CONFIDENCE AND ANXIETY IN STUDENTS WHO ARE PREPARING TO WRITE A THESIS

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Keywords:	ABSTRACT
self-confidence, anxiety, students	Anxiety is a common experience, especially among students who are about to face their thesis. This feeling of anxiety is often influenced by their level of self-confidence. For instance, sixth semester students who are preparing to write their thesis often view it as a daunting task, which leads to anxiety. This study aimed to investigate the relationship between self-confidence and anxiety among psychology students in their sixth semester, who are about to embark on their thesis writing journey. The hypothesis proposed was that there is a negative correlation between self-confidence and anxiety. The study employed a quantitative method that utilizes numerical data. The results obtained from the study showed a significant negative correlation between self-confidence and anxiety, with a correlation coefficient of r = -0.326, p = 0.021 (less than 0.05). This means that an increase in self-confidence is associated with a decrease in anxiety among sixth-semester students who are about to write their thesis. Therefore, the research hypothesis was accepted.

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1. INTRODUCTION

A thesis is a scientific work that follows scientific research procedures and is written by undergraduate students to obtain a bachelor's degree[1]. However, students often face several internal and external obstacles while writing their thesis, which may lead to delays and anxiety if they cannot complete it in the next semester[2]. According to Lauster, self-confidence refers to having confidence in one's own abilities, which allows individuals to act based on their desires without worrying too much about the consequences[3]. In addition, self-confident individuals take responsibility for their actions, interact politely with others, and possess achievement motivation. These four aspects include personal ability, social interaction, and self-concept.

According to Haidir et al, there is a significant correlation between self-confidence and anxiety levels in final year transfer class students[4]. Also highlights a negative relationship between self-confidence and anxiety levels, indicating that students who lack self-confidence experience higher levels of anxiety while writing their thesis[5].

But the results of research from Walker, "Psychology of student well-being" have results that differ from the results of the preliminary study[6]. Students' well-being increases as they enter their senior years. Final year students should be happy when they start entering their final year. Well-being itself is a feeling of happiness, a feeling of satisfaction, where in this case the level of stress experienced by students is relatively low and the physical and mental condition of students tends to be good. This is in contrast to the situation found in

field interviews where some students actually experienced anxiety when they faced the upcoming semester.

2. METHOD

The statement describes two variables: the independent variable, which is self-confidence (x), and the dependent variable, which is anxiety (y). In this research, a purposive sampling technique was utilized to collect data with specific considerations[7];[8]. The set criteria was of 50 active sixth-semester psychology students. A questionnaire was employed to collect data, through two scales, namely the anxiety scale and the self-confidence scale. These scales were designed based on the self-confidence aspect theory and the anxiety component theory, respectively. The Likert scale scoring method was employed, which included answer choices such as strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The data analysis technique involved assumption tests, including linearity tests and normality tests. Hypothesis testing was conducted using Pearson correlation.

3. RESULTS AND DISCUSSION

In statistical analysis, the normality test is performed to determine whether the residual values of the data follow a normal distribution or not. The test relies on a decision rule where if the significance value (sig) is greater than 0.05, the data is considered to have a "normal" distribution. Similarly, if sig is less than 0.05, the data is considered to be "not normal". In this particular study, the results of the normality test indicate that the significance value is 0.193, which is

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greater than 0.05. This implies that the residual values of the research data follow a "normal distribution". You can find the results of the normality test for both variables in table 1.

Table 1
Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	13.38681625
Most Extreme Differences	Absolute	.109
	Positive	.096
	Negative	-.109
Test Statistic		.109
Asymp. Sig. (2-tailed)		.193[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Analysis of the anxiety and self-confidence of 6th semester psychology students at Unira Malang, first a hypothesis test was carried out using "product moment statistics" analysis using SPSS. The results of the analysis are shown in table 2.

Table 2
Hypothesis testing

Correlations

		kepercayaan diri	kecemasan
kepercayaan diri	Pearson Correlation	1	-.326[*]
	Sig. (2-tailed)		.021
	N	50	50
kecemasan	Pearson Correlation	-.326[*]	1
	Sig. (2-tailed)	.021	
	N	50	50

*. Correlation is significant at the 0.05 level (2-tailed).

The hypothesis test results indicate a significant negative correlation between self-confidence and anxiety in 6th semester psychology students at Unira Malang who will be facing a thesis next semester, with a correlation coefficient of rxy = -0.326 and p= 0.021< 0.05. This means that when self-confidence is high, anxiety can decrease and vice versa. Therefore, the hypothesis in this research is proven and accepted.

Anxiety can inhibit the appearance of confidence, but if recognized, self-confidence can be actualized. According to Chaplin, anxiety is "a mixed feeling of worry and concern regarding the future without a specific cause for that worry[9]." On the other hand, explains that anxiety arises when there is a danger that threatens an individual[10]. This feeling of anxiety is more like fear because it is caused by one's own mind. For instance, some students feel anxious about their thesis, even though they have not yet completed it. However, students can control themselves to be calmer while writing

their thesis. If students cannot control their anxiety, it will result in high anxiety.

Developing self-confidence is crucial for students, especially when dealing with challenging tasks such as thesis writing. This is because self-confidence is essential in exploring and realizing one's potential. Perry defines self-confidence as the belief in one's ability to conquer new challenges, navigate difficult situations, overcome obstacles, and attempt new things[9]. Optimizing one's potential requires a strong sense of self-confidence, which is why students should prioritize building this trait.

Table 3
Percentage of Confidence Level

NO	Karegorisasi	Norma	Interval	F	P
1	Tinggi	$X \geq (M + 1\ SD)$	> 75	23	46 %
2	Sedang	$(M - 1SD) \leq X < (M + 1SD)$	50 - 75	27	54 %
3	Rendah	$X < (M - 1SD)$	< 50	-	-

Based on the table presented, it is evident that 54% of students fall under the medium category, with a total frequency of 27 students. On the other hand, 46% of students belong to the high category, with a frequency of 23 students. These results suggest that 6th-semester psychology students who are preparing to face their thesis have a moderate level of self-confidence.

Table 4
Percentage of anxiety level

NO	Kategorisasi	Norma	Interval	F	P
1	Tinggi	$X \geq (M + 1\ SD)$	> 84	4	8 %
2	Sedang	$(M - 1SD) \leq X < (M + 1SD)$	56 - 84	40	80 %
3	Rendah	$X < (M - 1SD)$	< 56	6	12 %

Based on the table provided, it is evident that the average 6th semester psychology student at Unira Malang experiences a moderate level of anxiety. This is indicated by the percentage of 80% in the medium category, with a total frequency of 40 students. The high category constitutes 8% with a frequency of 4 students, while the low category comprises 12% with a frequency of 6 students. The medium category suggests that the anxiety levels experienced by 6th semester psychology students who are about to begin working on their thesis do not impede their ability to do so.

Students can reduce their anxiety by increasing their self-confidence. Self-confidence can be developed in several ways, such as discovering one's personal abilities and engaging in social interaction. Students can interact with their environment, including their lecturers and peers, to enhance their social skills.

4. **CONCLUSION**

Based on the analysis of previous data, it was concluded that there is a significant negative correlation between anxiety and self-confidence among 6th-semester psychology students at Unira Malang

who are about to begin their thesis. This implies that an increase in self-confidence leads to a decrease in anxiety, and vice versa. The level of self-confidence among the psychology students at Unira Malang, who will be facing their thesis, is categorized as medium, and the average level of anxiety is also categorized as medium. The self-concept aspect of self-confidence has the highest impact on anxiety, with an effective contribution of 27.09%.

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