

Academic Anxiety Among College Students Reviewed From Gender, Age, and Academic Year Perspective

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Abstrack

Academic anxiety is a form of emotional response triggered by unpleasant situations such as fear, anxiety, tension, and worry caused by the academic process. This study aims to describe academic anxiety in college students in terms of gender, age, and academic year. Adopting a positive paradigm, this study used a quantitative approach with a survey design. The research population includes active students of BK FIP UPI class of 2019-2022 academic year 2022/2023. The research sample was 348 taken using a non-probability sampling technique and saturated sample type. The results of the study can be concluded as follows: (1) In general, the tendency of students' academic anxiety is in the "moderate" category. (2) Female students show a higher level of academic anxiety. (3) Older students tend to have the highest level of academic anxiety. (4) Final year students have the highest level of academic anxiety. This research can help higher education counseling centers to provide guidance and counseling services to students who experience academic anxiety in facing the challenges of studying.

Keywords: anxiety, academic anxiety, college student

Abstrak

Kecemasan akademik merupakan bentuk respon emosional yang dipicu oleh situasi tidak menyenangkan seperti ketakutan, kecemasan, ketegangan, dan kekhawatiran yang disebabkan oleh proses akademik. Penelitian ini bertujuan untuk menggambarkan kecemasan akademik pada mahasiswa ditinjau dari jenis kelamin, usia, dan tahun akademik. Mengadopsi paradigma positif, penelitian ini menggunakan pendekatan kuantitatif dengan desain survei. Populasi penelitian meliputi mahasiswa aktif BK FIP UPI angkatan 2019-2022 tahun ajaran 2022/2023. Sampel penelitian berjumlah 348 yang diambil menggunakan teknik non-probability sampling dengan jenis sampel jenuh. Hasil penelitian dapat disimpulkan sebagai berikut: (1) Secara umum kecenderungan kecemasan akademik mahasiswa berada pada kategori "sedang". (2) Mahasiswa perempuan menunjukkan tingkat kecemasan akademik yang lebih tinggi. (3) Mahasiswa yang berusia lebih tua cenderung memiliki tingkat kecemasan akademik yang paling tinggi. (4) Mahasiswa tingkat akhir mempunyai tingkat kecemasan akademik yang paling tinggi.

Keywords: kecemasan, kecemasan akademik, mahasiswa

Article info

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INTRODUCTION

As time moved forward, education must be given increasing attention because it plays an important role in creating the quality of individuals (Azizy et al., 2019). The World Top 20 Education Poll routinely conducts surveys on global education rankings. Based on statistical data gathered from six international organizations, such as OECD, PISA, UNESCO, EIU, TIMSS and PIRLS states that Indonesia is in 67th place out of 203 countries with a college graduation rate of 19% (Worldtop, 2023). This data indicates that Indonesia's position in education is relatively inferior when compared to other developed nations. It highlights a sluggish absorption of undergraduate graduates in Indonesia, suggesting that the quality of these graduates does not align proportionately with the demands of the job market.

The role of formal educational institutions at the college level show in their ability to develop broader understanding, form positive attitudes, direct future perspectives, foster progressive and proactive behavior by taking advantage of opportunities and based on scientific knowledge. The importance of developing student competencies cannot be ignored because they are an educated individuals aimed at achieving success in life and career so students must have a high commitment in study, in-depth knowledge and strong skills in their scientific fields (Au-yong et al., 2017; Marhayani & Ibrahim, 2019).

Individual success in college is strongly linked to achievement during this academic period. In Western culture, success in college is considered as an important path to achieving prosperity and well-being (Brook & Willoughby, 2015). Students are required to actively engage with their studies and comprehend learning activities to achieve favorable learning outcomes. This is intertwined with the responsibilities and demands of academic tasks that must be fulfilled (Idham, 2019; Roidah et al., 2022). As a result, students often experience anxiety, particularly when changes occur in the learning environment, leading to academic anxiety triggered by the tasks they must undertake (Demak & Suherman, 2016).

Anxiety is a common phenomenon in human life that affects performance and effectiveness in various situations. A moderate level of anxiety is useful for encouraging individuals to work hard and be responsible for their tasks, and it also helps them lead a prosperous life. However, high anxiety will threaten an individual's mental and physical health and have a negative impact on education (Zahrakar dalam Chaundhry & Joya, 2020). According to Ottens, academic anxiety is a disturbance in thought patterns and physical responses as well as anxious behavior towards the academic assignments given.

National and international research from 2010 to 2022 shows that in recent decades, college students have experienced increased stress level and common symptoms of mental health disorders (Stallman, 2010; Hunt & Eisenberg, 2010; Pinder-amaker, 2012; Gonzaga et al., 2022). The increment of psychosocial stress in university students can adversely impact their quality of life, mental health, and academic performance (Robotham & Julian, 2006; Regehr et al., 2013). In addition, anxiety can also be a major predictor related to academic success (Alam, 2017; Rozman & McCraty, 2017). Previous research has proven that many students have unsatisfactory academic achievements (Azizy et al., 2019), suggesting that cognitive processes are inadequate in explaining differences in academic achievement (Thomas et al., 2017).

In Indonesia, various initiatives have been implemented to enhance students' academic competency qualifications, including the use of adapted regular learning strategies, the appointment of academic advisors (PA) and thesis supervisors at the study program level. Apart from that, there is also the development of Career Centers in higher



education institutions. For example, in several universities such as Universitas Pendidikan Indonesia, the Career Center is integrated into the *Badan Bimbingan Konseling dan Pengembangan Karir* (BKPK). In fact, *Badan Akreditasi Nasional Perguruan Tinggi* (BAN PT) in 2010 confirmed that the existence of a Career Center in higher education was one of the requirements for achieving *Akreditasi Institusi Perguruan Tinggi* (AIPT). However, in practice, the responsibilities of PA and Career Center lecturers are primarily confined to approving credit contracts each semester. On the other hand, the involvement of the thesis supervisor is more evident during the composition and approval of the thesis trial examination (Setiawati, 2021).

Based on data from the Guidance and Counseling Study Program Final Assignment Team, Faculty of Education, *Universitas Pendidikan Indonesia*, the data was obtained that there are final year students who are still in the process of completing their thesis. This is the result of not being ready to complete the thesis, not doing revisions, having difficulty to meet the supervisor, being on study leave, and so on. The result of preliminary studies that have been carried out show that students experienced academic anxiety in completing their final assignments. Academic anxiety generally arises from external and internal factors. The external factors include the demands and expectations from parents that are too excessive so that they pressure and urge students to complete their thesis quickly, the difficulty of communicating with supervisors, the difficulty of meeting supervisors, the lack of implementation of guidance, and the existence of other problems that arise. Meanwhile, internal factors include fear of weakening motivation, not being able to master the steps in carrying out research, lack of self-confidence which leads to a decrease in focus when studying (Masnia et al., 2022).

Given the before mentioned conditions, limited research has been conducted on academic anxiety experienced by students from the first academic level to the last academic level. Existing research on academic anxiety primarily focuses on adolescents in schools (Besra & Yoruk, 2018; Madoni & Mardiyah, 2021; Suarti et al., 2020; Torrano et al., 2020). There is also substantial research on academic anxiety among first-year students (Permata & Wideasavitri, 2019; Ramadhan et al., 2019; Robertson et al., 2021), final-year students writing their theses (Situmorang, 2017; Mugiarto et al., 2018; Putri et al., 2020), and students' academic anxiety before exams (Khasanah et al., 2014; Aristawati et al., 2020). This research aims to describe students' academic based on gender, age, and academic year. The findings of this study are valuable for identifying appropriate interventions for students facing academic anxiety, with the hope that tailored interventions will positively impact academic achievement and learning outcomes.

According to Spielberger, anxiety is a complex reaction or response, indicating a temporary state or condition in the organism that is characterized by varying and fluctuating intensity. It is a subjective feeling of tension, fear, anxiety, and apprehension associated with stimulation of the autonomic nervous system. Anxiety is a response that can be experienced by individuals of various ages. There are two types of anxiety in humans, include pathological anxiety which is related to mood, and anxiety disorders which are acute stress triggered by unexpected threats (Robinson, et al., 2019).

It involves a sense of apprehension and unease regarding all potential outcomes, thereby disrupting the academic process, including the completion of assignments and engaging in other academic activities (Sanitiara et al., 2014). Aspects of academic anxiety according to Ottens are divided into four.



1. Patterns of Anxiety-Engendering Mental Activity

Individuals exhibiting patterns of mental anxiety activity will demonstrate thoughts, perceptions, and views that lead to the academic difficulties they are facing. Individuals feel tense and threatened. There are three mental activities that lead to academic anxiety, which are worry, maladaptive self-dialogue, and low individual self-confidence.

2. Misdirected Attention

Individuals who experience academic anxiety allow themselves to become distracted. Attention may be diverted by external factors, such as the behavior of other students, the clock, or loud noises, as well as internal factors like anxiety, daydreaming, and other physical reactions.

3. Physiological Distress

Physical stress is closely related to what happens to the body which is associated with anxiety, such as stiffness in the muscles, sweating, the heart beating faster than usual, and shaking hands. Physical manifestations of anxiety, especially disruptive ones, are often perceived as threatening or become a significant focus during academic challenges.

4. Inappropriate Behavior

Individuals experiencing academic anxiety adopt behaviors that lead to unsuitable academic situations. The behavior, such as delaying tasks and assignment completion, are commonly identified as procrastination. Anxious student may also hastily answer exam questions to avoid errors. Another inappropriate behavior is pushing themselves too hard when they are trying to relax.

Triggers for academic anxiety can arise from various aspects of teaching and learning activities. These include the pressure for high grades, extensive workloads, the duration of learning activities, ineffective time management, and feeling anxious when faced with exam questions (Ameliana et al., 2023). Elements identified by Masnia et al. (2022) as contributors to students experiencing academic anxiety are:

1. Internal Factors

Internal factors are factors that originate from within the individual. These factors contribute to students experiencing academic anxiety, encompassing physical conditions related to psychological states. For example, if a student is fatigued, their cognitive capacities may diminish, leading to a lack of focus during study sessions. When students have to deal with complex study materials, they have to process a lot of information. If there is too much information load, it will lead to anxiety and it can reduce their ability to process information.

2. External Factors

External factors come from the surrounding environment and are often unsupportive, including a high number of assignments and the pressure for high academic achievements, the desire to expedite the completion of studies, and other academic challenges such as difficulty in public speaking or difficulty when interacting with lecturers.

Students are individuals in the early stages of adulthood, a period that often extends over a considerable duration. This transitional phase from adolescence to adulthood, known as “emerging adulthood”, typically spans between the ages of 18 and 25 years (Arnett, 2000). Student life is characterized by needs that vary between individuals, while at the same time, they cannot live without dependence on others to fulfill their needs. Therefore, students can be called social creatures. Not infrequently, differences of opinion arise and can trigger conflicts between individuals during social interactions. Individual needs also tend to increase as they develops (Hulukati & Djibran, 2018).



Students as early adults have more time to socialize with friends and the surrounding environment, have the opportunity to explore various values and lifestyles, enjoy freedom away from parental supervision, and feel encouraged by the academic tasks they face. Early adulthood is considered as a period of search, discovery and consolidation, full of emotional problems and tension, social isolation, commitment and dependency (Putri, 2019). In the context of development, developmental tasks during this student period involve strengthening one's stance in life (Yusuf, 2012). According to Havighurst (1961), the developmental tasks of early adulthood are as follows:

1. Selecting a life partner, where early adults choose a compatible partner, paving the way for a more serious commitment, such as marriage.
2. Learning to live together as a married couple, as early adults adapt to their partners in terms of opinions, desires, and interests.
3. Starting to live as a family, with the tendency of early adult individuals to put aside personal desires or rights for the sake of the main needs of the family.
4. Establishing a shared perspective and understanding to prevent confusion among children in following the patterns set by their parents.
5. A common perspective and understanding is required, the aim is to prevent children from experiencing confusion in following the patterns set by their father or mother.
6. Start working in a position, with the demand to be able to meet your own needs through work.
7. Responsibility as a worthy citizen, where early adult individuals are recognized as having rights and obligations as citizens.
8. Obtain a social group that is in line with the values or views they hold.

Guidance is the process of offering support to individuals for their optimal development. According to Natawidjaja (1987), guidance is a process of providing assistance to individuals that is carried out on an ongoing basis, so that the individual can understand himself so that they are able to direct themselves and can act naturally in accordance with the demands and conditions of the school environment, family, community and society. Meanwhile, according to Yusuf & Nurihsan (2016), guidance is "helping", which has a same meaning "aiding, assisting, or availing", signifying assistance or support. The meaning of assistance in guidance implies active involvement in one's self-development, problem-solving, or decision-making processes.

The urgency of guidance and counseling in higher education includes: (1) Self-understanding which includes knowing the talents, potential, abilities and limitations, (2) Avoiding negative and unexpected behavior and developing positive attitudes and habits, (3) Helping to develop the ability to think creatively and have self-direction in order to adapt in the environment, (4) Determining the subjects to be studied, (5) Information regarding career personality tendencies and suitable job opportunities (Yusuf & Sugandhi, 2020).

The ultimate aim of guidance and counseling services in higher education institutions according to Lemesa (2018), is to help students with social, academic, environmental and adjustment problems. Furthermore, Yusuf and Sugandhi (2020) introduce the concept of the "chess success" which is a goal for guidance and counseling in higher education, comprising personal, social, academic, and career success. This success chart forms the basis for determining the type of service to be implemented. Possible types of higher education guidance and counseling services include: 1) personal guidance and counseling, 2) social guidance and counseling, 3) academic guidance and counseling, and 4) career guidance and counseling (Yusuf, 2017).



The role of guidance and counseling in higher education goes beyond being a mere student facility, it serves as a preventive and remedial action for the challenges students encounter, so they become successful individuals (Hunt & Eisenberg, 2010). The function of guidance and counseling services in higher education is integrated with the structure of higher education. This implies that endeavors to enhance the personal well-being of all community through higher education guidance and counseling are aligned with the overarching goal of higher education, which is the pursuit of academic success (Brunner et al., 2014).

Guidance and counseling in the personal sector, as outlined in Permendikbud Number 111 of 2014, constitute a process where counselors assist counselees in understanding, accepting, directing, making decisions, and responsibly realizing decisions pertaining to the development of their personal aspects. The ultimate aim is to enable individuals to attain optimal personal development and achieve happiness, prosperity, and safety in their lives. The focus of personal guidance and counseling is to aid clients in (1) understand their own potential strengths and weaknesses, both physical and psychological conditions, (2) develop their potential to achieve success in their lives, (3) accept their weaknesses and overcome them well, (4) achieve developmental harmony between *cipta-rasa-karsa*, (5) achieve the maturity/maturity of *ciptarasa-karsa* appropriately in his/her life according to noble values, and (6) to actualize themselves in accordance with their potential optimally based on noble values of culture and religion.

In general, the scope of personal guidance and counseling material includes self-understanding, development of self-strengths, alleviation of personal weaknesses, harmonious development of the *mind-feeling-knowledge*, maturity/maturity of *creativity-rasa-initiation*, and responsible self-actualization. Personal guidance and counseling material can be formulated based on an analysis of the counselee's self-development needs, implemented educational policies, and literature review.

Efforts to provide assistance from counselors to counselees involve identifying potential in the learning context, cultivating effective learning attitudes and skills, promoting sound educational planning, preparing for exams, instilling regular study routines, and achieving optimal learning outcomes. The developmental aspects that are developed include: (1) recognizing one's potential in learning and overcoming obstacles that arise; (2) have positive attitudes and study habits; (3) have strong motivation to continue learning throughout life; (4) have effective study skills; (5) prepare continuing education plans and goals; and (6) ready to face exam challenges with confidence (DITJEN GTK, 2016).

METHOD

This research uses a quantitative approach that aims to test the theory objectively by measuring the relationship between variables numerically. The paradigm used in this research is the positivism paradigm which is the basis for quantitative research. This research uses a descriptive research design, more precisely using a survey design. Survey design is one of the research procedures contained in quantitative research, in which researchers conduct surveys or questionnaires to a small group of people (sample) or to the entire population with the aim of describing opinions, attitudes, behavior or even characteristics (Creswell, 2012). The participants selected in this research were active students of the Guidance and Counseling Study Program, Faculty of Education, Universitas Pendidikan Indonesia, Classes 2019-2022 of the 2022/2023 Academic Year, totaling 348 students. This research uses a non-probability sampling technique with a



saturated sample type. The instrument grid to reveal students' academic anxiety was developed by referring to Ottens' theoretical concepts. This instrument consists of 40 items which are said to be valid and 2 items which are invalid with a Cronbach's Alpha value of 0.85. The Likert model scale used with four answer choices includes Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Unsuitable (STS). This instrument consists of four aspects, namely patterns of anxiety-engendering mental activity, misdirected attention, physiological distress, and inappropriate behavior. This instrument consists of favorable and unfavorable statements. For a favorable statement, a very appropriate answer was given a weight of 4, appropriate was given a weight of 3, unsuitable was given a weight of 2, and very inappropriate answers were given a weight of 1. As for unfavorable statements, each respondent's answer was given a score the opposite of a favorable statement. Data collection was carried out in July 2023. The data analysis using the descriptive statistic analysis.

RESULT AND DISCUSSION

The trend of academic anxiety among BK FIP UPI students in 2019-2022 in this study was revealed using the academic anxiety instrument from Ottens (1991). This instrument reveals students' academic anxiety which was developed into a questionnaire. The following is the formula for the academic anxiety scale categories in this study.

Table 1.

Academic Anxiety Category	
Score Range	Category
$(\text{Mean} + 1 \text{ SD}) \leq X$	High
$(\text{Mean} - 1 \text{ SD}) \leq X < (\text{Mean} + 1 \text{ SD})$	Moderate
$X < (\text{Mean} - 1 \text{ SD})$	Low

Below is a description of the academic anxiety of BK FIP UPI for 2019-2022, so the following picture is obtained.

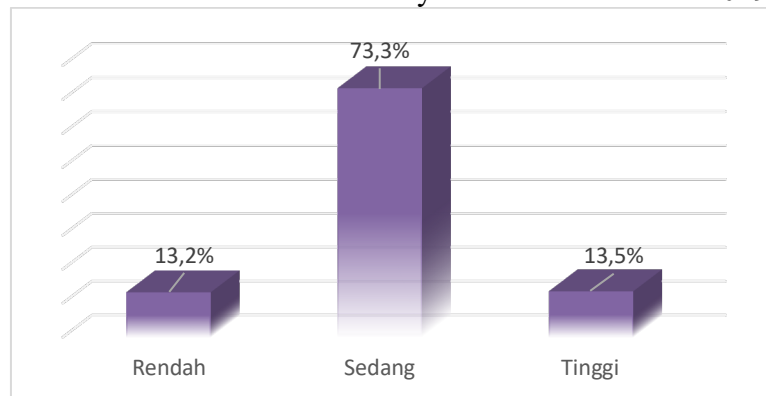
Table 2.

Description of Academic Anxiety of BK FIP UPI Students Class of 2019-2022			
N	Academic Anxiety Category	Frequency (f)	Percentase (%)
348	High	47	13,5%
	Moderate	255	73,3%
	Low	46	13,2%

The average result of the academic anxiety scale is 93.05 with a standard deviation of 7.33. Then a categorization of academic anxiety levels is carried out which aims to place individuals in separate groups gradually according to the attributes being measured. The general picture of academic anxiety for BK FIP UPI BK 2019-2022 students is more clearly depicted in the graph below.



Graph 1.
General Picture of Academic Anxiety for BK FIP UPI BK 2019-2022



Based on the findings of research that has been conducted in the field, it is obtained that the majority of academic anxiety in BK FIP UPI students in 2019-2022 is in the moderate category, totaling 255 students out of a total of 348 students, while students who fall into the high category are 47 and the low category is 46. Students who are in the high category experience conditions of disruption of thought patterns and responses when facing uncomfortable, frightening, or stressful situations towards academic demands. They showed all four characteristics of academic anxiety, namely: 1) Students show thoughts, perceptions, and views that describe the academic challenges they face, which are characterized by worry, negative self-view, and low self-confidence; 2) Students experience impaired concentration both caused by internal and external factors so that it is difficult to focus in dealing with academic situations; 3) Students experience direct changes felt in the body, such as muscle stiffness, sweating, faster beating heart, and trembling hands, as well as emotional anxiety experiences that are considered threatening; and 4) Students behave inappropriately in dealing with academic situations such as procrastination, rushing to answer exam questions, and excessive accuracy to avoid mistakes in exams.

Students who are in the moderate category have poor mindsets and responses when faced with academic demands. They have not been able to adjust to the lecture environment, fight worry, overcome the anxiety they feel, lack confidence in their abilities, lack internal and external motivation, their attention is easily distracted, lack support from peers, feel uncomfortable in an unhealthy academic environment, have difficulty focusing if they are in a place that is not conducive, have not been able to carry out assignments on time and have not been able to manage time well. Student success in higher education is often linked to the achievements achieved during their studies. To achieve satisfactory learning achievements, students are required to study actively and understand the learning process which cannot be separated from the responsibilities and demands of the academic tasks that must be completed (Roidah et al., 2022).

Students who are in the low category have been able to adjust to the lecture environment, able to fight worry, able to overcome the anxiety they feel, confident in their abilities, have internal and external motivation, their attention is not easily distracted, get attention. support from peers, feel comfortable in a healthy academic environment, stay focused even though they are in a less conducive place, carry out assignments on time and are able to manage time well. Students who are in the high category allow these students to experience difficulties in carrying out various academic



demands, causing physical responses and poor performance. Anxiety will hinder individual performance making it more difficult to achieve successfully (Nevid et al., 2014). This anxiety includes disturbances in thought patterns, responses physical, and behavioral as a result of concern that students' performance results may not be well received when they are given academic assignments (Sanitiara et al., 2014). Various literature on anxiety reveals that anxiety can be the main predictor that is related to academic success (Alam, 2017).

Overview of Student Academic Anxiety Based on Aspects

Academic anxiety of BK FIP UPI students Class of 2019-2022 is reviewed based on aspects of academic anxiety according to Ottens' theory, which can be described in the table below.

Table 3.
 Overview of Student Academic Anxiety Based on Aspects

Aspect	Indicators	Low (%)	Moderate (%)	High (%)
1. Patterns of Anxiety Engendering Mental Activity	a. Concerns	15	74	11
	b. Maladaptive self-dialogue	13	78	9
	c. Low individual self-belief	16,4	72,4	11,2
2. Misdirected Attention	a. Decreased attention due to external distractors	19	65,5	15,5
	b. Decreased attention due to internal distractors	17	61	22
3. Physiological Distress	a. Physical changes	11	72	17
4. Inappropriate Behavior	a. Procrastination	11	81	8
	b. Rushing attitude	17	64	19
	c. Excessive accuracy	9	80	11

Based on the findings of the research that has been conducted in the field, it is obtained that the description of student academic anxiety based on the aspects can be seen in general in the moderate category. Individuals who feel anxious will easily feel helpless and are often in a depressed state and find it difficult to concentrate, sometimes feeling so much tension that they find it difficult to think. In line with Holmes' opinion (Permata & Wideasavitri, 2019), anxiety consists of psychological and cognitive components. The psychological components experienced by anxious individuals include worry, tension, panic and fear. Individuals in this condition find it difficult to feel calm and are easily irritated, making it possible to suffer from depression. Meanwhile, for the cognitive component, someone who feels anxious will continue to worry about all kinds of problems that might occur, so that he or she will find it difficult to concentrate or make decisions, be confused, and have difficulty remembering things. Anxiety within reasonable limits is considered to have a positive impact on students. Students who have anxiety within reasonable limits will be encouraged to study in order to achieve good academic performance. Without anxiety, however, most will lack motivation to take



exams, write papers, or do daily assignments, especially in classes that are considered boring (Hooda & Saini, 2017).

Permata & Wisiasavitri (2019), which states that the most obvious characteristics when someone experiences anxiety is a disturbances in the individual's body as well as a rushed attitude.

Students' Academic Anxiety by Gender

The level of academic anxiety of BK FIP UPI BK Class of 2019-2022 in terms of gender can be described in the frequency distribution table below.

Table 4.

Frequency Distribution of Academic Anxiety of Students Based on Gender							
N	Gender	Frequency			%		
		Low	Moderate	High	Low	Moderate	High
52	Male	10	36	6	19	69	12
296	Female	36	219	41	12	74	14

Based on the data above, the result show that the academic anxiety of BK FIP UPI Class of 2019-2022 in terms of gender in general, female students are more anxious than male students. Similar research was conducted by Solih et al. (2018) regarding academic anxiety between men and women, which shows that there are differences in the level of anxiety between the two groups. In particular, there were marked differences in anxiety levels, with women tending to have higher levels of anxiety. The results of further research conducted by Videbeck (2011) also concluded that both men and women experience and feel anxiety in their academic context, but each student also has their own way of facing and overcoming the various problems they face. Other research also shows that female students tend to have higher levels of academic anxiety than male students (Ramadhan et al., 2019).

Often women feel anxious related to feelings of inadequacy compared to men. Men tend to be more active and explorative, while women are more sensitive. Apart from that, men have a tendency to think emotionally. Based on theory and research results, it is proven that there are differences in academic anxiety between men and women. Maccoby & Jacklin stated that factors that cause women to tend to experience anxiety compared to men, one of which is pressure from the environment. The pressures in the environment that occur on women are due to the assumption that women when establishing interpersonal relationships with people around them are very important and the hope of being well received by their environment is high compared to men who tend to be more relaxed in carrying out relationships or interacting with the environment. Apart from that, men are also not easily influenced by environmental pressures, so in this case there are external factors and pressures that also trigger women to experience anxiety more than men (Novitria & Khoirunnisa, 2022).

Student Academic Anxiety in View of Age

The level of academic anxiety of BK FIP UPI students from the Class of 2019-2022 in terms of age can be described in the frequency distribution table below.



Table 5.
 Frequency Distribution of Student Academic Anxiety in Review of Age

N	Age	Frequency			%			Average
		Low	Moderate	High	Low	Moderate	High	
16	18 years old	3	12	1	19	75	6	2,25
76	19 years old	12	54	10	16	71	13	2,31
96	20 years old	9	73	14	9	76	15	2,34
82	21 years old	14	59	9	17	72	11	2,31
60	22 years old	6	44	10	10	73	17	2,34
18	23 years old	2	13	3	11	72	17	2,37

Based on the data above, the result show that the academic anxiety of BK FIP UPI students in 2019-2022 in terms of age, in general, from the age range of 18-23 years who field out the questionnaire, 23 years old is in the first position, meaning that this age is more anxious than other ages in that age range. Thus, it can be concluded based on the findings of the research result that the older the age of a student, the higher the tendency to experience academic anxiety. From a psychological perspective, students are classified as early adults when viewed from their developmental stages, namely ages 18-21 years and 22-24 years. At this age, students experience a transition from late adolescence to early adulthood. When undergoing this transition period, students are often faced with various new developmental demands and tasks. The developmental demands and tasks faced by students arise because of changes that occur in various functional aspects, both physical, psychological and social. These changes require students to make adjustments. Anxiety is a response that can be experienced by individuals of various ages. There are two types of anxiety in humans, namely pathological anxiety which is related to mood, and anxiety disorders which are acute stress triggered by unexpected threats (Jannata & Nur'aeni, 2019). Thus, older ages are prone to experiencing higher levels of anxiety compared to those at lower ages. This is in accordance with research conducted that 20, 22, and 23 year olds have higher academic anxiety than younger people.

Student Academic Anxiety in View of the Academic Year of Study

The level of academic anxiety of BK FIP UPI students from the Class of 2019-2022 in terms of the academic year of study can be described in the frequency distribution table below.

Table 6.
 Frequency Distribution of Students Academic Anxiety in Terms of Academic Year

N	Academic Year	Frequency			%			Average
		Low	Moderate	High	Low	Moderate	High	
92	Grade 1	17	63	12	18,5	68,5	13	2,30
90	Grade 2	11	68	11	12	76	12	2,32
79	Grade 3	9	60	10	11	76	13	2,32
87	Grade 4	9	64	14	10	74	16	2,34

Based on the table data, the result show that academic anxiety of BK FIP UPI students from the Class of 2019-2022 in terms of lecture grade in general, grade 4 students are more anxious than grade 1, 2, and 3. When students enter the world of college, it is a big change in their lives. The level of academic anxiety tends to be highest among first



year students and final year students who are undertaking their final project/thesis as a requirement for graduating from college. First year students, usually called new students, are the status held by students in their first year of college. Research conducted by Permata & Wideasavitri (2019) shows that 73.75% of students experience academic anxiety in the first year of studying at university. This is due to the stimulus from the new environment which causes students to be able to adapt so that the level of academic anxiety at the first level of lectures is generally relatively high (Permata & Wideasavitri, 2019; Ramadhan et al., 2019). Students feel anxious about achieving the expected results and worry about their performance or tasks that have been carried out. Uncomfortable class environments, courses that are too difficult, and exams can also affect academic anxiety levels, because success or failure in student achievement depends greatly on the learning process in class and understanding of lecture material. The activities carried out by students during learning can also influence their comfort level and the academic anxiety they feel (Rohman & Fauziah, 2016).

This is different from the problems faced by final year students, especially in writing theses, such as lack of writing skills, lack of adequate academic skills and lack of student interest in research (Mugiarso et al., 2018). One of the reasons for the delay of final year students in completing their thesis is because they feel anxious about the future. This is caused by a pessimistic attitude or lack of confidence in the result of revisions or writings that make students afraid to do guidance. Usually the symptoms of anxiety that appear are dominated by physical aspects, including difficulty sleeping, loss of appetite and fatigue (Fachrozic et al., 2021). Obstructed thesis work can cause feelings of anxiety in students, making them feel depressed and have difficulty dealing with problems in the process of working on the thesis (Herdiani, 2012). Apart from that, students tend to be careless when completing their thesis because they get carried away with fun things. One of the factors that causes students to be late in completing their thesis is the peer environment factor. The choice of friend environment will influence positive motivation, whereas if you are in a friend environment that tends to be too relaxed, students will often lose control in decision making. Delays in completing final assignments can cause feelings of anxiety in students. Students who are working on their thesis have a tendency to experience increased anxiety due to the pressures they feel related to the process of working on their thesis. One of the pressures is that the thesis that is being worked on will later be tested in front of the examining lecturer. Apart from that, another factor that can influence student anxiety is due to time limits during the lecture period (Widiarti & Suhardi, 2015).

CONCLUSION

Based on the research findings that have been carried out, there are several general conclusions. First, the tendency for academic anxiety among BK FIP UPI students Class 2019-2022 for the 2022/2023 academic year is generally in the medium category. Second, in general female students have higher levels of academic anxiety than male students. Third, older students tend to have the highest levels of academic anxiety. Fourth, final year students experience higher levels of academic anxiety than first, second, and third year students.

Recommendations for the Guidance and Counseling Study Program and college counselors are expected to be able to implement the design of personal guidance and counseling services as an effort to reduce academic anxiety in students, especially in the anxious category. It is hoped that future research can seek broader references



regarding academic anxiety theory and formulate appropriate interventions to reduce students' academic anxiety.

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