



**LITERATURE REVIEW: FACTORS AFFECTING FINAL YEAR STUDENTS'  
ANXIETY IN PREPARING A THESIS IN INDONESIA**  
*Tinjauan Literatur: Faktor-Faktor yang Mempengaruhi Kecemasan Mahasiswa Tingkat  
Akhir dalam Menyusun Skripsi di Indonesia*

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**ARTICLE INFO**

*Article History:*

Received: January  
28<sup>th</sup>, 2024

Revised:  
From January 29<sup>th</sup>,  
2024

Accepted: March  
01<sup>st</sup>, 2024

Published: April 05<sup>th</sup>,  
2024

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**ABSTRACT**

**Background:** Thesis or final project is often used as a graduation requirement by most campuses in Indonesia. Writing a thesis is often considered terrifying because students often experience difficulties. This triggers anxiety and even depression for final year students for fear of not being able to complete their thesis writing. **Purpose:** To find out the factors that influence the anxiety of final year students in preparing a thesis. **Methods:** Literature study research using national articles with published years 2018-2023. Articles were searched using the Preferred Reporting Items for Systematic Reviews & Meta-Analyses (PRISMA) method. Inclusion criteria included publication of articles reviewed no more than the last ten years, titles still related to keywords, quantitative or qualitative research, and full text. Exclusion criteria were articles published more than ten years, titles not related to keywords, and inaccessible. Database using google scholar. **Results:** Factors that influence the anxiety of final year students in preparing a thesis come from internal and external factors. **Conclusion:** Internal factors, such as lack of self-confidence, self-efficacy, self-discipline, fighting power, self-control, and high perfectionism. External factors, such as supervising lecturers, lack of parental and family support, and peer support.

**Keywords:** anxiety, final year students, thesis, final project.

**ABSTRAK**

**Latar belakang:** Skripsi atau tugas akhir seringkali dijadikan syarat kelulusan oleh sebagian besar kampus di Indonesia. Penulisan skripsi seringkali dianggap menakutkan karena sering kali mahasiswa mengalami kesulitan. Hal tersebut memicu munculnya kecemasan bahkan depresi bagi mahasiswa tingkat akhir karena takut tidak bisa menyelesaikan penulisan skripsinya. **Tujuan:** Mengetahui faktor-faktor yang mempengaruhi kecemasan mahasiswa tingkat akhir dalam menyusun skripsi. **Metode:** Penelitian studi literatur menggunakan artikel nasional dengan tahun terbit 2018-2023. Penelusuran artikel menggunakan metode Preferred Reporting Items for Systematic Review & Meta-Analyses (PRISMA). Kriteria inklusi berupa terbitan artikel yang di-review tidak lebih dari sepuluh tahun terakhir, judul masih berhubungan dengan kata kunci, penelitian kuantitatif atau kualitatif, dan full text. Kriteria eksklusi berupa terbitan artikel lebih dari sepuluh tahun, judul tidak berhubungan dengan kata kunci, dan tidak dapat diakses. Data base menggunakan google scholar. **Hasil:** Faktor-faktor yang mempengaruhi kecemasan mahasiswa tingkat akhir dalam menyusun skripsi bersumber dari faktor internal dan eksternal. **Kesimpulan:** Faktor internal, seperti kurangnya kepercayaan diri, efikasi diri, kedisiplinan diri, daya juang, kontrol diri, dan tingginya sikap perfeksionisme. Faktor eksternal, seperti faktor dosen pembimbing, kurangnya dukungan orang tua dan keluarga, serta dukungan teman sebaya.

**Kata Kunci:** kecemasan, mahasiswa akhir, skripsi, tugas akhir.

## INTRODUCTION

Thesis is one of the final assignments that is often used as a graduation requirement by most campuses in Indonesia. Completing a thesis is a requirement that must be fulfilled by students to get a bachelor's degree. Therefore, students must complete their thesis as well as possible to graduate as a bachelor.

According to Wiratha (2006) in (Lubis, 2019), thesis writing aims to provide learning experiences for students related to solving problems scientifically which are then written in the form of scientific papers. The preparation of an individual thesis is often considered a very difficult final project to complete for most students in Indonesia. In this case, it sometimes causes anxiety for final year students if they cannot complete their thesis writing.

Other difficulties that are often faced by final students in preparing a thesis, such as finding and formulating problems, finding a suitable title, finding literature, not comprehending thesis writing standards, financial difficulties and time that is considered quite limited. These difficulties ultimately lead to anxiety and fear of not being able to complete the thesis properly and correctly. As a result, students cannot complete their studies on time (Kusumawardhani, 2020).

Anxiety is defined as a state of uncomfortable mood, characterized by symptoms of physical tension which results in fear of facing possible danger or misfortune in the future (Kumbara et al., 2018) in (Marbun *et al.*, 2023). Anxiety can also be interpreted as a subjective feeling of anxiety, restless and restless behavior, as well as a physiological response that is reflected in the form of increased heart rate and tense muscles. Some of these symptoms will often be experienced by final year students who are

anxious when they will or are facing a thesis or final project (Fachrozic *et al.*, 2021).

The anxiety that arises in final year students often makes students uncomfortable so that it results in obstacles in working on the thesis. According to Melliasany & Perceka (2021) in (Marbun *et al.*, 2023) that students who experience anxiety when preparing a thesis will be faced with a lack of concentration and will have difficulty finding a way out when facing problems. In addition, anxiety will cause feelings of pressure, insecurity, resulting in loss of energy and creative ideas in preparing the thesis (Hidayati, 2022).

Anxiety is one of the early symptoms of someone experiencing depression. Various cases of depression occur in final year students during the thesis preparation process. There are so many incidents of pasung and even suicide caused by depression when preparing a thesis. Reporting from the tvonenews.com news page, a student went viral because he had to be shackled due to depression or anxiety disorder while working on his thesis (26/07/2022) (*Viral Mahasiswa Depresi Karena Skripsi Hingga Dipasung, Tuai Komentar Netizen*, 2022).

The news of student suicide was also successfully summarised by the detiksulsel news page, a final semester student of the Indonesian Christian University (UKI) Toraja with the initials AA (22 years old) in North Toraja, South Sulawesi was found dead hanging in his house. The victim had "confided" to his family because he was having difficulty completing his thesis (25/09/2023) (Ariadi, 2023).

Student suicide was also successfully summarised by detikjatim news page, a ninth semester student at one of the State Universities (PTN) in Malang with the initials MAS (24 years old) was found

floating in the Brantas river, Sumberpetung Village, Kalipare District, Malang Regency. The student allegedly committed suicide due to depression while working on his thesis (09/01/2024) (Rinanda, 2024).

The state of art in this study was the selection of articles used for reference for a maximum of 5 (five) years back so that the resulting literature is fresh or appropriate (related) to the current condition of final year students. The novelty was presented in the form of a summary of case studies of anxiety of students who are working on theses and final assignments so that it can represent final year students who carry out studies not only in State Universities (PTN) and Private Universities (PTS) but also come from Polytechnics and Health Polytechnics.

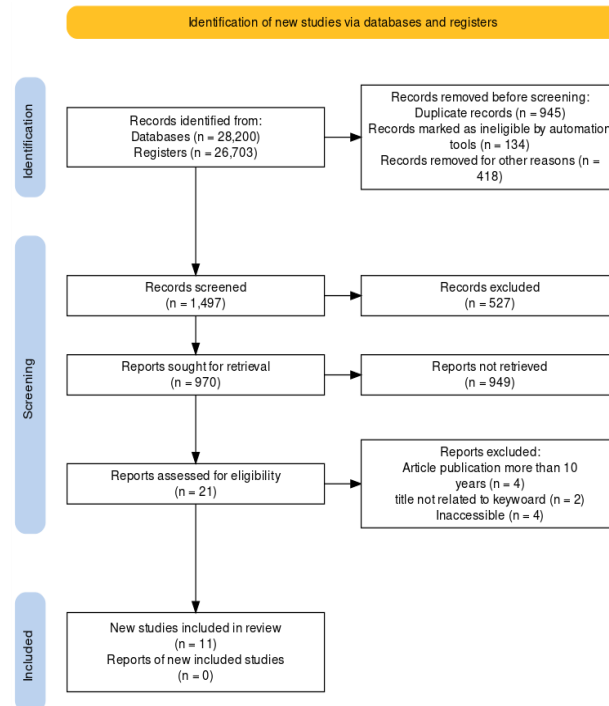
Several studies have been conducted to analyze or describe the causes of anxiety of final year students in preparing a thesis or final project on various Indonesian campuses, as listed in Table 1. Therefore, the researcher presents this literature review to summarize the factors that influence final year students in preparing a thesis or final project so that it can be presented in a practical and easy to understand way for the reader.

## METHOD

This recent study was a literature study or systematic review. According to Arikunto (2013) in (Idhartono, 2020) that literature study or systematic review is one type of research conducted by reading various relevant sources related to research topics to obtain the desired research data. Articles used as journal preparation were national articles with publication years 2018-2023. Article search utilized the Preferred Reporting Items for Systematic Reviews & Meta-Analyses (PRISMA) method adopted from research (Basyiroh *et al.*, 2022) by combining Indonesian keywords, namely

"factors affecting student anxiety in preparing a thesis" AND "final assignment". In addition, researchers also used English keywords, namely "Factors that influence final student anxiety in writing a thesis" OR "Final project".

Article search was conducted by the author on 22 -23 January 2024. The database is used to search for articles used google scholar. The authors conducted a data collection process and obtained 21 articles and then selected the inclusion and exclusion criteria, such as articles with publications > 10 years found 4 articles; articles not in accordance with keywords found 4 articles so that the articles that were said to be suitable according to the desired criteria were 11 articles. All articles were then identified in the form of title, researcher, year of publication, research methods, and results. The synthesis results are shown in the flowchart in Figure 1.



**Figure 1.** Results of article synthesis using the Preferred Reporting Items for Systematic Reviews & Meta-Analyses method (PRISMA)

## RESULT

Reviews & Meta-Analyses (PRISMA) method, 11 articles were obtained as follows:

Based on article searches using the Preferred Reporting Items for Systematic

**Table 1.** Article search results

Title	Authors	Year Published	Research Method	Result
Self-Confidence with Anxiety Level in Final Year Students in Working on Thesis at Immanuel Institute of Health Bandung	Kristin Arta Feronica Marbun, Ira Oktavia Siagian, Herwinda Sinaga	2023	<b>Type of research:</b> Quantitative research with a correlation analytic research design through a cross sectional approach. <b>Sample:</b> 75 respondents. <b>Analysis technique:</b> univariate analysis using frequency distribution and bivariate analysis using spearman rank.	There is a significant relationship between self-confidence and anxiety in final year students in doing their thesis as shown by the results of the correlation coefficient $r_{xy} = -0.435$ with $p$ value $0.000 < 0.05$ , meaning that the higher the self-confidence, the lighter the anxiety level or vice versa.
Analysis of Anxiety of Mathematics Education Students in Preparing Final Project	Ully Hidayati	2022	<b>Type of research:</b> Qualitative descriptive research <b>Sample:</b> 26 students <b>Analysis Techniques:</b> data reduction, data presentation, and conclusion drawing.	There are internal and external factors that affect the level of anxiety of students in preparing the final project. Internal factors include students' lack of confidence in their abilities, laziness, and indiscipline. External factors include the situation of the supervisor and the economic condition of the parents.
Description of the Factors Causing Nursing Students' Anxiety Facing Final Assignments at Stikes 'Aisyiyah Surakarta	Oktavy Budi Kusumawardhani	2020	<b>Research type:</b> descriptive research. <b>Sample:</b> 54 people <b>Technique of analysis:</b> Univariate analysis with Pearson product moment formula	Factors that affect students' anxiety facing their final assignments come from internal and external factors. Internal factors that cause anxiety are feeling lack of enthusiasm, pessimism, and laziness in working on the thesis. External factors are difficulty in finding supervisors and cluelessness about research methodology.
Anxiety in Preparing a Thesis Reviewed from Perfectionism in Students of the Faculty of Psychology, Universitas Prima Indonesia	Rizky Amelia Lubis	2019	<b>Research type:</b> quantitative research. <b>Sample:</b> 90 students <b>Technique of analysis:</b> Pearson product moment correlation analysis test.	There is correlation between anxiety and perfectionism as evidenced by the product moment correlation coefficient value of $r = 0.260$ and $p$ value of $0.007 < 0.05$ . The higher the anxiety, the higher the perfectionism and vice versa.
Correlation between Self-Control and Anxiety in Final Year Students in Completing Their Thesis	Reza Fachrozie, Lisda Sofia, Ayunda Ramadhani	2019	<b>Research type:</b> Quantitative research. <b>Sample:</b> 64 students of the Agricultural Products Technology Study Program (THP), Universitas Mulawarman, Samarinda <b>Technique of analysis:</b> Pearson product moment correlation analysis test	There is a positive correlation between emotional intelligence and decision making, with a correlation value of 0.761 and a sig value of 0.000 ( $p < 0.05$ ) or there is a strong correlation between self-control and anxiety. This means that the lower a student's self-control, the higher the student's anxiety level.

**Continuation of Table 1.** Article search results

Title	Authors	Year Published	Research Method	Result
Correlation Between Self-Efficacy and Anxiety in the Thesis Preparation Process among Students at the Faculty of Teacher Training and Education, Universitas Balikpapan in 2017	Tri Astuti Nur'aini	2018	<b>Research type:</b> quantitative research. <b>Sample:</b> 60 FKIP Universitas Balikpapan students <b>Technique of analysis:</b> Pearson product moment correlation analysis test.	There is correlation between self-efficacy and student anxiety with a correlation value of -0.435 with a significance level of 0.001 ( $p > 0.01$ ). There is correlation between self-efficacy and anxiety in the thesis preparation process for Universitas Balikpapan FKIP students.
Adversity Quotient and Student Anxiety in Completing Final Assignments	Yolanda Karina Putri, Surya Akbar	2022	<b>Research type:</b> Quantitative research with a cross sectional research design. <b>Sample:</b> 158 158 students from Medical Faculty Universitas Islam Sumatera Utara (FK UISU) <b>Technique of analysis:</b> spearman rho correlation test.	Adversity quotients influence students' anxiety levels in completing their final assignments. Students who have low fighting power tend to have high levels of anxiety
The Effect of Religiosity and Perfectionism on Student Anxiety in Compiling a Thesis.	Eko Sujadi, Yuserizal Bustami	2023	<b>Research type:</b> correlational research. <b>Sample:</b> 131 students from the Faculty of Economics and Islamic Business, Universities in Jambi Province <b>Technique of analysis:</b> regression analysis	The perfectionism behavior influences students' anxiety since they feel pressured to achieve perfection in completing their thesis.
Anxiety Experienced by Mathematics Education Students at Universitas Riau Kepulauan in Facing Their Thesis	Ingri Ramadhani Widigda, Wahyu Seyaningrum	2018	<b>Research type:</b> exploratory descriptive research. <b>Sample:</b> 5 UNSIKA students majoring in mathematics education semester VII, academic year 2018-2019 <b>Technique of analysis:</b> organized data analysis	Factors that cause student anxiety when facing a thesis are the difficulty of finding literature as a source of research references, the difficulty of the title submission process, and the difficulty of communicating with supervisors.
Analysis of Students' Anxiety in Completing a Thesis.	Husni Wakhyudin dan Anggun Dwi Setya Putri	2020	<b>Research type:</b> descriptive qualitative research. <b>Sample:</b> unknown <b>Technique of analysis:</b> analytical descriptive	The anxiety experienced by students is about communicating with their supervisor. It was caused by poor communication interaction experiences with their supervisor.

**Continuation of Table 1.** Article search results

Title	Authors	Year Published	Research Method	Result
Factors that influence student anxiety when facing final assignments	Ramadhan Trybahari Sugiharno, Wibowo Hanafi Ari Susanto, Frengju Wospakrik	2022	<b>Research type:</b> Quantitative research with a cross sectional study approach. <b>Sample:</b> 37 nursing students <b>Technique of analysis:</b> <i>chi square</i> test	There is a significant correlation between family support, peers, supervisors, and the environment and student anxiety in facing the final assignment.

Based on Table 1, the researcher succeeded in obtaining 11 articles that fulfilled the previously determined inclusion criteria. The articles obtained were published in 2018, 2019, 2020, and 2022. The type of research used by some of these articles was descriptive research, quantitative research, qualitative descriptive research, as well as quantitative research with a cross sectional approach. The results of the article search showed that the factors that cause anxiety in final year students while preparing their thesis or final project originated from internal and external factors. After summarizing, students tended to experience anxiety that was triggered by internal factors (within the student) rather than external factors (the environment outside/around the student).

## DISCUSSION

The anxiety that final year students often experience while preparing their thesis or final project was triggered by two factors: internal and external factors. Internal factors arose from within the student while external factors arose from the environmental conditions around the student. These two factors greatly influenced the success in preparing a thesis or final assignment for final year students.

### Internal Factors

Internal factors that are frequently experienced by final year students while writing their theses include lack of self-

confidence, self-efficacy, self-discipline, fighting power, self-control, and a high level of perfectionism. These factors originated from within the student which triggered anxiety while composing a thesis.

### Confidence

Self-confidence is a belief in one's own abilities which rises positive reactions such as feeling optimistic, responsible, brave, having a positive perspective towards oneself, and being objective in viewing a phenomenon (Safika & Trihastuti, 2020) in (Marbun *et al.*, 2023). The positive self-confidence possessed by final year students influences the level of anxiety in working on their thesis. This has been proven in final year students at the Immanuel Health Institute. Research conducted by (Marbun *et al.*, 2023) showed that there is correlation between self-confidence and the level of anxiety of final year students while working on their thesis at the Immanuel Health Institute, Bandung. The results of data analysis showed that the correlation coefficient  $r_{xy} = -0.435$  with a  $p$  value of  $0.000 < 0.05$ , showed that the higher the level of trust, the lower the level of anxiety experienced, and vice versa. The anxiety level of final year students in working on their thesis at the Immanuel Bandung Health Institute was low since they have high self-confidence. According to Syam & Amri (2017) in (Marbun *et al.*, 2023) that students who have good self-confidence will have optimistic beliefs about their abilities, be responsible for the thesis assignment they are

undertaking, and be objective and rational in looking at a problem. With good self-confidence, anxiety will not be as high.

Different conditions were shown in nursing students at Stikes 'Aisyiyah, Surakarta, where based on the results of research conducted by (Kusumawardhani, 2020) it was shown that students had a low level of self-confidence as they felt pessimistic in working on their thesis. Students who are pessimistic tend to think negatively and easily give up and don't try to achieve the best results in their thesis writing.

### **Self Efficacy**

Self-efficacy is an individual's belief in their own ability to undertake a task or solve a contextual and prospective problem based on their experience (Nuraini, 2018). Students who have high self-efficacy will be able to overcome anxiety when working on their thesis. This is since self-efficacy gives students confidence that the process of writing a thesis is easy; they will be confident in their abilities so that they do not feel anxious.

Likewise, students who have low self-efficacy will tend to experience high anxiety when writing their thesis. This was in line with research conducted by (Nuraini, 2018) that self-efficacy makes an effective contribution of 18.9% to anxiety in writing a thesis by Balikpapan University FKIP students. This means that the existence of self-efficacy creates anxiety among Balikpapan University FKIP students in the process of preparing their thesis.

### **Self-Disciplined**

Self-discipline in writing a thesis can be demonstrated by not frequently postponing work on the thesis or correcting revisions from the supervisor. However, a different condition was shown by final year students at Universitas Sembilan Belas November, Kolaka, based on research

conducted by (Hidayati, 2022) stated that final year students felt anxious since they were unsure, they could complete their thesis on time because they often postponed their thesis work. The student prefers "marathons" watching favorite dramas or series compared to correcting revisions from their supervisor. The consequences of this were certainly detrimental as their thesis progress will be increasingly delayed, thereby triggering anxiety in them.

Self-discipline was also closely related to the feeling of laziness that arises in students. Feelings of laziness arise because students experience various obstacles, such as not knowing how to prepare a thesis, confusion in determining the title, difficulty in retrieving and analyzing data. Based on research conducted by (Kusumawardhani, 2020) these various obstacles were experienced by nursing students at Stikes 'Aisyiyah, Surakarta, that they were too lazy to just start or continue writing their thesis. If this condition was left unresolved, it resulted as an obstacle in completing the thesis preparation.

### **Adversity Quotient**

Adversity quotient reduces anxiety in final year students who are writing their thesis. This is since students with high fighting power tend to have high enthusiasm, are diligent in studying, persistent, able to control themselves in the face of difficulties, and are easy to identify problems. However, if students do not have the fighting spirit, they tend to experience high anxiety and be less able to overcome it in the process of writing their thesis. This is since there is no sense of optimism or lack of motivation, thus they cannot overcome obstacles or difficulties during the process of working on their thesis. This phenomenon was proven in research conducted by (Putri & Akbar, 2022) that the adversity quotient of most students who were writing their theses was still relatively low as

the anxiety level of most students was high. Other research showed the same thing: one of the students at the Hamzar College of Teacher Training and Education (STKIP), North Lombok Regency, stated that he felt he had low fighting power in the semester before working on his thesis and the condition got worse when he entered the period of working on his thesis. This was since he did not feel the urge to immediately complete his thesis. Therefore, he chose to postpone working on his thesis (Rahayu & Mahendra, 2023).

### **Self-Control**

Self-control is a person's ability to control themselves (either in the form of controlling feelings or behavior) so as not to be seen by someone. According to Widiani *et al.*, (2004) in (Fachrozie *et al.*, 2021) that self-control plays a role as a mechanism that can help regulate or direct individual behavior. Self-control greatly influences the anxiety experienced by a person: if a person has good self-control, then the stimuli that trigger emotions can be controlled well, thus a person will not experience anxiety disorders.

The self-control factor influences the anxiety of final students who are writing their thesis. Based on research conducted by (Fachrozie *et al.*, 2021), students of the Agricultural Product Technology Study Program (THP) at Mulawarman University, Samarinda felt anxious when asked about "when they will graduate" by their parents. This happens because they cannot handle how to control the decision or action properly whether in choosing what should or should not be prioritized. These students prefer to procrastinate by thinking that the thesis can be done at another time. Research by Rahayu and Mahendra showed that one of the students at the Hamzar College of Teacher Training and Education (STKIP), North Lombok Regency, admitted that it was difficult to divide his time between his busy

work as an honorary teacher, playing with his children, and doing homework. The assignments that were given made students feel tired and chose to postpone working on their thesis (Rahayu & Mahendra, 2023). Due to this action, some students were unable to finish their thesis, their graduation was postponed, they even decided not to continue their education in favor of starting a family, getting married, and finding employment.

### **Perfectionism Attitude**

Baihaqi *et al.*, (2007) in (Lubis, 2019) stated that perfectionism was an attitude of regularity or regularity, compliance (often excessive) with norms, ethics and morals accompanied by high self-monitoring. Since perfection is required, a perfectionist sets high standards for both herself and other people. Another research conducted by (Lubis, 2019) revealed that students at the Faculty of Psychology, Prima Indonesia University have a high level of perfectionism, which causes feelings of anxiety when compiling essays. When students find errors in writing their thesis, they tend to feel uneasy because they remember the mistake. Thus, they feel doubtful about the thesis they have written. In addition, some students hold themselves to a high standard when working on their thesis, requiring them to find as much relevant thesis literature as they can to ensure that the thesis content is well-written. Based on some of the explanations above, it can be said that setting personal standards in working on a thesis can increase perfectionism and give rise to anxiety in students to immediately complete their thesis as perfectly as possible.

The influence of perfectionism on final year students' anxiety in writing their thesis has also been successfully proven by (Sujadi & Bustami, 2023). That study discovered that students at the Faculty of Islamic Economics and Business at one of the universities in Jambi Province experienced



anxiety in writing their thesis because they felt there was pressure to provide perfection in their work. This is normal for students who have a perfectionist attitude because they tend to pursue high standards and perfection in writing their thesis. The hope is that they can achieve perfection in their academic achievements.

### **External Factors**

External factors that are often experienced by final year students in writing their theses include supervisors, support from parents and family, and support from peers. If these external variables are not met, they can cause anxiety among students who are preparing their theses.

### **Supervisor**

The supervising lecturer is one of the key actors in preparing the skepticism for final year students. The supervising lecturer plays a role in providing advice, input, comments, and motivation for the students being supervised. The guidance process with the supervisor will certainly run smoothly if students have good communication skills. Similarly, students' ability to communicate with their supervisors will also be hindered, which would delay the development of their thesis. Research conducted by Wakhyudin & Putri (2020) in (Hidayati, 2022) showed that students feel anxious during communication interactions with their supervisors. Hence, they experience difficulties when preparing or providing thesis guidance. This has an impact on the process of preparing the thesis which is becoming increasingly long.

The difficulty of meeting their supervisor is another issue, outside the communication procedure, that makes final-year students anxious about them. Research conducted by (Kusumawardhani, 2020) examined that nursing students at Stikes 'Aisyiyah, Surakarta find it difficult to meet their supervisor directly for guidance

purposes. A similar thing also happened to students at the University of the Riau Islands majoring in mathematics education. According to research conducted by (Widigda *et al.*, 2018), these students experienced difficulties when they wanted to meet the main supervisor. They often waited from morning until evening in front of the lecturer's room. just to ask for thesis guidance. Besides that, the two supervising lecturers who are busy add to the anxiety felt by students when writing their thesis. If these difficulties occur frequently and are unresolved, they will cause feelings of stress in students, as a result students feel anxious when writing their thesis.

Several other examples of obstacles originate from supervisors, causing anxiety for final year students who are writing their theses as shown in research results (Wakhyudin & Putri, 2020) where FIP students at PGRI University, Semarang found it difficult to meet supervisors, the guidance schedule was not uncertain, limited time during guidance, guidance not delivered clearly, for example coordination between supervisor 1 (one) and supervisor 2 (two), or the supervisor did not provide solutions to problems or obstacles faced by students while writing their thesis.

### **Parent and Family Support**

Parental support can be described through providing funds to complete college. Final year students who cannot complete their thesis on time will of course have an impact on the additional semesters they have to go through, so parents must provide more funds to pay the Single Tuition Fee (UKT). According to research (Hidayati, 2022) in relation to the additional funding, students who receive Bidik Misi scholarships experience anxiety if they are unable to finish their thesis by the deadline, as this means they will have to spend their own money to pay for UKT the following semester. This is a trigger

factor for anxiety because the parents' economic conditions are poor so they will be burdened by conditions like this.

Family support in the form of helpful advice, resources, and encouragement for final-year students sparks their interest in working on their thesis or final project, which in turn lowers anxiety levels and increases their commitment to finishing their thesis right away. However, if family support is lower, students feel uncared for and tend to be more vulnerable to experiencing anxiety. This is in line with the results of research conducted by (Sugiharno *et al.*, 2022) where students at PSD3KN, Poltekkes Kemenkes Jayapura who received high family support had moderate levels of anxiety but if students received low family support, then the anxiety level became high.

### **Peer Support**

Social support is not only needed from parents and extended family, but peer support also greatly influences the anxiety level of final year students in writing their thesis. Research conducted by (Sugiharno *et al.*, 2022) showed that there is a relationship between peers and student anxiety at PSD3KN, Poltekkes Kemenkes Jayapura. Peers become listeners when students experience frustration in completing their thesis, help borrowing literature books, and providing correct systematic information on writing. In this case, peer support certainly provides positive affirmation for students who are writing their theses, so they don't get restless or feel anxious easily.

### **CONCLUSIONS AND SUGGESTION**

Based on the results of a literature study (systematic review), the anxiety experienced by final year students in preparing their thesis or final project originates from 2 (two) main factors, namely internal and external factors. Internal factors

trigger anxiety for students, such as lack of self-confidence, self-efficacy, self-discipline, fighting power, self-control, and high levels of perfectionism. External factors trigger anxiety for students, such as supervisors, lack of support from parents and family, and peer support.

Research related to the analysis of final year student anxiety, especially the factors that influence the emergence of anxiety in writing a thesis, is very good to provide an overview for certain parties regarding the guidance process for completing thesis writing. For the research to be perfect, it is recommended that other researchers research how to deal with anxiety when writing a thesis so that anxiety can be avoided or reduced for the smooth running of the thesis.

### **ACKNOWLEDGMENT**

The author would like to especially thank family and friends, as well as all parties who have supported in completing the preparation of this article.

### **FUNDING SOURCE**

Writing this article does not require financial assistance from any party.

### **AUTHOR CONTRIBUTION**

Ania Al Izza contributed to researching and compiling scientific articles. Syifa'ul Lailiyah contributed to the discussion of the article.

### **CONFLICT OF INTEREST**

The author has no conflict of interest with any party.

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