Determinants of Factors Affecting Student Anxiety Preparing a Thesis at Strada Indonesia University

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ABSTRACT

The final project is one of the main requirements for a student to obtain a graduation degree. to obtain a graduation degree, where not all students have readiness when facing the final project. facing the final project. some students experience anxiety in compiling a thesis. Compiling a thesis, these factors are, self-efficacy, parental support, peer support, supervisor support.Peer Support, Support of Accompanying Lecturers. This study aims to see factors that influence student anxiety in facing their final Finally. This research method is a quantitative study with a cross This research method is quantitative research with a cross-sectional design, the sample of this study was 150 respondents. Data collection methods using questionnaires and analyzed using Ordinal Regression statistical tests. The results showed that 84 respondents experienced moderate anxiety. moderate level. And 83 respondents (55.3%) have high self-efficacy, 112 respondents have high parental support. Respondents have high parental support. then high peer influence as many as 91 respondents (60.3%) have high self-efficacy. high as many as 91 respondents (60.7%), the influence of moderate supervisors, namely as many as 101 respondents (67.3%). as many as 101 respondents (67.3%). The results of the analysis of ordinal regression statistical tests are obtained. There are factors that affect anxiety in compiling the thesis of STRADA University students evidenced by the results of the p value = 0.000 <0.05.The effect of reward satisfaction on self-efficacy in improving career paths is 22.3%. The effect of reward satisfaction on self-efficacy in improving career paths is 22.3%. It is concluded that there is an influence of self efficacy, parental support, peer support, and supervisor support on anxiety.peer support, supervisor support on student anxiety in compiling a thesis. Compiling a thesis.

Keywords: anxiety, factors that affect anxiety, final project, students

BACKGROUND

The final project is one of the main requirements for a student to obtain a graduation degree. obtain a graduation degree, where not all students have readiness when facing the final project (Malfasari et al., 2018). (Malfasari et al., 2018). The process that students in an effort to compile a thesis is to determine the problem on the topic chosen, search for references both from national journals and national journals. chosen topic, looking for references both from national and international journals and books to find a solution to the problem, determining the research objectives. to find a solution to the problem, determine the research objectives, determine the research methods, make a title from their respective institutions, make the research methods, making titles from their respective institutions, conducting research, make results and discussion. This phase is usually a stressor in itself among students. This happens not only because many assume that preparation of the final project is difficult but also because the process in preparing the final project is long. which is long. Such assumptions cause some students to become anxious when they have to face the final project (Sugiharno et al., 2022). In everyday life In everyday life, students often get demands in various situations. Students assess these demands subjectively, some of them assess the demands as a challenge and others assess the demands as a challenge (Sugiharno et al., 2022). demands as a challenge and some others see demands as a threat that can cause problems. threats that can cause problems. Changes in the situation experienced by changes in the situation experienced by a person can cause anxiety, fear, worry, and a sense of unease associated with threats from both inside and outside of oneself is called anxiety. (Sugiharno et al., 2022).

These problems not only test the intellectual intelligence of students, but also tests students' emotional intelligence. With conditions like this thesis guidance is the right method to achieve maximum results and quality of student research. quality of student research. Currently, one of the factors that hinders students in inhibiting students in preparing their final project is anxiety.

The final project remains a stressor that can lead to anxiety for some students, especially for final year students. students, especially for final year students. Every student who has anxiety will be able to reduce their academic abilities because it will disrupt and reduce memory performance when anxiety appears in the individual (Sugiharno et al., 2022). (Thesis is a coaching collaboration that is carried out by the supervisor. In accordance with the provisions in various universities, the supervisor supervisors have a vital role because they are tasked with assisting, guiding, direct, and provide input to students in completing the thesis to obtain a bachelor's degree (UGM, 2007). In connection with that, frequent interaction between students and supervisors is carried out for the smooth running of the thesis. thesis and the interaction can be in the form of social support (Candra Puspita Dewi, n.d.).

The causes of anxiety were related to the mentorship process, lack of self-confidence, fear of difficult research, and demands from parents. Symptoms of anxiety experienced include headaches, insomnia, heart palpitations, nausea, and mood swings. mood changes. This will result in delays in guidance and working on the thesis as well as delaying thesis and delaying the graduation target (Saraswati et al., 2021). In addition, there are students who think that the smooth running of the thesis can be carried out when they get support from the supervisor. from the supervisor. This social support is in the form of the availability of to provide guidance and feedback on research conducted by students. (Pattah Raka & Nasrawaty Hamid, 2022).

Anxiety does not only depend on individual factors, but is also influenced by sources or stimuli that are influenced by sources or stimuli that generate anxiety (Widodo et al.,

2017). al., 2017). Anxiety can arise due to several factors of difficulty or obstacles both from internal factors and from or obstacles both from internal factors and from external factors in compiling a thesis (Medicine et al., n.d.). thesis (Medicine et al., n.d.). Besides, some external anxiety factors that affect anxiety are self-efficacy factors, parental support, support of peers and social support of supervisors.

One way to balance between a heavy load and maximum results is to cultivate confidence in one's abilities. is to cultivate a sense of confidence in one's abilities, so that there will be motivation and enthusiasm to complete tasks on time. motivation and enthusiasm to complete the task on time. Self Efficacy or self-efficacy is an individual's belief in estimating his or her ability in carrying out a task to achieve certain results (Rustika, 2016). Self Efficacy in this context is students' beliefs about their ability to complete a task. to complete a task. Self Efficacy determines how a person feels something, thinks, motivates himself and also behaves (Saraswati et al., 2021). (Saraswati et al., 2021).

Based on the results of a preliminary study conducted by researchers on August 31, 2023, there were 5 students to IIK Strada. August 2023 obtained 5 students to IIK Strada, on the subject of the first student often not in the mood because of thinking about the title of the thesis that feels difficult and self-sufficient. The first student subject is often not in the mood because he thinks about the title of his thesis which is considered difficult and self-efficacy or confidence in himself which is lacking so that it affects his work. efficacy or confidence in himself that is lacking so that it affects the process of preparing his thesis. the process of preparing the thesis. The second student did not feel excessive anxiety because he felt relaxed and enjoyed doing it, it's just that he was anxious when he went to the proposal hearing and experienced physical health in the form of physical health. towards the proposal hearing and experiencing physical health in the form of diarrhea, the third student when interviewed admitted that he was often stressed and anxious when compiling this thesis due to several factors, one of which is due to lack of support and home conditions, peers who are starting to have a lot of proposal exams. peers who are starting to have a lot of proposal exams so that they cause self-confidence to decrease. reduced self-confidence. The fourth student is easily agitated due to lack of confidence in the process of preparing his thesis. The fifth student did not experience anxiety during the preparation of the thesis.

Sarafino in (Syafitri, 2015), social support leads to self-esteem, perceived comfort, care, or help individuals receive from both people and groups of people. or a group of people. Social support can be obtained from families such as parents, children, husbands, wives, brothers, sisters, peers, teachers or lecturers, girlfriends, and other figures (Nurul Dwi Asrifa*, 2015). (Nurul Dwi Asrifa*, 2021). Parents are the father and mother of a children who have an important role in raising, caring for, nurturing, and educating children. educate the child. From the above opinion, it can be concluded that parental support is the role of parents in providing attention to children as a form of care, as well as providing strength so that a child caring, as well as providing strength so that a child can be motivated in making decisions. make decisions (Nurul Dwi Asrifa *, 2021).

According to Sarafino in (Dewi & Diantina, 2017) there are 4 forms of social support. social support, namely emotional support, appreciation support, instrumental support, and information support. information support. Emotional support includes expressions of empathy, care, and concern for the individuals involved. attention to the individuals involved.

Appreciation support is support that is given through positive expressions to other individuals, providing support, motivation, or approval of one's ideas or feelings, as well as providing positive comparisons between the individual concerned and other individuals. positive comparison between the individual concerned and other individuals. Instrumental support, which includes support in the form of direct and tangible assistance in the form of physical assistance, services, time, and money. in the form of physical, service, time or

financial assistance, such as lending money to individuals in need. to individuals in need. Instrumental support can reduce stress directly in overcoming problems and lightening the burden borne by a person. by a person. Information support, which is support that includes giving advice, instructions, information, direction, advice, or feedback on how the person is doing Do.

In addition to the factors of self-efficacy or self-efficacy and parental support, one of the other factors that affect anxiety in students who are preparing to write a paper. other factors that affect anxiety in students who are preparing a thesis is peer social support. thesis is peer social support. According to Sarason et al. (in Kristanto, Sumarjono, and Setyorini, 2014), social support provided in the form of providing information, providing assistance, behavior or material. information, assistance, behavior or material obtained from familiar social relationships that make individuals feel cared for. relationships that make individuals feel cared for, loved and valued, thereby reducing anxiety levels. thus reducing anxiety levels. In addition, the higher the social support the higher the social support received by the supervisor, the lower the academic procrastination in completing the thesis. in completing the thesis, on the other hand, if the social support of the supervisor is low, the higher the academic procrastination. supervisor's social support is low, the higher the academic procrastination in completing the thesis in students. students. (Pattah Raka & Nasrawaty Hamid, 2022).

According to Sarason et al., (in Kristanto, Sumarjono, and Setyorini, 2014) reducing student anxiety levels can be given peer social support in the form of Peer social support in the form of providing information will make students feel cared for, loved, and valuable. cared for, loved and valued so. Peer social support can provide various benefits for individuals who receive it (Smet, in Putra and Susilawati, 2018). Therefore, the existence of social support makes individuals feel confident that they are loved and valued. that they are loved, valued so that they can reduce the symptoms of anxiety that they experience (Rafi Rahim, in Putra and Susilawati, 2018). they experience (Rafi Rahadiansyah & Chusairi, 2021).

Social support of the supervisor supervisor has a role for the smooth running of the thesis, because it plays a role in assisting students to complete the thesis. assist students to complete the thesis. Social support will help students motivate themselves to complete the thesis and reduce procrastination behavior. procrastination behavior. (Pattah Raka & Nasrawaty Hamid, 2022).

Thus showing that there are factors that influence anxiety in preparing a thesis on final semester students at IIK Strada. If the number of factors that influence anxiety in preparing a thesis can also will cause obstruction or delay of students in completing their thesis. thesis. In October the author also obtained supporting data in the form of the percentage of student graduation or who have completed their thesis in batch 2022/2023, namely from the Faculty of F2K and FAKKAR:

1. Bachelor of Nursing 78, 67%, 59 out of 75 students who have completed the thesis.
2. Bachelor of Public Health 74.19%, 23 out of 31 students who have completed the thesis completed the thesis.
3. S1 ARS 100%.
4. Bachelor of Pharmacy 86.21%, 25 out of 29 students.
   who have completed the thesis thesis Based on the description above, the researcher is interested in examining the factors that including self-efficacy, parental support, peer support and supervisor support that affect the preparation of students' theses at IIK STRADA. supervisors that influence the preparation of student theses at IIK STRADA.

METHODS

In this study the authors used a cross sectional approach, namely research in which the independent variable and the dependent variable are measured simultaneously and measured once (Nursalam, 2009). done for a moment or once (Nursalam, 2009). The population in this study were All regular students of Semester 7 IIK STRADA Indonesia as many as 240 students with study programs, namely, S1 Midwifery, S1 Nursing, S1 Public Health, S1 Pharmacy, S1 Home Administration. Bachelor of Public Health, Bachelor of Pharmacy, Bachelor of Hospital Administration, Samples to be taken in this study are some regular students of Semester 8 IIK STRADA INDONESIA.

The sampling technique used is proportional random sampling is a sampling technique where all members have the to be sampled according to their proportions (Sugiyono, 2014). The number of samples needed in this study were 150 respondents. Technique The data analysis technique used in this study is ordinal regression

RESULTS

Characteristics of Respondents
Characteristics of Respondents by Age Distribution based on age is shown in table 4.1 below

Table 4.1. Characteristics of respondents based on age

Age	Frequeny	Percentage(%)
21 years old	8	5.3
22 years old	81	54.0
23 years old	48	32.7
24 years old	9	6.0
25 years old	3	2.0
Total	150	100.0

Based on the table above, it shows that a large number of respondents with ages between 22 years of age, namely 81 respondents (54.0%), then 21 years of age as many as 8 respondents (5.3%), for respondents with 23 years of age as many as 48 respondents (32.7%). 24 years old as many as 9 respondents (6.0%) and 25 years of age as many as 3 respondents (2.0%). So it can be concluded that in this study, the average age of final students at Strada Indonesia University is between 22-23 years old.

Characteristics of Respondents Based on Gender Distribution based on age is shown in table 4.2 below

Table 4.2. Characteristics of respondents based on gender

Gender	Frequeny	Percentage(%)
Female	95	63.3
Male	55	36.7

Based on the table above, the distribution of respondents based on gender shows that most of the respondents are female Namely as many as 95 respondents (63.3%). While respondents who are male gender as many as 55 respondents (36.7%).

Variable Characteristics

Self Efficacy

The distribution of the self-efficacy of Strada Indonesia University students in preparing their thesis is presented in the following table.

Table 4.3. Self Efficacy

Self Efficacy	Frequeny	Percentage(%)
High	81	98.8
Medium	1	1.2
Total	82	100.0

Based on the table above, it shows that student self-efficacy Strada Indonesia University in compiling a thesis has a moderate category, as indicated by the number of respondents who gave answers to the following questions which is indicated by the number of respondents who gave answers about self-efficacy as many as 67 respondents (44.7%). For the high category, there are 83 respondents (55.3%).

Parental Support

The distribution of parental support for Strada University of Indonesia students in thesis is presented in the following table

Table 4.4. Parental Support

Parental Support	Frequeny	Percentage(%)
Low	2	1.3
Medium	36	24.0
High	112	74.7
Total	150	100.0

Based on the table above, it shows that parental support that is owned by Strada Indonesia University students in compiling a thesis has a high category which is indicated by the number of respondents who gave answers about parental support as many as 112 respondents. gave answers about parental support as many as 112 respondents (74.7%).

Peer Support

The distribution of peer support for Strada Indonesia University students in preparing the thesis is presented in the following table

Table 4.5. Peer Support

Peer Support	Frequeny	Percentage(%)
Low	8	5.3
Medium	91	60.7
High	51	34.0

Total	150	100.0

Based on the table above, it shows that the peer support owned by Strada Indonesia University students in compiling the thesis has a moderate category which is indicated by the number of respondents who gave answers about peer support as many as who gave answers about peer support as many as 91 respondents (60.7%). respondents (60.7%).

Accompanying Lecturer Support

Distribution of support from lecturers accompanying Strada Indonesia University students in preparing the thesis is presented in the following table

Table 4.6. Accompanying Lecturer Support

Accompanying Lecturer Suppor	Frequeny	Percentage(%)
Low	21	14.0
Medium	101	67.3
High	28	18.7
Total	150	100.0

Based on the table above, it shows that the support of support possessed by Strada Indonesia University students in compiling the compiling a thesis has a moderate category which is indicated by the number of respondents who gave answers about the support of the accompanying lecturer as many as 101 respondents (67.3%).

Anxiety level of Final Year Students of IIK STRADA INDONESIA the distribution of anxiety of Strada Indonesia University students in preparing their thesis is presented in the following table thesis is presented in the following table.

Table 4.7. Student Anxiety

Student Anxiety	Frequeny	Percentage(%)
No Anxiety	21	14.0
Mild Anxiety	24	16.0
Moderate Anxiety	84	56.0
Severe Anxiety	13	8.7
Very Severe Anxiety	8	5.3
Total	150	100.0

Based on the table above, it shows that the anxiety possessed by Strada Indonesia University students in compiling a thesis have moderate anxiety category which is indicated by the number of respondents who gave answers about anxiety as many as 84 respondents (56.0%). Gave answers about anxiety as many as 84 respondents (56.0%) but not a few students also have anxiety from mild to severe. to severe. Students who have mild anxiety are 24 people (%16) while students who have severe anxiety are as many as 13 people (8.7%))

Cross Tabulation between Variables

Self efficacy with anxiety Self efficacy with anxiety of Universitas Strada Indonesia students in completing the thesis

Table 4.8. Cross tabulation of self efficacy with anxiety of Strada Indonesia University students in completing the thesis Strada Indonesia University students in completing the thesis

Self Efficacy	Anxiety										F	%	P value
	No Anxiety		Mild Anxiety		Moderate Anxiety		Severe Anxiety		Very Severe Anxiety				
	F	%	F	%	F	%	F	%	F	%			
Sedang	29	43.3	13	19.4	9	13.4	10	14.9	6	9.0	67	100.0	0.02
Tinggi	55	66.3	11	13.3	12	14.5	3	8.7	2	2.4	83	100.0	
Total	84	56.0	24	16.0	21	14.0	13	8.7	8	5.3	150	100.0	

Based on table 4.8 it can be interpreted that high self-efficacy with anxiety level there is no anxiety 55 respondents (66.3%) moderate self-efficacy and have a high level of anxiety, namely 10 people (14.9%). efficay is moderate and has a severe anxiety level, namely 10 people (14.9%) while for moderate self-efficacy with a very severe anxiety level, there are 6 respondents (9%). as many as 6 respondents (9%). Ordinal Regression test results obtained value of P = 0.002 so it can be concluded that there is a significant relationship between self efficacy and student anxiety in compiling a thesis at Strada Indonesia University.
Parental Support with Anxiety Parental support with anxiety of Strada University students Indonesia in completing the thesis.

Table 4.9. Cross tabulation of Parental Support with student anxiety Strada Indonesia University in completing the thesis

Parental Support	Anxiety										F	%	P Value
	No Anxiety		Mild Anxiety		Moderate Anxiety		Severe Anxiety		Very Severe Anxiety				
	F	%	F	%	F	%	F	%	F	%			
Low	0	0	0	0	0	0	10	100.0	0	0	10	100.0	0.009
Medium	17	47.2	4	11.1	5	13.9	2	11.1	6	16.7	34	100.0	
High	67	59.8	20	17.9	16	14.3	1	6.2	2	1.8	106	100.0	
Total	84	56.0	24	16.0	21	14.0	13	8.7	8	5.3	150	100.0	

Based on table 4.9, it can be interpreted that parental support is high and has no anxiety level, namely 67 people (59.8%). high and have no anxiety level, namely 67 people (59.8%) while for moderate parental support with a very high level of anxiety, there are severe, namely 6 respondents (9%). Ordinal Regression test results obtained a value of P = 0.009 so that it can be concluded that there is a significant relationship between parental support and student anxiety. significant relationship between parental support and student anxiety in Compiling a thesis at IIK STRADA Indonesia.

Peer Support with Anxiety Peer Support with anxiety of Strada University students Indonesia in completing the thesis

Table 4.10. Cross tabulation of Peer Support with student anxiety Strada Indonesia University in completing the thesis

Peer Support	Anxiety					F	%	P Value
	No Anxiety	Mild Anxiety	Moderate Anxiety	Severe Anxiety	Very Severe Anxiety			

	F	%	F	%	F	%	F	%	F	%	F	%	P
Low	6	75.0	2	25.0	0	0	0	0	0	0	8	100.0	
Medium	55	60.4	10	11.0	13	14.3	9	9.9	4	4.4	91	100.0	0.002
High	23	45.1	12	13.5	8	15.7	4	7.8	4	7.8	51	100.0	
Total	84	56.0	24	16.0	21	14.0	13	8.7	8	5.3	150	100.0	

Based on table 4.10, it can be interpreted that Peer Support is moderate and has a level of anxiety that is 55%. Peer Support is moderate and has an anxiety level of no anxiety, namely 55 people (60.4%) while for moderate Peer Support with severe anxiety level is 9 people (9.9%). severe anxiety is 9 people (9.9%).

Ordinal Regression test results obtained value of P = 0.002 so it can be concluded that there is a significant relationship between the between peer support and student anxiety in compiling a thesis at Strada thesis at the University of Strada Indonesia Support of Lecturers with Anxiety.

Supervisor support with anxiety of University students Strada Indonesia in completing the thesis

Table 4.11. Cross tabulation of Lecturer Support with anxiety Strada Indonesia University students in completing the thesis

Accompanying Lecturer Support	Anxiety										F	%	P Value
	No Anxiety		Mild Anxiety		Moderate Anxiety		Severe Anxiety		Very Severe Anxiety				
	F	%	F	%	F	%	F	%	F	%			
Low	11	52.4	2	9.5	0	0	4	19.0	4	19.0	21	100.0	
Medium	64	63.4	17	16.8	12	11.9	6	5.9	2	2.0	101	100.0	0.004
High	9	32.1	5	17.9	9	32.1	3	10.7	2	7.1	28	100.0	
Total	84	56.0	24	16.0	21	14.0	13	8.7	8	5.3	150	100.0	

Based on table 4.11 it can be interpreted that the Support of Lecturers Assistance is moderate and has no anxiety level, namely 64 people (63.4%) while for the support of high assistant lecturers with moderate anxiety levels, namely 9 people (32.1%). level of anxiety is 9 people (32.1%) Regression testing results Ordinal regression test results obtained a value of P = 0.004 so that it can be concluded that there is a significant relationship between support significant relationship between the support of lecturers with anxiety students in compiling a thesis at Strada Indonesia University.

Statistical Test Results

Ordinal regression statistical tests were conducted to determine the effect of Determinants of Factors Affecting Student Anxiety in Preparing Thesis At Strada Indonesia University. The analysis used is the regression statistical test ordinal statistical test. Below are the results of the ordinal regression statistical test presented in the table The following table.

Table 4.12. Ordinal Regression Test Results

Model	-2 Log Likelihood	Chi-Square	df	Sig.
InterceptOnly	187.372			
Final	153.024	34.349	1	0.00

Link function: Logit.

Based on the Ordinal regression test results table above, which is in accordance with the the purpose of the study to answer the hypothesis, namely "Are there factors that affect anxiety in the preparation of thesis students of the University of Strada Indonesia", it can be concluded that there are factors that factors affecting anxiety in the preparation of the thesis of Strada Indonesia University students, as evidenced by the results of the p value Indonesia as evidenced by the results of the p value = 0.00 <0.05

DISCUSSION

Self Efficacy of Strada Indonesia University Students in Drafting a Thesis

Thesis Based on statistical tests, it shows that the self-efficacy of students Strada Indonesia University in compiling a thesis has a high category as many as 83 respondents (55.3%) for the medium category indicated by the number of respondents who gave answers about efficacy as many as 67 respondents (44.7%).

Based on the results of the answers to the questionnaires that have been filled in by students who have high self efficacy, namely most students answer 'always' in the question points in the point about being sure of my own ability to work on the thesis independently, so that if there are obstacles in working on the thesis independently, so that if there are obstacles in the preparation of students, it will be easy to deal with them. easy to deal with, students who have high efficacy also students who have high efficacy also answer 'always' to the question and are optimistic that they will be able to complete the thesis well, they will always be enthusiastic about it. well, he will always be eager to work on his thesis even though he is tired. even though they are tired, while students who have medium efficacy are shown that students who have moderate efficay are shown that they doubt their own ability to compile a thesis. themselves in compiling a thesis, that belief will cause a lack of enthusiasm and laziness in compiling a thesis. lack of enthusiasm and laziness in compiling a thesis so that students will tend to avoid or procrastinate in pursuing their thesis. tend to avoid or procrastinate in writing the thesis. focus when working on a thesis is also a factor in a student having moderate efficacy when compiling a thesis. efficacy when compiling a thesis.

According to (Bandura, 1997), self efficacy is a personal factor that mediates the interaction between behavioral factors and behavioral factors. mediator or intermediary in the interaction between behavioral and environmental factors. environment. Self efficacy is very influential on thought patterns, emotional reactions in making decisions, and self efficacy is also a predictor aspect of in making decisions, and self efficacy is also a predictor aspect of the ability to achieve success in various forms of achievement. ability to achieve success in various forms of achievement. Self efficacy can be influenced by gender differences, where women have more self-efficacy. have higher self-efficacy than men. Based on research data, students who are female Strada Indonesia University have high efficacy, namely as many as 52 (54.7%).

This is in line with Bandura in (Fitriani & Rudin, 2020) said that women in Self efficacy are higher in managing their roles. Women who have a role other than as a housewife, as well as a career woman, will have high self-efficacy compared to men who work. will have high self-efficacy compared to men who work. Based on the results of research by Strada Indonesia University students who have high self-efficacy, namely 22 years of age, namely 46 respondents (56.8%). This is in line with research (Shara, 2017) aged 18-23 years in the high category. category. The more mature the age of the individual, the more mature self-efficacy is, because it have responsibility for themselves and have a lot of experience. According to Bandura in (Shara, 2017) the age factor in self-efficacy can be formed from the social learning process that is passed through. from the social learning process that is passed from everyday life. From the research above, the researcher assumes that gender and age factors influence on student self-efficacy in preparing a thesis. Factors of

gender and age play an important role in influencing self-efficacy when compiling a thesis. thesis. Students of various age groups and gender can experience differences in their level of self-efficacy when facing complex challenges in the thesis writing process. in the thesis writing process.

For example, gender differences can affect their self-perception and approach to academic tasks, while age can affect the level of maturity, experience, as well as strategies used in completing the thesis. used in completing the thesis. Therefore, understanding how these factors interact can help in designing interventions that are more effective in increasing students' self-efficacy in completing their final project.

The results of cross tabulation between self efficacy and anxiety self efficacy high with anxiety level no anxiety 55 respondents (66.3%) self moderate self-efficacy and have a severe anxiety level, namely 10 people (14.9%) while for moderate self efficacy with very severe anxiety level, namely The results of this study are in line with the results of research by Saraswati et al., (2021) show that there is a relationship between self-efficacy and thesis thesis anxiety, which indicates that the relationship between the two variables is quite strong. variables is quite strong. Self efficay has a significant influence on students' anxiety level in preparing a thesis, where students with high with a high level of self-efficacy tend to experience lower anxiety because they feel more capable and anxiety because they feel more capable and confident in facing this academic challenge. this academic challenge. Conversely, students with low self efficacy may experience greater anxiety due to a lack of confidence in in their own ability to complete the task. Self high self-efficacy makes it easier for a person to reduce feelings of anxiety and deal with the situation. experienced and face the situation. These feelings of anxiety make individuals do not have the ability to solve a problem, can can cause worry and anxiety that disturbs the peace of the individual (Safitri & Masykur, 2017). (Safitri & Masykur, 2017).

In research on self-efficacy and persistence of students when working on their thesis in terms of academic anxiety conducted by Mugiarso et al. (2018) stated that many final year students have feelings of inadequacy, fear, and reluctance to work on their thesis. A final student will be faced with a thesis which becomes a new challenge that has never been passed before. a new challenge that has never been passed before. Anxiety can arise if individual is faced with a situation that he does not recognize, in dealing with situations like this situation like this, high self-efficacy is needed, this self-efficacy can be increase if individuals have pleasant experiences in this field, not only individual experiences but also not only individual experiences but also pleasant experiences from others. experience of others.

Therefore, individuals with high self-efficacy Therefore, individuals with high self-efficacy will be more prepared to face new situations (Deviyanthi & Widiasavitri, 2016). Students with high self efficacy will minimize the level of anxiety that arises when composing scientific papers. anxiety that arises when compiling scientific papers. In line with research conducted by Huda (2008) which concluded that anxiety has a negative relationship with self efficacy. has a negative relationship, in other words, the higher the student's self efficacy, the smaller the anxiety level. students, the smaller the anxiety level. Conversely, students with low self efficacy will cause high anxiety in themselves. himself. According to Hurlock (2012: 46), says that "Anxiety is a generalized concern about an unclear event or an upcoming event, and signs that can appear in the form of an anxiety an unclear event or an upcoming event, and signs that can appear in the form of feelings of worry, anxiety and feelings of anxiety. worry, anxiety and unpleasant feelings.

Based on the explanation above, the author argues that self efficacy is very influential on the level of anxiety of students in preparing thesis. When students have a strong belief in their ability to to complete a challenging academic task, such as a thesis, they tend to feel calmer and more confident in facing the process. process. In contrast, students who doubt their own

abilities often experience higher anxiety, as they feel unprepared or unable to overcome obstacles that may be prepared or unable to overcome various obstacles that may arise. By Therefore, increasing students' self-efficacy can be an important strategy in reducing the anxiety that often hinders their progress. in reducing the anxiety that often hinders their progress in preparing their thesis.

Parental Support of Strada Indonesia University Students in Compiling Thesis

Based on the results of the SPSS calculation, it shows that the support of parents support possessed by Strada Indonesia University students in preparing their thesis has a high category which is indicated by the number of respondents who gave answers about parental support as many as 112 respondents. who gave answers about parental support as many as 112 respondents (74.7%). (74.7%).

Based on the results of the questionnaire answers, respondents have high parental support, as evidenced by most students answering parent support is high as evidenced by most students answering 'always' to the question, namely students who feel loved by their parents. question, namely students who feel loved by their parents, pay attention and facilitate their needs while compiling a thesis, not only in terms of material not only in material terms but also in spiritual terms, students who have high parental support, namely when their parents students who have high parental support, namely when their parents pray for the smooth thesis so that it creates a sense of trust and confidence in working on the thesis. working on the thesis, parents who always listen and want to give advice when their children get difficulties in writing the thesis. advice when their children have difficulty in preparing the thesis will also minimize the anxiety of the student. minimize the child's anxiety and the most important thing is that students who have a high high parental support parents always give positive affirmations that their children are able to complete the thesis well and the that their children are able to complete the thesis well and provide appreciation when successfully completing his thesis. However, for students whose low and moderate parental support, namely not getting more attention and adequate facilities during the preparation of the thesis. and adequate facilities during the preparation of the thesis.

The results of the cross tabulation show that the support of parents that high parental support and have no anxiety level, namely 67 people (59.8%) while for moderate parental support with a very severe anxiety level, there are 6 respondents (9%). Severe anxiety level is as many as 6 respondents (9%). Family support has a significant influence a significant influence on the level of anxiety of students in preparing a thesis, where students who get emotional and motivational support have a significant influence on the level of anxiety. where students who get emotional and motivational support from family tends to experience lower levels of anxiety, because they feel supported and not alone in facing these academic challenges. academic challenges. Conversely, a lack of family support can increase anxiety, as students may feel isolated and less confident in completing their thesis. The results of this study are in line with research conducted by Muga Krisdiana 2020. conducted by Muga Krisdiana 2020 who said there was a significant relationship between family support significant relationship between family support: instrumental support, appraisal, informational and emotional (<0.05) with anxiety in final year students in the era of the COVID-19 pandemic at the Faculty of Nursing. This shows that information support to students in working on their thesis. that information support to students in working on their thesis is very important, because the higher the family support, the lower the anxiety level. the lower.

Parents are considered the closest source of support that can be accessed by students who are working on their thesis (Fitri & Lukman, 2023). accessed by students who are working on a thesis (Fitri & Lukman, 2023). Family support plays a crucial role in influencing individuals to completing the thesis, and parents in particular are considered to

have a very significant role in their child's significant role in the child's success in completing the final project (Agustianisa et al. (Agustianisa et al., 2022).

This study is consistent with the findings of Nabila et al (2024), which showed a relationship between family support and the level of thesis completion (Agustianisa et al., 2022). showed a relationship between family support and the level of anxiety level of students in preparing a thesis. Family support is considered as a key factor that helps students in facing challenges, reduce anxiety, increase enthusiasm, and build self-confidence. self-confidence. Another study by Ibrahim et al (2023) also confirms that family support plays a role in reducing students' anxiety levels during the thesis process. family support plays a role in reducing student anxiety levels during the thesis preparation process. Students who get strong family support, such as constructive advice, facilities, and emotional support, are better able to maintain enthusiasm in maintain enthusiasm in completing the final project. As a result, this support support can reduce anxiety and increase students' motivation in completing their thesis The results of research by Noviandari et al (2022) also showed that family support effectively contributed to reduce the anxiety of students who are working on a thesis. This is because students need support in dealing with the pressure that arises pressure that arises due to final assignments and other factors both academic and non-academic. and non-academic factors. In this context, family support is defined as attitudes, actions, and acceptance provided by family members, including advice and encouragement in decision-making. advice and encouragement in decision making. This finding suggests that family support plays an important role as a source of help in overcoming problems (Baron & Byrne, 2005). (Baron & Byrne, 2005; Wira, 2023).

Family support here includes fulfilling the need for emotional support, informational support, and feedback felt by students. students. Fulfillment of this need involves the family's ability to provide emotional support and provide time to listen. Informational support is in the form of advice or information on how to do something, as well as help in solving problems. something, as well as help in solving problems.
Meanwhile, feedback includes acceptance of opinions or ideas, having a close relationship with family members, and an open with family members, as well as an open attitude in exchanging ideas.

Peer Support of Strada Indonesia University Students in Completing Thesis Completing Thesis

Based on the results of SPSS calculations, it shows that peer support peer support possessed by Strada Indonesia University students in Compiling a thesis has a moderate category which is indicated by the number of respondents who gave answers about peer support as much as respondents who gave answers about peer support as many as 91 respondents (60.7%).

Based on the results of the questionnaire answers, student respondents who have moderate peer support, namely students mostly answer 'always' on the question of feeling that their friends always entertain them. question feel that their friends always entertain and provide support when preparing a thesis, besides that students also when preparing the thesis, besides that students are happy when working on the thesis together with their friends. thesis at the same time with their friends, besides that students also get the appropriate journal information sources. students get the appropriate journal information sources. research from their friends, this makes it easier for students when it is difficult to get journal information sources and besides that, students are happy when working on their thesis together with their friends. sources of journal information and besides that, fellow students who are working on the thesis working on the thesis encourage each other to immediately complete the thesis. Peer support plays an important role in the thesis preparation process, where interactions and motivation preparation of the thesis, where the Peer support, such as sharing experiences,

providing feedback, and being a source of inspiration, can make students feel better. feedback, and being a source of inspiration, can make students feel more motivated and optimistic in completing their thesis. motivated and optimistic in completing their thesis. students whose peer support is moderate could be that these students are introverted and don't have many friends so that peer support is not and do not have many friends so that peer support is not so influence on the preparation of his thesis.

The results of the cross tabulation show that Peer peer support moderate and have an anxiety level of no anxiety, namely 55 people (60.4%) while for moderate Peer Support with a severe level of Severe anxiety is 9 people (9.9%).

Peer support plays an important role in reducing anxiety, especially in stressful situations. in reducing anxiety, especially in challenging situations such as thesis preparation. preparation of a thesis. When students get emotional support and motivation from peers, they tend to feel calmer and better able to manage stress. able to manage stress. Positive interactions with peers, such as sharing experiences and providing encouragement, can help relieve anxiety. experiences and providing encouragement, can help relieve anxiety, increase self-confidence, and make students more prepared to face academic challenges. academic challenges.interaction and motivation provided by friends can help students overcome obstacles, increase the sense of can help students overcome obstacles, increase self-confidence, and reduce the anxiety that often arises during this final project. Social support from peers, according to Pradana & Susilawati (2019), is both verbal and non-verbal assistance in the form of social support. Susilawati (2019), is both verbal and non-verbal assistance in the form of information and actions provided by individuals or groups with similar ages and maturity levels. and similar maturity levels. This assistance can lead to feelings of loved, comfortable, cared for, and valued by the individual who receives it. Meanwhile, Fauziyah & Ariati's study (2015) states that social support from peers received by university students is not as important as social support from peers. received by final year students related to preparation for entering the world of work can reduce anxiety in the workplace. preparation for entering the world of work can reduce anxiety in facing the the world of work. This social support from peers tends to provide greater greater calmness than support from strangers. known. This is in line with research conducted by Anandan Chandra Maudyhapsari The results showed that the majority of students with high peer support and anxiety levels of students who take thesis courses at the Faculty of Nursing thesis courses at the UNISSULA Faculty of Nursing Science in the moderate category. Statistical tests obtained a $\rho\ value$ value of 0.001 ($\leq$ 0.05).

Based on the results of the above calculations and explanations, the researcher believes that Peer support has a significant influence on anxiety. students in preparing a thesis. When students get support emotional and practical support from their peers, this can help reduce the level of anxiety they feel during the reduce the level of anxiety they feel during the process of preparing a thesis. thesis.

Peers can provide moral encouragement, share experiences, and constructive suggestions that make students feel more connected and supported. supported. Research shows that the presence of support from peers is negatively related to anxiety; the higher the support received, the lower the perceived anxiety. This support creates a sense of comfort and increases students' self-confidence, so they can face academic challenges more calmly and effectively. face academic challenges more calmly and effectively. Conversely, lack of support from peers can exacerbate anxiety and make the thesis preparation process more stressful. make the thesis preparation process more stressful.

Support from Supervisors of IIK STRADA INDONESIA Students In Completing Thesis

Based on the results of SPSS calculations, it shows that the Support Assisting Lecturers are moderate and have no anxiety level of anxiety that is 64 people (63.4%) while for high Supervisor Support with a moderate level of anxiety is 9 people (32.1%).

Based on the results of the questionnaire answers of student respondents who have most students answered 'always' to the question that students feel that the supervisor is question, namely students who feel that the supervisor is able to increase their self-esteem when students are working on their thesis so that students are sure they can complete their thesis so that students are sure they can complete their thesis, students also feel that the supervisor is very important in every step. supervisors play a very important role in every step of working on the thesis, when the support of the supervisor is moderate or high, it will reduce the anxiety of students when compiling the thesis. anxiety when compiling a thesis, when experiencing difficulties students will reveal obstacles during compiling a thesis to the supervisor. will reveal obstacles during compiling the thesis to the lecturer, to ask for advice and input for the smooth running of the thesis. Students who feel that their supervisors' support is low may because students are targeted to complete the thesis by their supervisor so that it will cause anxiety to students, so that when meeting with lecturers on campus students will avoid them. so that when meeting with lecturers on campus students will avoid them because they are afraid of being asked about their thesis for fear of being asked about his thesis in other cases also because the supervisor is not open with his students so that students will avoid the supervisor. who are not open with their guidance students so that students are reluctant to ask for help to overcome difficulties in to ask for help to overcome difficulties in compiling a thesis.

The results of the cross tabulation show that the Support of Lecturers moderate and have no anxiety level of anxiety, namely 64 people (63.4%) while for the Support of Assistance Lecturers (63.4%). (63.4%) while for the support of high supervisors with a moderate level of anxiety, namely 9 people (32.4%). level of anxiety is 9 people (32.1%) Ordinal Regression test results obtained P value = 0.004 so it can be concluded that there is a significant relationship between the support of accompanying lecturers with student anxiety in compiling a thesis at IIK STRADA Indonesia. thesis at IIK STRADA Indonesia. The support of accompanying lecturers plays a very important role in a very important role in reducing student anxiety during the preparation of the thesis. When the accompanying lecturers provide clear guidance, structured directions, and constructive feedback, students tend to feel calmer and more confident in feel calmer and more confident in dealing with the challenges that arise during thesis writing This support includes not only academic aspects, such as helping students understand appropriate research methods and providing guidance in data analysis, but also the emotional aspect, where the lecturers can be a source of motivation and encouragement for students. Students who feel supported by their lecturers are better able to cope with the stress and anxiety that often accompanies research to cope with the stress and anxiety that often accompanies this final project, so that they can work more effectively and achieve optimal results. Conversely, lack of support or inadequate guidance from their supervisors can increase students' anxiety, causing them to feel like they are not getting enough support. can increase students' anxiety, causing them to feel confused, less confident, and more vulnerable to pressure, which can ultimately hinder their progress in completing their thesis. hinder their progress in completing their thesis. Therefore, the role of lecturers is crucial in assisting students through one of the most challenging phases of their academic journey. one of the most challenging phases in their academic journey.

The results of this study are in line with research conducted by Ari Wibowo 2007 in his work. Wibowo 2007 in his work entitled "The Relationship Between the Role of Lecturer With Anxiety of Nursing Students in Facing Final Thesis Final Thesis at the Faculty of Health Sciences Ums" concluded that There is a significant relationship between the role of

the supervisor and the level of anxiety of nursing students in completing the final thesis at the Faculty of Health Sciences UMS. High levels of anxiety and lack of anxiety in nursing students is often related to the role of inactive supervisors. supervisors who are less active, and this is one of the reasons for the existence of a relationship between the role of the supervisor and the anxiety of nursing students in completing the final thesis in completing the final thesis. According to Nevid (2005), anxiety is a state of anxiety or worry characterized by the feeling that something bad might happen. something bad might happen. Many factors can cause anxiety, such as health problems, social relationships, exams, careers, and environmental conditions. environment. Sunaryo, in research cited by Rosana (2007), explained that thesis preparation is a source of stress for students. For some individuals, this stress can lead to changes in their lives, which then force them to adapt to the changes in their lives. life, which then forces them to adapt. Anxiety that experienced by students during the thesis preparation process has a big impact, both physically and psychologically. both physically and psychologically. Some of the problems that students often face during the thesis writing process include difficulties in finding literature, limited funds, unfamiliarity in writing scientific papers, lack of good time management, as well as problems with thesis supervisors (Darmono and Darmono, 2014). and problems with the thesis supervisor (Darmono and Hasan, 2008). The role of the supervisor is very important in the thesis guidance process, especially in the assessment that has actually started since the guidance process took place. ongoing. Therefore, students are expected to be able to build harmonious relationship with the supervisor so that the thesis preparation process runs smoothly (Darmono and Hasan, 2008). thesis runs smoothly (Darmono and Hasan, 2008). Marsudi (2010) states that guidance is part of an organized and systematic educational process, with the educational process that is organized and systematic, with the aim of directing students to gain useful experience and develop according to their abilities (Darmono and Hasan, 2008). students to gain useful experience and develop according to their abilities. One of the important functions of guidance is the function of understanding, in which mentors need to understand the problems, interests, and abilities of students in dealing with problems, including in the preparation of a thesis. facing problems, including in the preparation of a thesis. However, if the supervisor supervisors do not understand the needs of students, this can hinder the guidance process and cause anxiety (Marsudi, 2013). The guidance process and cause anxiety (Marsudi, 2010). This research in line with a study conducted by Januarti (2009), which found a significant relationship between perceptions of supervisors and stress levels. significant relationship between perceptions of supervisors and stress levels in writing a thesis.

From the description above, the researcher believes that the support of accompanying lecturers has a significant impact on the level of anxiety of students in preparing the thesis. When the accompanying lecturers provide clear and consistent guidance consistent guidance, students feel more directed and confident in facing complex academic challenges. challenges. This support not only helps students understand the steps to take, but also provides a much-needed sense of security and confidence during a process that is often and confidence during what is often a stressful process. stressful process. Conversely, lack of attention or limited communication from the supervisor can increase students' anxiety, making them feel isolated and uncertain in completing their thesis. them feel isolated and uncertain in completing their thesis. By therefore, the role of supervisors in providing adequate support is crucial to help students manage anxiety and achieve their thesis is crucial to help students manage anxiety and achieve academic success. academic success.

Anxiety of Strada Indonesia University Students in Preparing

Thesis Based on the table above, it shows that the anxiety possessed by Strada Indonesia University students in compiling a thesis have moderate anxiety category which is

indicated by the number of respondents who gave answers about anxiety as many as 84 respondents (56.0%), however respondents who gave answers about anxiety as many as 84 respondents (56.0%) however not a few students also have anxiety from mild to severe. Students who have mild anxiety as many as 24 people (%16) while students who have severe anxiety as many as 13 people (8.7%).

Based on the results of the student respondents' questionnaire answers who have moderate anxiety, namely students who have a feeling of fear of feelings, feel depressed, and excessive anxiety so as to provide problems in completing the thesis that are concerning, these problems are problems in completing the thesis that are of concern, these problems provide attention in overcoming them. give attention in overcoming it. On the other hand, students who feel anxious in preparing a thesis experience symptoms of tension such as feeling tense, lethargic, trembling, etc. tense, lethargic, trembling, restless and easily surprised, this is a psychological response when someone feels excessive anxiety. when someone feels excessive anxiety, students who experience excessive anxiety will suffer from students who experience excessive anxiety will experience sleep disturbances, such as waking up at night, not sleeping well. night, sleep that is not sound and have nightmares, people who are anxious will Anxious people will feel a pounding heart rate chest pain and hardened veins, this is what is felt by Strada Indonesia University students. which is felt by Strada Indonesia University students who have moderate anxiety when compiling his thesis. This finding is in line with research conducted by Marjan et al., (2018) which states that the level of anxiety in counseling and guidance counseling and guidance students are high in preparing the final project characterized by a fast beating heart when dealing with the supervisor, nervousness when dealing with the supervisor, and guilt for not being able to carry out guidance is student anxiety in preparing the final project. not being able to carry out guidance is student anxiety in the the process of completing the final project.

The results of cross tabulation between age and anxiety state that respondents who have moderate anxiety are students aged 22 years as many as 17 respondents (21.0%) while students who had no anxiety were also the same students aged 22 years as many as 42 respondents (51.9%). So students who are 22 years old for anxiety there are moderate anxiety and some do not feel anxious when completing the thesis. This is in line with (Rakhmawati, 2018) that the higher the age of the individual, the lower the individual's anxiety. the more the individual's anxiety decreases. This is because important psychosocial conflicts occur at that age. important psychosocial conflicts occur at that age. In research (Muyasaroh et al, 2020) get the results of the age of the most respondents 20-24 years. age is an important factor that can affect the level of anxiety of college students. an important factor that can affect the anxiety level of students in preparing a thesis. In general, older students tend to have greater responsibilities outside of academics, such as work or family, which can increase pressure and anxiety when facing the final project. In contrast, younger students may be more anxious due to their lack of experience in dealing with high academic pressure and experience in dealing with high academic pressure and complex challenges, such as those experienced by the challenges, such as those experienced during the thesis preparation process. Younger students may not have fully developed time management skills and effective coping time management skills and effective coping strategies, which can make them feel overwhelmed by the demands of the thesis. Their anxiety could stem from uncertainty about their abilities, lack of experience in research, or inability to cope with challenges that arise during the writing process. inability to cope with the challenges that arise during the writing process. In addition, a lack of emotional maturity could make them more vulnerable to stress and pressure from their supervisors or to stress and pressure from supervisors or tight deadlines. On the other hand, older students, although they may be more experienced and have better skills in managing stress, they often face additional challenges that can increase their anxiety.

Studies on the relationship between age and academic anxiety support this view. Research has shown that college students who are older students often experience different levels of anxiety compared with younger students, with different life factors influencing the level of stress they feel. influencing the level of pressure they feel. This suggests that age not only influences anxiety directly, but also through the interaction with other factors such as personal responsibilities, life experiences, and academic expectations. life experiences, and academic expectations. Thus, age plays an important role in in influencing students' anxiety levels when preparing a thesis. Both younger and older students face unique challenges that can affect their mental well-being, and an understanding of the that can affect their mental wellbeing, and an understanding of these dynamics is important for providing appropriate these dynamics is important for providing appropriate support during the thesis process.

The results of cross tabulation between age and anxiety state that respondents who have severe anxiety are students who are of the following types female as many as 9 respondents (9.5) 13 mild anxiety (13.7%), 13 moderate anxiety (13.7%), and very severe anxiety 6 people (6.3). (13.7%), 13 moderate anxiety (13.7%), and very severe anxiety 6 people (6.3). while 54 (56.8%) students of the same sex did not have anxiety. anxiety. As for those of male gender, 30 people did not experience anxiety (54.5%), while 54 (56.8%) students of the same gender did not have anxiety. anxiety (54.5%), 11 people experienced mild anxiety (20%), 8 people experienced moderate anxiety (14.5%). people experienced moderate anxiety (14.5%), 4 people experienced severe anxiety (7.3) and 2 people experienced severe anxiety (7.3). (7.3) and 2 (3.6%) people experienced very severe anxiety. This is in line with with Maryam's research in (Vellyana et al., 2017).

Stating gender is a significant factor that can affect anxiety levels. is a significant factor that can affect a person's anxiety level. someone's anxiety level, in the study mentioned women are more at risk of experience anxiety than men, this is due to differences in the brain and hormones that are the main factors. and hormones which are the main factors. This is in line with research (Muyasaroh et al, 2020) and (Rakhmawati, 2018) which found that the number of female respondents was more than male respondents when the female respondents more than male respondents when conducting anxiety level research. Gender is one of the factors that influence the level of anxiety of students in preparing a thesis. anxiety level of students in preparing a thesis. This influence can be seen from how male and female students respond to pressures and challenges that arise during the thesis writing process. that arise during the thesis writing process. Research shows that there are significant difference in anxiety levels between men and women, which is influenced by social, psychological, and biological factors. Students female students tend to experience higher levels of anxiety than male students in the face of heavy academic tasks such as a thesis. This could be due to several factors. First, women are often more open in acknowledging their feelings of anxiety and more likely to seek social support to cope with stress.

More likely to seek social support to cope with stress. Women's tendency for perfectionism, where they feel a need to meet very high academic standards, may also increase their anxiety when composing their their anxiety when composing a thesis. In addition, social factors also play an important role. Women often face greater social pressure to succeed academically and professionally, which can magnify their anxiety. anxiety. The pressure to balance academic life with personal or family responsibilities is also more often experienced by women, which can increase their anxiety. personal or family responsibilities is also more commonly experienced by women, which can exacerbate anxiety during the thesis writing process. exacerbate anxiety during the thesis writing process. On the other hand, male students male students may show lower levels of anxiety, but this does not necessarily mean they are free from stress. does not necessarily mean they are free from pressure. Men tend to hide or not acknowledge their anxiety due to gender norms that expect

them to remain calm and collected under pressure. This attitude This attitude may cause them to ignore or suppress their feelings of anxiety, which may ultimately affect the quality of their academic work.

Anxiety, which can ultimately affect the quality of their academic work. of their academic work. Although men may exhibit lower anxiety explicitly, they can still experience significant stress and pressure while composing their thesis. when composing a thesis.

Research has also shown that biological differences between men and women may affect how they respond to stress. Hormones such as estrogen and progesterone in women may play a role in increasing their emotional response to stress, which can increase anxiety. On the other hand, testosterone in men tends to reduce the emotional response to stress, which may explain why men appear calmer in stressful situations, even though they may actually be experiencing anxiety. in stressful situations, even though they may actually be experiencing the same the same stress. Thus, gender is a significant factor in in influencing students' anxiety during thesis preparation. Female students tend to be more open and more prone to anxiety, while male students may be more likely to suppress or ignore their anxiety. Understanding how gender affects anxiety can help supervisors and university in providing more appropriate and effective support for students during the thesis writing process.

The Effect of Determinant Factors on Student Anxiety in Preparing Thesis at Strada University Indonesia

Based on the Ordinal regression test results table above, which is in accordance with the research objectives to answer the hypothesis, namely "Are There Any Factors Factors Affecting Anxiety in Preparation of Student Thesis Strada Indonesia University", it can be concluded that self efficacy, support of parents, peer support, and supervisor support affect Anxiety in Preparation of University Student Thesis Strada Indonesia which is evidenced by the results of the p value = 0.00 <0.05. To strengthening the Coefficient value between the Determinant Factors variable that Influencing Student Anxiety in Preparing Thesis at Strada University of Indonesia. Indonesia. required R squere value. From the results of the pseudo R-squere table above obtained the value of r = 0.223, meaning that the influence of the determinant factor on anxiety students in compiling a thesis by 22.3% according to Firmansyah (2014), Student anxiety in completing the final project is influenced by two factors factors, namely internal factors and external factors. Internal factors are factors that internal factors are factors that come from the individual himself, such as shyness, laziness, and lack of understanding of research methodology. research methodology.

While external factors include the procedure for submitting proposal submission procedures, the guidance process, environmental pressure, and studying while working.Students often feel inadequate in completing the final project, because the final project is considered to be quite a challenge. Final project is one of the graduation requirements that must be completed by students in the final semester to obtain a bachelor's degree. in the final semester to get a bachelor's degree. When students face many mistakes during the guidance process with the supervisor, they tend to feel pessimistic and doubt their ability to complete the final project (Khoirunnisa et al., 2021). to complete the final project (Khoirunnisa et al., 2021). This research is also in line with the opinion of Pamungkas (2020) which states that the surrounding environment can play a role in helping individuals adapt to certain situations, which certainly affects the level of pessimism. to certain situations, which certainly affects the level of anxiety experienced. experienced. However, this influence can vary depending on the personality of personality of each individual. Students with introverted personalities tend to be more introverted personalities, find it difficult to accept change, and often overthink, so they are more prone to high they are more prone to experiencing high anxiety. In contrast, individuals with extroverted personalities are more adaptable and open to change. to change Researchers argue that an unsupportive environment can worsen students'

adaptability in facing the final project, which in turn develops negative attitudes, increases anxiety, and decreases motivation. decrease motivation. This condition may cause students to delay their final project, or even decide not to complete it at all. complete it at all. Anxiety is a normal human response that helps them realize and alert themselves to potentially dangerous situations. dangerous situations. However, if the anxiety turns into a condition that is sustained and uncontrollable, it can interfere with daily activities (Andri et al., 2021; Dewi & Fauziah, 2018). (Andri et al., 2021; Dewi & Fauziah, 2018).

Self-efficacy, parental support, peer support, and supervisor support are important factors that have a significant effect on anxiety. supervisor are important factors that have a significant effect on to student anxiety in preparing a thesis. Thesis, as one of the one of the most challenging academic tasks, is often a major source of anxiety for students. for students. However, this anxiety can be managed and even reduced with the presence of adequate supporting factors Self efficacy, or the belief in one's own ability to achieve a goal, plays a key role in how students cope with assignments. goal, plays a key role in how students deal with the thesis task. thesis task.

Students with high self-efficacy tend to be more confident in facing academic challenges, including in in facing academic challenges, including in preparing a thesis. They are more able to overcome the obstacles and pressures that arise during the writing process. writing process. In contrast, students with low self-efficacy often doubt their own abilities, which can increase anxiety. doubt their own abilities, which can increase their anxiety. anxiety. Research has shown that students who have high self efficacy tend to have lower levels of anxiety when facing difficult tasks, as they believe that they are capable of difficult tasks, as they believe that they are capable of completing the task well.

Complete the task well Support from parents is also one of the factors that can reduce anxiety. reduce student anxiety in preparing a thesis. Parents who provide emotional, financial, and moral support to their children during the study period can help reduce the pressure felt by students. during the study period can help reduce the pressure felt by students. When students feel that they are supported by their parents, they tend to feel more secure and motivated to do well. tend to feel more secure and motivated to complete their final project. their final project. This support can also increase students' self-efficacy, because they feel valued and cared for, which in turn can reduce the anxiety associated with the anxiety associated with the thesis preparation process.

Peer support also has a significant influence on student anxiety levels. Peers who can provide moral support moral support, share experiences, and help in overcoming academic difficulties. can be a source of strength for students who are preparing a thesis. Positive interactions with peers can provide a sense of comfort and reduce the sense of isolation that is often experienced by students. reduce the sense of isolation that is often experienced by students during the thesis writing process.

Peer support also has a significant influence on student anxiety levels. Peers who can provide moral support moral support, share experiences, and help in overcoming academic difficulties. can be a source of strength for students who are preparing a thesis. Positive interactions with peers can provide a sense of comfort and reduce the sense of isolation that is often experienced by students. reduce the sense of isolation that is often experienced by students during the thesis writing process. thesis writing process. Students who feel supported by their friends tend to have lower levels of anxiety, because they feel they are not alone in facing academic challenges. not alone in facing academic challenges.

In addition to support from peers and parents, support from supervisors is also very influential on students' anxiety levels. supervisor is also very influential on students' anxiety levels. Supervisors who actively provide guidance, advice, and constructive feedback can help students in their academic work. constructive feedback can help students in preparing

their thesis with more confidence. confident. When students feel that their supervisors care and ready to help, they will feel more motivated and have a clear direction in completing their thesis. in completing their thesis. Conversely, if the supervisor are less active or do not provide adequate support, students may feel depressed and unsure of their ability to complete their final final project, which in turn may increase their anxiety.

Based on the description above, the author believes that self efficacy, parental support, peer support, and supervisor support are interrelated factors and together influence the level of self efficacy. parents, peer support, and supervisor support are factors that are interrelated and together affect the level of anxiety of students in preparing a thesis. anxiety level of students in preparing a thesis. Students who have high self efficacy, as well as receiving strong support from parents, peers, and supervisors, tend to be interrelated and together affect the level of anxiety of students in preparing a thesis. peers, and supervisors, tend to have lower levels of anxiety and are more able to complete their theses with lower levels of anxiety. and more able to complete their thesis well. This support not only help in reducing the psychological distress felt by students, but also provide the necessary encouragement students, but also provide the necessary encouragement to succeed in this challenging academic task. this challenging academic task. Therefore, it is important for educational institutions and families to ensure that students receive sufficient support during the support during the thesis preparation process.

CONCLUSION

1.   The effect of self-efficacy on anxiety P = 0.002 <0.05
2.   The effect of parental support on anxiety P = 0.009 <0.05
3.   The effect of peer support on anxiety P = 0.002 <0.05
4.   The effect of support from accompanying lecturers on anxiety P = 0.004 < 0.05
5.   Self Efficacy Factors, peer support, parental support, and supervisor support supervisor support affect Anxiety in Preparation of Student Thesis Strada Indonesia University as evidenced by the results of the p value = 0.00 < 0.05. To strengthen the Koefisiensi value between the Determinant Factors That Influencing Student Anxiety in Preparing Thesis at Strada University of Indonesia. Indonesia. required R squere value. From the results of the pseudo R-squere table above obtained the value of r = 0.223, meaning that the influence of the determinant factor on anxiety students in compiling a thesis by 22.3%.

ADVICE

1.   For Students in the Thesis Completion Stage
It is hoped that students can control their anxiety in preparing thesis which can affect the continuity of the thesis until the end. Factors that can influence can be maximized with good individual coping such as always being optimistic and enthusiastic, clever in choosing the right choice of thesis. good individual coping such as always being optimistic and enthusiastic, being good at choosing friends, strengthening each other. friends, strengthen each other and ask for prayers and blessings from both parents in every process of working on the thesis. parents in every process of working on the thesis.
2.   For Parents
It is hoped that parents will pay more attention to their children during the thesis process. During the thesis process, the support provided can be in the form of emotional, informational, instrumental and appreciation support.
3.   For Supervising Lecturers
It is hoped that the supervisor can pay attention to students in working on the thesis, can be in the form of providing information, providing motivation, giving advice and providing advice on the thesis process. process of working on the thesis.

4.   For Further Researchers

This research can be used as reference material for further researchers with the theme of factors that can affect anxiety. with the theme of factors that can affect anxiety students compile a thesis

5.   Suggestions for Educational InstitutionS

The need for support from supervisors for students who will work on the final project is very working on the final project is very necessary, so that students are not anxious and will complete the final project on time. will complete the final project on time.

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