



THE RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND ACADEMIC SELF-MANAGEMENT IN 8th SEMESTER UNDERGRADUATE NURSING STUDENTS IN PREPARING A THESIS

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Abstrak

Lebih dari 1,5 miliar mahasiswa pendidikan tinggi dilaporkan mengalami kecemasan akademik pada April 2020. Kontrol pribadi sangat penting untuk mengendalikan stres akademik, sehingga mendorong prestasi akademik. Tujuan: Arah penelitian ini adalah untuk mengetahui hubungan stres akademik dengan manajemen diri akademik pada mahasiswa S1 Keperawatan semester VIII. teknik studi review menggunakan deskriptif kuantitatif dengan pendekatan cross-sectional. Sampel yang digunakan sebanyak 79 sampel yang diperoleh dengan menggunakan teknik (total sampel). Alat ukur yang digunakan adalah Student-life stress inventory (SLSI) dan Academic self-management. Penilaian data menggunakan Rank spearman dengan tingkat signifikan (p-value) 0,05. Pada perolehan penelitian diperoleh tidak ada hubungan antara stres akademik pada mahasiswa dengan manajemen diri akademik semester 8 mahasiswa S1 Keperawatan. dari perolehan data penilaian dan perhitungan pada penelitian review ini dapat disimpulkan bahwa tingkat stres akademik pada mahasiswa tingkat akhir di Sekolah Tinggi Ilmu Kesehatan Karsa Husada Garut mayoritas informan berada pada kategori rendah, Academic Self-Management of mahasiswa saat menyusun skripsi, sebagian besar informan berada pada tingkat sedang, dan tingkat stres akademik serta kemampuan manajemen diri akademik tidak berhubungan dengan mahasiswa S1 Keperawatan semester 8 menulis skripsi.

Kata Kunci: Manajemen Diri Akademik, Stres Akademik, Mahasiswa,

Abstract

More than 1.5 billion students in higher education reported experiencing academic anxiety in April 2020. Personal control is essential to control academic stress, thereby fostering academic achievement. the direction of this research is to define the relationship between academic stress and academic self management in VIII semester undergraduate nursing students. the review study technique uses descriptive quantitative with a cross-sectional approach. The sample used was 79 samples obtained using the technique (total sample). The measurement tools used are Student-life stress inventory (SLSI) and Academic self-management. Data assessment using Rank spearman with a significant level (p-value) 0.05. Results: In the acquisition of research obtained there is no link between academic stress in students with academic self-management of 8th semester, undergraduate nursing students. from the acquisition of data assessment and calculation in this review study it can be concluded that the level of academic stress in final year students at Karsa Husada Health Science College Garut, the majority of informants in the low category, Academic Self-Management of students when preparing a thesis, the majority of informants at a moderate level, and Academic stress levels and academic self-management skills are unrelated in 8th semester undergraduate nursing students writing a thesis.

Keywords: Academic Self-Management, Academic Stress, Student,

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INTRODUCTION

The process of preparing the final project is an academic activity that must be passed by every student, whether vocational or undergraduate. Each student independently solves problems for research they do, and this also aims to understand the ability of students when carrying out final assignments with different topics, types and titles (Ireland & Lent, 2018).

However, completing a final project is not as easy as doing papers or course assignments in general. In fact, the journey of students is hampered during the preparation of the final project because it takes a long time and process that makes students feel bored and bored as well as parents who expect their children to graduate quickly and become graduates (Booker et al., 2019). Obstacles experienced by final year students such as difficulty determining research titles, difficulty finding the right research place, and difficulty finding literature (Eitel et al., 2020), this makes students more depressed and can result in one of them stress.

Academic stress is a feeling of pressure experienced by students both physically and emotionally, due to academic demands from lecturers or parents to get good learning results, completion of assignments not on time, lack of direction in doing homework assignments and an unfavorable classroom atmosphere (Perceka & Sutrisno, 2020). The negative impact of academic stress can be in the form of difficulty focusing (concentration) during lectures including when following the thesis guidance process with the supervisor, decreased interest in things he usually does, decreased motivation and even affect behavior to be less adaptive. Stressors that are felt to exceed one's capacity and ability can be a threat, for example, difficulty completing the thesis so that they feel unable to complete it, making the thesis unfinished and making the study period long.

Based on UNESCO's 2020 monitoring report, it reports that more than 1.5 billion tertiary students, as many as 20% or one in five American students, admit that their mental health has deteriorated significantly due to academic stress. 78% of college students experience stress. Of these students, 80% admit to suffering from increased stress due to impaired support and motivation (Katre, 2020).

In addition, three-quarters (75%) of American college students and half of college

students describe themselves as often or always feeling stressed by coursework and even finals. The American College Health Association reports that stress is the most common health factor affecting their academic performance, it is not unusual for college students to experience varying levels of stress, anxiety, and depression during their time in college, this is because they face both academic and non-academic pressures during the college experience (Pinchera et al., 2018).

In Indonesia, cases of stress are very high, the prevalence of stress according to (Melliasany and Perceka 2021), shows a figure of 6% for ages 15 years and over or around 14 million Indonesians experience mental health disorders. According to (Perceka et al., 2021a), indicates that the population aged 15 years and above, totaling 19 million, faces psychological barriers and stress and has not been able to resolve mental health issues properly.

From initial observations in the field based on questions to students, 7 out of 10 final year students stated that the problems they experienced were about research topics, research places, and even research problems. Some students have problems regarding research interests. Some students said that they were still confused about the title of their research, and even admitted that they were very frustrated with the situation. So that some students choose to postpone working on the final project (Perceka & Melliasany, 2022).

Some students prefer to postpone working on the thesis because they are not sure of their own abilities, even students admit that they cannot divide time working on the thesis with time to work or even hang out with their friends. When their friends were working on their thesis, some students admitted that they were not motivated to participate in working on their thesis because they were confused about the interest of the chosen research topic. Some students admitted that there was no progress when working on the thesis.

In addition, students experience symptoms of stress, such as sleep disturbances because from the recognition of some students that they are very worried about the thesis because some students are not sure of their abilities (Dings & Glas, 2020). Then irregular eating patterns, some students admit that their eating patterns are irregular because they only focus on thinking about what thesis to do and what research topics to do. In addition, students admit that it is difficult to concentrate when working on the final project.

Academic stress can be overcome and academic achievement can be improved through self-regulation, which can lead to progress and a future. According to (Rantepadang & Hadibrata, 2023) Someone who has high self-regulation, the level of stress experienced will be low. According to (Samhah, 2022), academic self-management is a process by which clients change their own behavior directly using one strategy or a combination of several strategies. Self-management is a series of techniques to change one's behavior, thoughts, and feelings based on the rules of the cognitive behavioral therapy approach (Putri et al., 2021).

Research carried out by (Eskandari et al., 2022), with title Study Self-Management of married students. This research is a descriptive study using a mix method, determining the subject using purposive sampling. The results obtained are self-management in married students who tend to be able to cope with all their responsibilities by prioritizing basic tasks, maximizing time on campus to do assignments and cooperation to divide tasks between homework and lectures. Research conducted by (O'Neill & Smyth, 2023), with the title Academic self-management is essential for improving students' academic achievement. Descriptive and verification methods are used in this study using a non-experimental approach. Findings show that 78% of students have high academic self-management during the learning process. Academic self-management is a useful tool for improving academic performance, enabling students to move forward and create a future.

Research conducted by (Rahmadi & Mangifera, 2023), with the title Self Regulation Relationship with Academic Procrastination in Students who have low GPA. The method used is quantitative which is retrieved. The review study's findings indicate that academic procrastination increases as self-management decreases. From the results of a preliminary study who are preparing their final project, it was found that some students said they had difficulty managing the time between working on the thesis and working or hanging out with their friends. Besides that some students prefer to postpone working on the thesis because they are not sure of their own abilities, also students say they are still confused in finding research topics, therefore some students admit to being very frustrated with the situation. So that some students choose to postpone doing the final project.

In addition, students experience symptoms of stress, such as insomnia and irregular eating patterns. Students said it was difficult to concentrate while working on the final project (Claro & Loeb, 2019). The association between academic stress and academic self-management in final semester students who are putting the finishing touches on their final project is the issue in this study, it can be inferred from the background information.

METHODS

This study adopts a cross-sectional methodology and a quantitative descriptive research design. because it takes two data to determine cause and effect, namely academic stress (cause), Academic self-management (effect) (Melliasany & Perceka, 2021). The population in this research amounted to 79 students, in 8th semester in the nursing undergraduate study programs. This study uses a sampling technique "Non probability sampling" namely "Saturated Sample". Based on the sampling technique used when the population is 79 students, the number of samples is 79 students.

The inclusion and exclusion criteria for this study determine the research sample criteria:

1. All students in final year of the undergraduate nursing study program, who are preparing a thesis.

The exclusion criteria in this study are:

2. Final year students who are on leave

Data collection techniques in this study are Questionnaires or Questionnaires using google forms by giving a set of questions containing Academic Self-Management statements and academic stress questionnaires which are then answered by final year students of Stikes Karsa Husada with the Student Life Stress Inventory (SLSI) questionnaire sheet by (Zhu et al., 2020) to understand Academic stress and Academic Self-Management have a correlation. In this study, The instrument was not tested to determine its validity and reliability, because the questionnaire in this study was valid and reliable. In order to understand whether or not there is a relationship between the variables using the Spearman correlation analysis test. Then the data is processed in such a way that it becomes information that can be used to determine the direction of research using Steps: data checking, coding, entering data, processing and reviewing data using Spearman rank

Correlation analysis and rechecking data to avoid errors, incomplete data.

Uni Variate Analysis

To comprehend the general description of the frequency distribution of each variable, variables that are dependent and independent. Academic self-management is the dependent variable in this study, stress level is the variable that is independent. The questionnaire result were studied using how to find the percentage of each object.

Table 1. Interpretation of Assessment Percentage

P(%)	Criteria
0 %	The informants were not present
1 % - 25 %	Hardly any of the informants
26 % -49 %	a tiny percentage / nearly half of the informants
50 %	Many of informants
51 % - 75 %	Many of the informants
76 % - 99 %	Almost all of the informants
100%	All informants

Bi Variate Analysis

The relationship between Academic self-management and academic stress was observed through a bi variate analysis. The use of Rank Spearman Correlation analysis is utilized for bi variate analysis in this study, The variables used in this study are ordinal scale, stress level and ordinal scale self-management, with a degree of significance of 0.05 (95% degree of significance), The acceptance or rejection of Ha, as stated, has a correlation between P value and Ha value, which is equal to 0.05.

In order to test the correlation coefficient to understand the relationship between two variables, using the correlation simultaneous table, which is used as a reference to interpret the calculation of the correlation coefficient, namely:

Table 2. Simultaneous Collation

Interval Coefficient	Level of Reationship
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Middle
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Place and Time The research was conducted at karsa husada Garut Health Science College in March - June 2023.

RESULTS AND DISCUSSION

Results

1. Uni Variate Analysis

a. Characteristics of Respondents

Table 3 below describes the characteristics of respondents, namely final year undergraduate nursing students.

Table 3. Frequency Distribution of Characteristics Final Year Undergraduate Nursing Students Program (n=79).

No.	Characteristics	F	%
1.	Sex	Female	73,4
		Male	26,6
2.	Age	22	92,4
		23	7,6

Table 3 shows that most of the respondents (73%) are female, almost all of the respondents (92.4%) are 22 years old, and most of the respondents' time in a day (59.5) is used for writing a thesis.

b. Academic Anxiety

Academic stress is shown in Table 4 below for karsa husada Garut Health Science College, final-year students.

Table 4. Frequency Distribution of Academic Stress Levels of Final Year Nursing Students (n=79)

No.	academic anxiety	F	%
1	High	13	16,5
2	Low	66	83,5

The total respondents, most of the respondents (83.5%) experienced minimal levels of academic anxiety.

c. Academic Self-Management

The academic self-management of final year students, shows in table 5.

Table 5. Frequency Distribution of Academic Self-Management of Final Year Students (n=79)

No.	Academic Self Management	F	%
1	Low	2	2,5
2	Middle	52	65,8
3	High	25	31,8

All respondents on table 5, most respondents (65.8%) have Academic Self-Management in the moderate category.

2. Bi Variate Analysis

Table 6 below will explain the results of bivariate analysis to ascertain the association between the academic anxiety level, an independent variable, and the dependent variable, academic self-management.

Table 6. Cross Tabulation and Statistical Test of the Relationship between Academic Anxiety Level and Academic Self-Management of Final Year Undergraduate Nursing Students who are preparing a thesis (n=79)

		Academic Self-Management
Academic Stress	r	-0,119
	p	0,294
	n	79

Discussion

1. Academic Anxiety

The level of academic anxiety in final year undergraduate nursing students from the total number of respondents, most of the respondents (83.5%) had academic anxiety in the low category. This study states most of the respondents (75.9%) experienced stress levels in the low category (Putri et al., 2021). This study states, the negative impact of academic stress on students who are working on their thesis, among others: irregular sleep and eating, headaches, fatigue, and back pain, as well as emotional disturbances.

This study states, that most of the respondents (67.5%) had academic stress in the low category (Choi et al., 2019). This study states, almost half of the respondents (44.4%) experienced academic stress in the low category, a small proportion of respondents (39.4%) experienced moderate academic stress, and very few of the respondents (15.9%) experienced academic stress in the uppermost class (Sanders et al., 2022).

Based on the description above, the level of academic stress that occurs in final year students of the S1 Nursing study program at Karsa Husada Health Science College Garut in 2023 researchers underline in line with theory and the results of observations of filling out questionnaires, academic stress that occurs in students during lectures due to problems in education and outside of education, in the form of pressure, demands, as a result of competition (about awards, work, relationships with spouses and / or friends, due to deadlines (due documents, semester payments for

lectures that must be made, etc.), as well as overload (trying too many things at once).

Based on the characteristics of respondents, undergraduate nursing degree students who are female and 22 years old have low levels of academic anxiety. In this study, the factors that influence academic stress are (Perceka et al., 2021b):

- a. Mindset Stress levels are typically higher in people who believe they have no control over the circumstance. The more control someone has over anything, the less probable it is that he will experience stress.
- b. Personality, a person can determine his level of tolerance to stress. The stress level of an optimist is usually less than that of a pessimist.
- c. Self-beliefs play an important role in interpreting situations around the individual. Judgments that are believed can change their mindset towards something and even in the long run can bring psychological stress.

2. Academic Self-Management

The majority of respondents (65.5%) in the final year of undergraduate nursing had academic self-management in the intermediate category, according to the results of a research involving 79 participants. The results of this study are in line with research conducted by (Zhu et al., 2020), on students of the Faculty of Psychology, Padjadjaran University, showing the results that almost all respondents (79%) experienced academic self-management in the middle of the scale.

This study's findings are consistent with the research conducted by (Anjani et al., 2020), showing that most respondents (53%.) have academic self-management in the moderate category. Behavioral research has been conducted by a majority (62%) of responders tactics, with most of them being chosen by Faculty of Health Sciences students. Researchers emphasize that good time management is the cause of moderate academic self-management among final-year undergraduate nursing students, as evidenced by the aforementioned account of academic self-management among final-year undergraduate nursing students, which enables students to make sure that all significant tasks have been finished, management of the physical and social environment, and the capacity of students to decide when to work independently or

collaboratively, or when to seek help from lectures, tutors, peers, and nonsocial sources like reference books, additional reading books, or the internet. Finally, setting goals (Katre, 2020).

Based on the characteristics of final year undergraduate nursing students, academic self-management in the moderate category is found in those who are female, and are at the age of 22 years. In research There are several factors that can affect a person's academic self-management, namely: Personal and Sociocultural Factors. How learning patterns at the upper secondary education level can be carried over to college, and this can affect how students' motivation, behavior, and continuity of study. Beliefs and perceptions (self-efficacy, attributions, and self-talk), physiological responses (such as anxiety), and mood (such as being interested or bored). That is, how a learner has been in the past has a great impact on the next level of education (Apriliani et al., 2022).

3. Relationship between Academic Anxiety and Academic Self-Management

Statistical tests with a p-value of 0.294, where the p-value > 0.05 indicates that there is no significant relationship between academic anxiety and academic self-management, support the relationship between academic anxiety and academic self-management in final year undergraduate nursing students compiling their theses (Dings & Glas, 2020).

The research conducted by this research is in accordance with the research conducted by (Alisic & Wiese, 2020), regarding the Relationship Between Academic anxiety, Self-Efficacy and Self-Management (Learning Motivation) in final year students with statistical test results of 0.280 this shows that there is no relationship between academic stress with self-efficacy and Self-Management (learning motivation) (Zhu et al., 2020).

This study is in line with (ULFAH et al., 2020), there is a significant relationship between family support and the level of anxiety of students in working on a thesis, so that family support can reduce students' anxiety levels.

This study does not align with the research conducted by (Charitaki et al., 2021), on final year students who are preparing a thesis with a statistical test result of 0.000, this shows that time management has a role in academic anxiety. This study does not support the findings of (Doliskani, 2022), who state that there is a significant relationship between academic anxiety and self-

management techniques with statistical results p value = 0.04 where $p < 0.05$. In this study based on the results of statistical tests obtained a p-value of 0.294 where $p > 0.05$ means that there is no relationship between academic anxiety and academic self-management in final year undergraduate nursing students in preparing a thesis, in line with theory and the results of observations of filling out questionnaires, academic self-management in the moderate category of factors that cause it is not from academic anxiety but there are several other factors that can cause moderate academic self-management, namely personal and sociocultural factors such as beliefs and perceptions (self-efficacy, attribution, and self-talk), as well as mood (such as being interested or bored) (Smolkowski et al., 2023). The fact that how a person learns in his past is very influential on the next level of education, as well as internal factors, one of which is motivation. students have different Self-management driven from various things. The more encouragement obtained, the higher the level of Self-management will be. Vice versa, if the less encouragement is obtained, it will have low Self-management.

An optimist typically experiences less academic anxiety than a pessimist, and beliefs that can change his mindset toward something even in the long term can bring low stress psychologically (Kröger et al., 2021). Individual mindset: the greater the control that he can do something, the less likely the stress will be experienced, followed by personality: an optimist typically experiences less academic anxiety than a pessimist.

CONCLUSION

The data that has been summarized and the tests that have been conducted more specifically, demonstrate that Academic Self-Management has no correlation with the level of academic anxiety. The majority of final-year undergraduate nursing students' academic anxiety fell into the low category, while their academic Self-Management fell into the moderate category.

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