compared to those who did not receive intervention. Therefore, educational institutions need to provide counseling services that are more easily accessible to students to help them overcome academic pressure.

Based on these various findings, this research aims to analyze the level of final semester students' anxiety disorders regarding their thesis and the factors that influence it. It is hoped that the results of this research can contribute to designing effective strategies to help students manage academic anxiety, so that they can complete their thesis more optimally without experiencing excessive psychological pressure.

METHOD

This research was carried out at STKIP Taman Siswa in January 2025. The type of research used was descriptive research with the aim of determining the level of anxiety disorders of final semester students regarding their thesis. Descriptive research aims to provide a systematic, factual and accurate description of the phenomenon being studied (Sugiyono, 2021).

The population in this study was all 8th semester students in class J, totaling 51 people. The sampling technique uses *total sampling*, namely a method where all members of the population are used as research samples (Arikunto, 2020). This technique was chosen because the population size is relatively small, making it possible to obtain more accurate and representative data.

Data collection was carried out using direct interviews with respondents and using instruments in the form of questionnaires. Interviews are used to dig up in-depth information regarding factors that influence student anxiety in completing their thesis. Meanwhile, the questionnaire is used as a standard measuring tool in assessing the level of academic anxiety. According to Notoatmodjo (2018), questionnaires are an effective research instrument in collecting data systematically and objectively.

The questionnaire instrument in this research was prepared based on indicators of academic anxiety disorders developed by Spielberger (in Sarason, 2011). Several indicators measured in the questionnaire include physiological, emotional and behavioral symptoms related to academic anxiety. The data obtained was then analyzed using descriptive analysis techniques to provide an overview of the anxiety level of final semester students regarding their thesis.

RESULTS AND DISCUSSION
1. Physiological Symptoms

Physiological symptoms relate to the body's reaction to academic stress, such as a racing heart, sweaty hands, or sleep

disturbances. From the research results, the majority of students experienced anxiety symptoms in the moderate category (49%), followed by mild (21.6%) and severe (17.6%). As many as 11.8% of students experienced very severe anxiety, while there were no students who did not experience physiological symptoms at all. These results indicate that academic anxiety has a significant impact on students' physical health (Sarason, 2011).

2. Emotional Symptoms

Emotional symptoms involve feelings of anxiety, fear of failure, and high stress during the preparation of the thesis. The majority of students experienced emotional anxiety in the moderate (47%) and mild (33.3%) categories. Meanwhile, 17.6% of students experienced severe anxiety, and only 2% were in the very severe category. High emotional anxiety can inhibit focus and motivation in completing academic assignments (Spielberger in Sarason, 2011).

3. Behavioral Symptoms

Behavioral symptoms reflect a student's response to anxiety, such as procrastination, lack of concentration, or a tendency to avoid tasks. As many as 52.9% of students experienced moderate anxiety in this aspect, while 43.1% were in the mild category. Only 3.9% of students experienced severe anxiety, and no students experienced very severe anxiety or no anxiety at all. This shows that the impact of anxiety is more often seen in work patterns and study habits (Notoatmodjo, 2018).
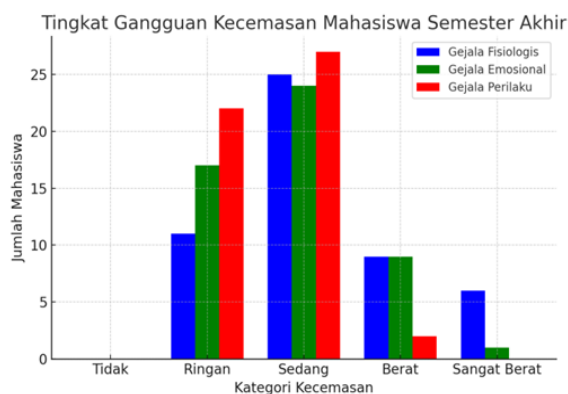

Figure 1. Levels of Anxiety Disorders

From the results of this research, it can be concluded that emergency Academics are a significant problem among final semester students. The pressure of completing a thesis, academic demands, and personal expectations can exacerbate the anxiety felt by students.

High academic anxiety can have a negative impact on student academic performance. Research by Spielberger (in Sarason, 2011) states that excessive anxiety can interfere with cognitive processes, making it more difficult for students to concentrate and understand the thesis material well.

Additionally, anxiety that is not managed well can cause long-term mental health problems, such as depression and academic burnout. Therefore, effective coping strategies are needed to overcome this anxiety, such as relaxation techniques, good time management, and social support from friends and supervisors (Creswell, 2018).

CONCLUSION

Based on the results of research regarding the level of anxiety disorders of final semester students regarding their thesis, it can be concluded that the majority of students experience anxiety in various ways. Physiological, emotional and behavioral symptoms appear as a response to the academic pressure faced during the thesis preparation process.

SUGGESTION

There are several suggestions that can be given to help students manage academic anxiety:

1. Stress Management Strategy: Students are advised to apply relaxation techniques such as meditation, light exercise, and effective time management in order to reduce anxiety during the thesis preparation process.
2. Social Support: It is important for students to get support from friends, family, and supervisors. A supportive academic environment can help reduce the psychological pressure experienced by students.
3. Providing Counseling Services: The campus can provide academic and psychological counseling services to help students who

experience severe anxiety get the right guidance.

4. Increasing Academic Skills: Students can take part in seminars or training related to thesis management and research techniques to increase their confidence in completing academic assignments.

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