



FACTORS AFFECTING STUDENT ANXIETY IN COMPLETING THE FINAL PROJECT

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ABSTRACT

One of the graduation requirements for final-year students is completing a final project in the form of a Scientific Paper (Karya Tulis Ilmiah or KTI). The purpose of this study was to investigate what factors influence students' anxiety in the process of completing a final project. The research method used was quantitative with a cross-sectional study design with a sample of 155 final year students who were preparing their final project at Akper Kesdam Iskandar Banda Aceh. Anxiety was measured using the Depression Anxiety Stress Scale 21 (DASS) 21 questionnaire. Data analysis using Chi-square using SPSS software. The result of the study explained that there was a significant relationship between family factors, peers, supervisors and environment with the anxiety of students who completed their final project with p value <0,05. This study recommends future researchers to conduct experimental studies as a form of effort to overcome students' anxiety in completing their final project.

Keywords: anxiety; final project; student

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INTRODUCTION

One of the graduation requirements for final-year students is completing a final project in the form of a Scientific Paper (Karya Tulis Ilmiah or KTI). Through this process, students are trained to produce scholarly work with a clear conceptual framework based on problems within their field of interest. However, during its preparation, students often face various difficulties, both technical and psychological. This stage frequently triggers academic stress, not only because the final project is considered challenging but also due to its lengthy and complex process (Malfasari et al., 2019). One of the most common psychological impacts in this situation is academic anxiety, which is a condition affecting students' thought patterns, physiological responses, and behaviors due to excessive concern about completing their final project (Aristawati et al., 2020).

Anxiety is defined as a psychological condition characterized by feelings of discomfort, restlessness, fear, and uneasiness. Its symptoms include physiological responses such as excessive sweating, trembling, dizziness, and an increased heart rate. Currently, anxiety is often categorized as an anxiety disorder, a mental health condition with a high prevalence worldwide. The American College Health Association reported that the prevalence of anxiety among students is 34.6%, including generalized anxiety, social anxiety, panic disorder, and specific phobias. Additionally, approximately 35.10% of students experience anxiety that interferes with their academic activities (Tan et al., 2023). In Indonesia, the prevalence of anxiety disorders among individuals aged 15 and older reaches 37,000 cases or approximately 4.7% of the population. The high prevalence of anxiety highlights the need for further investigation into its contributing factors, particularly in an academic context. A deeper understanding of the causes of student anxiety in completing their final projects is crucial to developing effective strategies to help them manage academic stress more effectively.

Several studies have identified various factors contributing to students' anxiety levels in completing their final projects. A study by (Sugiharno, Ari Susanto and Wospakrik, 2022) found a significant

relationship between students' anxiety and external factors, such as family support (83.8%), peer influence, academic advisors (89.2%), and the surrounding environment (81.1%), with a p-value <0.05. This indicates that the higher the level of support received by students, the lower their anxiety levels in facing their final projects. These findings align with research by (Malfasari et al., 2019) which also demonstrated a correlation between external factors and students' anxiety levels. Additionally, research by (Livana et al., 2018) revealed that 51.5% of students experienced severe anxiety during the final project preparation process, particularly among female respondents aged 21. This anxiety emerged due to high academic pressure, from the initial preparation process to the final examination stage.

According to data from the Student Affairs Division of the Akademi Keperawatan Kesdam Iskandar Muda Banda Aceh, 155 students are currently working on their Scientific Papers (KTI). Interviews with 10 students revealed that they experience varying levels of anxiety throughout the final project preparation process. Some students reported fear of having their proposals rejected by their academic advisors, anxiety about the supervision process, and difficulty sleeping before seminars or thesis defenses. Some even experienced loss of appetite and a lack of motivation from the beginning of their final project preparation. Additionally, students expressed concerns about failing to complete their final projects on time, stress due to title approval delays, and exhaustion from repeated revisions and continuous consultations. Given the high levels of anxiety experienced by students, this study aims to identify the factors contributing to their anxiety in completing their final projects, thus providing more effective strategies to help students manage academic stress.

METHOD

This study employed a quantitative cross-sectional design conducted at the *Akademi Keperawatan Kesdam Iskandar Muda Banda Aceh*. A total sampling method was applied, involving 155 students who were in the process of completing their *Karya Tulis Ilmiah* (KTI) as research participants. The research instrument consisted of a questionnaire designed to measure factors influencing anxiety, including academic advisors, peers, family, and the surrounding environment, using a modified questionnaire. Meanwhile, students' anxiety levels were assessed using a standardized questionnaire, *The Depression Anxiety Stress Scale 21* (DASS-21). This instrument has been validated and reliable with a value of > 0.7.

RESULT

Table 1.
Distribution of Respondents by Age

Age (Years)	f	%
20	18	11,6
21	97	62,6
22	21	13,5
23	19	12,3

Table 1, the average age of respondents was 21 years, with the youngest being 19 years old and the oldest 23 years old. Table 2, 92.3% (143 respondents) were female, and 62.6% (97 respondents) experienced moderate anxiety levels. Additionally, 83.3% (129 respondents) reported being influenced by their academic advisors, while 79.4% (123 respondents) were influenced by peers. The family and environment factors each influenced 81.3% (126 respondents). Table 3 shows that 89 students (57.4%) with moderate anxiety were influenced by academic advisors with a high influence, while 8 students (5.2%) with moderate anxiety were influenced by academic advisors with a low influence. The chi-square test result with a P-value of 0.022 indicates a significant relationship between the academic advisor factor and students' anxiety levels in completing their final project at *Akper Kesdam Iskandar Muda Banda Aceh*

Tabel 2.
Distribution of Respondents by Gender, Anxiety Level, Academic Advisors, Peers, Family, and Environment

Variable	f	%
Gender		
Male	12	7,7
Female	143	92,3
Anxiety Level		
Mild	46	29,7
Moderate	97	62,6
Severe	12	7,7
Academic Advisors		
Low Influence	26	16,7
High Influence	129	83,3
Peers		
Low Influence	32	20,6
High Influence	123	79,4
Family		
Low Influence	29	18,7
High Influence	126	81,3
Environment		
Supportive	126	81,3
Unsupportive	29	18,7

Table 3.
Relationship Between Academic Advisors and Student' Anxiety in Completing Their Final Project

Academic Advisor -	Anxiety Level						Total	P value	
	Mild		Moderate		Severe				
	f	%	f	%	f	%	f	%	
Low Influence	9	5,8	8	5,2	11	7,0	28	18,0	
High Influence	37	23,9	89	57,4	1	0,7	127	82,0	0,022

Table 4.
Relationship Between Peer Support and Students' Anxiety in Completing Their Final Project

Peer Support	Anxiety Level						Total	P value	
	Mild		Moderate		Severe				
	f	%	f	%	f	%	f	%	
Low Influence	11	7,1	12	7,7	10	6,4	33	21,3	
High Influence	35	22,6	85	54,9	2	1,3	122	78,7	0,002

Table 4 shows that 85 students (54.9%) with moderate anxiety were influenced by high peer support, while 12 students (7.7%) with moderate anxiety were influenced by low peer support. The chi-square test result with a P-value of 0.002 indicates a significant relationship between peer support and students' anxiety in completing their final project at Akper Kesdam Iskandar Muda Banda Aceh.

Table 5.
Relationship Between Family Encouragement and Students' Anxiety in Completing Their Final Project

Family Encouragement	Anxiety Level						Total	P value	
	Mild		Moderate		Severe				
	f	%	f	%	f	%	f	%	
Low Support	13	8,4	14	9,0	9	5,8	36	23,2	
High Support	33	21,3	83	53,6	3	1,9	119	76,8	0,003

Table 5 indicates that 83 students (53.6%) with moderate anxiety were influenced by high family encouragement, whereas 14 students (9.0%) with moderate anxiety were influenced by low family encouragement. The chi-square test result with a P-value of 0.003 suggests a significant relationship between family encouragement and students' anxiety in completing their final project at Akper Kesdam Iskandar Muda Banda Aceh.

Table 6.
Relationship Between Environment and Students' Anxiety in Completing Their Final Project

Environment	Anxiety Level						Total	P value
	Mild		Moderate		Severe			
	f	%	f	%	f	%	f	
Good	42	27,1	90	58,1	2	1,3	134	86,5
Poor	4	2,6	7	4,5	10	6,4	21	13,5

Table 6 shows that 90 students (58.1%) with moderate anxiety were influenced by a good environment, whereas 7 students (4.5%) with moderate anxiety were influenced by a poor environment. The chi-square test result with a P-value of 0.006 confirms a significant relationship between the environment and students' anxiety in completing their final project at *Akper Kesdam Iskandar Muda Banda Aceh*.

DISCUSSION

More research needs to be done on the importance of mental health in college students considering the increasing levels of depression, anxiety and stress among college students (Jia et al., 2022). The results of this study indicate that the average respondent is between 19-23 years old, which according to the Ministry of Health of the Republic of Indonesia (Kemenkes RI, 2022) falls within the late adolescence stage—a transitional phase from adolescence to adulthood. Age has an impact on a person's way and pattern of thinking, as age increases, thought patterns will improve and knowledge will also increase (Deng et al., 2021). During this period, individuals experience anatomical and physiological changes, as well as emotional and intellectual developments, in preparation for a future filled with greater challenges. This finding is further supported by (Ruskandi, 2024), who states that the transition from adolescence to adulthood is a highly vulnerable phase for experiencing anxiety-related health issues. The researcher assumes that late adolescence, which precedes early adulthood, is a period that demands individuals to face new challenges, making them more susceptible to anxiety and worry, which can also be influenced by their individual coping mechanisms.

The study also examined gender characteristics, revealing that the majority of students working on their final project were female (92.3%). This finding aligns with research by (Ardiyanti et al., 2017), which suggests a relationship between gender and the level of anxiety experienced. Several studies in the world have explained that there are differences in the anxiety experienced by men and women, namely that women tend to have higher levels of anxiety than men (Chang et al., 2021). Women are more prone to anxiety than men due to an overactive autonomic nervous response, including increased sympathetic nervous system activity, elevated norepinephrine and catecholamine levels, and abnormal serotonergic dysregulation (Chatmon, 2020).

Although various factors contribute to an individual's anxiety, (Ruskandi, 2024) in a literature review, highlights that the amount of information possessed can influence the level of anxiety experienced by both men and women. This is supported by (Siswanto & Aseta, 2021) who stated that when experiencing anxiety, women choose to be more open in expressing their feelings compared to men, such as talking and sharing their experiences, so that it will ease the anxiety they feel. Which states that when experiencing anxiety, women choose to be more open in expressing their feelings compared to men, such as talking and sharing their experiences, so that it will ease the anxiety they feel This suggests that men are not immune to experiencing severe anxiety, possibly even exceeding that of women in certain cases. However, based on this understanding, the researcher assumes that women are more likely to experience anxiety because they tend to struggle more with emotional regulation, which triggers anxiety. In contrast, men are generally better at controlling their emotions, as they approach problems more rationally. The anatomical differences in the male and female brain—particularly in terms of chemical composition, hormones, and psychological structure—contribute to differences in cognitive processes and responses to various situations.

The chi-square analysis results indicate that respondents with moderate levels of anxiety were influenced by the strong support of their thesis advisor, totaling 89 students (57.4%). This suggests a significant relationship between the thesis advisor and the level of anxiety experienced by students in completing their final project at Akper Kesdam Iskandar Muda Banda Aceh. Common issues faced by students in writing their final project include difficulties in finding literature sources, financial constraints, unfamiliarity with academic writing, poor time management, and challenges in adapting to the advisor's expectations regarding research design and methodology (Beauty & Widodo, n.d.). Students often face problems with their supervisors, one of which is difficulty in positioning themselves when there are differences of opinion, difficulty in arranging a supervision schedule, difficulty in understanding the advice given by the supervisor, and the time for submitting revisions that does not comply with the agreement that has been agreed upon, so that this can cause anxiety in students in completing their final assignments (Indriani, 2024).

This is reinforced by (Bahrudi Efendi Damanik, 2022), who argues that a good thesis advisor is one who can help students develop their potential, enabling them to express their creative ideas in writing. Advisors are expected to motivate their students to write persistently and diligently. Based on this, the researcher assumes that a structured and well-directed advising process, along with the availability of time and relevant expertise from the advisor, significantly influences the successful completion of the final project. If students fail to meet these expectations, their final project can become a major source of anxiety. Students' anxiety is also closely related to their social environment, particularly their peers. Peers play a crucial role in shaping an individual's anxiety levels, with 85 students (54.9%) experiencing moderate anxiety influenced by strong peer relationships. The chi-square test results show a P-value of 0.002, confirming a significant relationship between peer influence and student anxiety at Akper Kesdam Iskandar Muda Banda Aceh. According to (Loades et al., 2020) Social support is a description of physical and psychological attention that can reduce the stress experienced by a person, thus providing comfort for that person.

The research of (Fauziyah & Ariati, 2015) explain, that social encouragement refers to the availability of friends who provide emotional and psychological support, thereby increasing an individual's overall sense of satisfaction and well-being. This finding is further supported by (Gustina et al., 2023), who found a correlation between peer support and anxiety among final-year students. Their study revealed that students with low peer support experienced higher anxiety prevalence (75.0%), while those with strong peer support had a lower anxiety prevalence (66.7%). Similarly, (Misalia et al., 2022) highlight that high peer support among final-year students fosters a sense of unity and commitment to graduate on time and attend the graduation ceremony together. This sense of emotional closeness helps students feel less isolated while working on their final project. Therefore, the researcher assumes that peer support plays a crucial role in providing motivation, encouragement, and solutions for students facing difficulties in completing their thesis.

The results of this study are in line with the research of (Alawiyah et al., 2022) which states that the relationship between social support and academic anxiety indicates a negative direction, which means that the lower the social support, the higher the academic anxiety. Conversely, the higher the social support, the lower the academic anxiety. (Creed et al., 2015) explain that Social support is very meaningful in increasing motivation and enthusiasm to achieve goals. social support is where someone is there to provide advice, suggestions, motivation both verbally and non-verbally, direction and help find a way out when an individual experiences a problem. Social support is also very important for human mental development, for example the better a person's relationship with other people in their environment, the higher a person's subjective well-being.

Student anxiety is also closely linked to family support. The chi-square test results, with a P-value of 0.003, indicate that moderate anxiety levels among respondents were significantly influenced by strong family support (83 students or 53.6%), while only 14 students (9%) with moderate anxiety

reported having low family support. The researcher assumes that families play a vital role in helping their members overcome challenges associated with completing their final project. Family support can take various forms, including listening to students' concerns, offering advice and reassurance, and providing financial assistance to facilitate the completion of their thesis. Family support encompasses both attitudes and actions that demonstrate acceptance and encouragement among family members. Such support may be emotional, instrumental, informational, or in the form of recognition, all of which contribute to enhancing an individual's cognitive and psychological well-being. As a result, family plays a crucial role in problem-solving and reducing anxiety among students (Pambudi et al., 2020).

The chi-square test results further reveal that students with moderate anxiety were significantly influenced by their surrounding environment, with 90 students (58.1%) reporting strong environmental influence. These findings suggest a clear relationship between environmental factors and the anxiety experienced by students during the thesis-writing process. The research of (Sugiharno et al., 2022) explain that a negative or unsupportive environment can hinder students' ability to adapt and complete their final project. Environmental obstacles can lead to negative attitudes, trigger anxiety, and diminish motivation, ultimately causing students to neglect their thesis. (Petrocchi & Couyoumdjian, 2016) explained that the way that someone receives social support is by adjusting their mindset towards stressors, so that someone can feel that there are people close to them who pay attention to them, with the gratitude they feel, it will reduce anxiety and improve their relationships with others, foster compassion, and not punish themselves excessively.

In terms of building social relationships, a person learns to control anxiety in various situations and conditions. They learn to regulate emotions and express feelings of fear, anxiety and even joy. They learn to communicate with others and create positive strategies. (et al., 2017). A positive attitude that a person feels in relation to others can reduce the anxiety felt and help create creative ideas so that negative thoughts that arise from this anxiety are reduced (Loades et al., 2020). A person must try to be able to assess themselves and the coping mechanisms that can be used to overcome uncomfortable feelings, self-reassuring, which shows the ability to calm/reassure oneself and treat oneself well and lovingly when faced with mistakes and failures (Petrocchi & Couyoumdjian, 2016) (Husky et al., 2020).

CONCLUSION

This study highlights the influence of support from thesis advisors, peers, family, and the surrounding environment on the anxiety experienced by students while completing their final project. These factors are of concern to us all, given the strong relationship between anxiety experienced by students, especially students who are completing their final assignments. Moving forward, it is recommended that future research explore experimental approaches to develop effective strategies for managing student anxiety during the thesis-writing process.

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