
Analysis of Student Self-Esteem and Anxiety in Writing Thesis during the Covid-19 Pandemic

Agus Haryanto Widagdo¹⁾; Rista Islamarida²⁾; Eltanina Ulfameytalia Dewi³⁾

1) Rumah Sakit Jiwa Grhasia Daerah Istimewa Yogyakarta, Indonesia

2) Nursing Study Program STIKES Guna Bangsa Yogyakarta, Indonesia

3) Nursing Study Program STIKES Guna Bangsa Yogyakarta, Indonesia

* Correspondence to: widagdo.mkep295@gmail.com

Abstract: This study aims to identify the relationship between self-esteem and student anxiety in preparing the final scientific paper and is expected to provide benefits for finding various conditions in students when preparing the final project and can be developed in nursing interventions. The results of the study conducted through interviews with ten Nursing undergraduate students, STIKES Guna Bangsa showed that students in composing a thesis felt anxious. Six people were moderately anxious, three people were very anxious, and one was mildly anxious. The results of the interview also revealed that the ability of students in writing thesis answers to students varied, two students were confident and confident, eight students felt unable to compile a thesis. To know relationship between self-esteem with anxiety in preparing a thesis on the students. This research was a quantitative descriptive research with cross sectional approach. This research involved 58 students. The study instrument used an anxiety questionnaire and Rosenberg's Self-Esteem Scale (RSES). Technique of data analysis used pearson- product moment correlation test. 1) Students' self-esteem is mostly in medium category as number of 31 people (53,4%), 2) students' anxiety is mostly in medium category as number of 48 people (82,8%), 3) There is corelation between self-esteem and anxiety in making thesis on the students with a significant value of 0.001 ($p < 0.05$). There is a relationship of self-esteem and anxiety of making a thesis on the students.

Keywords: anxiety, self-esteem, students

INTRODUCTION

Thesis is a scientific work that follows a scientific research procedure made by undergraduate students as condition for receiving a bachelor's degree. Students are required to take these courses because the thesis is used as one of the prerequisites for students to obtain an academic degree as a bachelor. Students who compose a thesis are required to be able to adapt to the learning process that is in the process of writing a thesis, one of which is the preparation of a thesis proposal (Kurniawat et.al., 2012).

The thesis writing is carried out by students no later than the seventh semester so that in the eighth semester students can proceed to the thesis writing stage. Students try to finish their thesis on time. However, in reality there are still many students who do thesis for more than one semester. This is because students experience difficulties when compiling their thesis, students are often felt as a heavy burden, as a result, the difficulties are felt so that students are often hit by anxiety (Kalyani, 2021).

Students who are preparing a thesis proposal are under a lot of pressure and are nervous, afraid, both from various psychological complaints or students are afraid of not being able to complete the thesis proposal. This then triggers students to experience physical, physiological, autonomic, and hormonal disorders. The disorder shows symptoms of anxiety that appear in student behavior, the face looks tense, fear, worry, disappointed, sad, feeling uneasy (Dale et al., 2019).

Anxiety is part of a natural feeling disorder characterized by feelings of fear or worry that are deep and ongoing, do not experience disturbances in assessing reality, personality is still intact, behavior can be disturbed but still within normal limits (Levitt, 2015). Students who are preparing a thesis proposal are under a lot of pressure and are nervous, afraid, both from various psychological complaints or students are afraid of not being able to complete the thesis proposal.

There are several factors that influence anxiety, namely intrinsic and extrinsic factors. Intrinsic factors include age, experience during treatment, self-concept and role. While extrinsic factors that affect anxiety include medical conditions, education level, access to information, and socioeconomic level. Student anxiety arises from the assumption that students feel incapable and worried that they will fail in compiling a thesis proposal which causes low self-assessment.

Self-esteem is a person's self-assessment of himself based on previous experience. If the assessment is low, such as a low sense of competence and feeling not accepted by others, then the individual is classified as low in self-esteem. If the assessment is high, such as a high sense of competence and feeling accepted by others, the person has high self-esteem (Guo et al., 2018).

The self-esteem shown by students can be seen from several aspects. Several aspects of self-esteem, namely the understanding of self-esteem as an attitude created by social and cultural forces, self-esteem is faced with its own problems and self-esteem concerns the worth as someone who is very important in behavior. Self-esteem is formed as a result of interaction

with the environment and on a number of awards, acceptance and understanding of others towards him (Yucens & Uzer, 2018).

Anxiety can reduce the field of individual perception. Individuals focus on something detailed and specific and do not think about anything else. All behaviors are aimed at reducing tension, the individual needs a lot of direction to focus on other areas. While self esteem is an assessment made by an individual of himself because it relates to himself. The assessment usually reflects acceptance or rejection of himself and shows how far the individual believes that he is capable of succeeding, feels important, and is worthy. The Covid-19 pandemic puts various pressures on individuals. Students who are doing the preparation of the final project will make various adaptations to be able to achieve the goals in lectures. This of course will be different during the lecture process before the pandemic.

This study aims to identify the relationship between self-esteem and student anxiety in preparing the final scientific paper and is expected to provide benefits for finding various conditions in students when preparing the final project and can be developed in nursing interventions.

METHODS

This study uses a quantitative descriptive design with a cross sectional approach. This research was conducted with 58 students as respondents who were compiling a final scientific paper using total sampling technique. The variables in this study were self esteem and anxiety levels. Self-esteem in this study is the student's assessment of the results achieved in compiling the final project and using the Rosenberg's Self Esteem Scale (RSES) instrument, while the anxiety level variable uses an anxiety assessment instrument that has been tested for validity and reliability. Anxiety in This research is a mood disorder characterized by deep fear or worry about the psychological, physiological, and social conditions experienced by students who are preparing their final project. Data analysis in this study used univariate analysis of student characteristics, self-esteem, and anxiety levels. Furthermore, bivariate analysis of the correlation between self-esteem and anxiety levels of students.

RESULT AND DISCUSSION

Table 1. Frequency Distribution of Univariate Analysis of Variables and Characteristics of Respondents

No	Variable and Category	Frequent (f)	Percentage (%)
1	Gender		
	Male	24	41.4
	Female	34	58.6
2	Self Esteem		
	High	27	46.5
	Moderate	31	53.5
	Low	0	0
3	Anxiety		
	High	1	1.7
	Moderate	48	82.8
	Low	9	15.5
	Total	58	100

Source: Processed Primary Data

Most of the respondents in this study were female with a total of 34 (58.6%) and the rest were male. Variable self-esteem, most of the respondents fall into the category of moderate self-esteem as much as 31 (53.5%), high self-esteem category 27 (46.5%) and none of them fall into the category of low self-esteem. The highest level of anxiety is the moderate category as much as 48 (82.8%) and low as much as 9 (15.5%) and only 1 respondent is included in the high anxiety category (1.7%).

Self-esteem is an individual's assessment of personal values obtained by analyzing how appropriate his behavior is with his ideal self, meanwhile self-esteem is an individual's assessment of himself in the high to low range which is influenced by other people's interactions with him, as well as showing how far the individual believes that he is capable of being worthy (Duraku & Hoxha, 2018).

Research generally shows that students in general have relatively high self-esteem. There are individuals who have high, medium and low self-esteem. Students have strong self esteem and the subject continues to try to complete his study period on time. Meanwhile, some research shows that the majority of students have moderate self-esteem (Kalyani, 2021; Sari et al., 2018).

Individuals with low self-esteem may engage in deviant activities and have psychological problems. Most students have moderate self-esteem in preparing thesis proposals as many as 31 people (53.4%). Individuals with moderate self-esteem tend to feel less happy and less able to deal with environmental demands than individuals with high self-esteem (Nguyen et al., 2019).

The distribution of respondents' answers shows that the lowest questionnaire questions are that sometimes students feel that they are not good and students hope to be more appreciated when solving problems. This shows that students feel that other students are better than themselves and judge that they are less valued by other students. Low self esteem can be caused by several factors, one of which is gender. Women always feel that their self-esteem is lower than men, such as feelings of inadequacy, lack of self confidence and feeling that they must be protected (Kim, 2019).

The results also showed that students had a high category of self-esteem as many as 27 people (46.6%). This illustrates that respondents have high self-esteem. Students who have high self-esteem are students who tend to be able to accept and respect themselves in preparing thesis proposals. These individuals tend to be satisfied with their own character and abilities. The existence of this positive self-acceptance and appreciation provides a sense of security in adjusting to or reacting to stimuli and the social environment (Pan et al., 2018).

The distribution of answers to respondents shows that the highest questionnaire questions on student questions are satisfied with themselves and feel they have some good qualities in themselves. Students who have good qualities and abilities will encourage students to do positive activities. Good self-esteem is characterized by being able to carry out tasks and responsibilities well, being able to solve problems and being able to make their own decisions (Kurtović et al., 2018).

Based on the results of previous research and theoretical reviews, it shows that students who have self-esteem in the high category become the carrying capacity so that students have readiness in preparing their final assignments. Students will be able to set course goals, make decisions independently in doing final assignments and always be future oriented to complete assignments so that all efforts made can achieve success.

Students working on theses tend to have anxiety in the moderate category. Another study found that the majority of students in writing and guiding theses were at a very severe level of anxiety with a percentage of 29.1%. Students experience many obstacles in carrying out thesis work and guidance, such as difficulties in finding titles for theses, difficulties in finding literature and reading materials, or fear of meeting supervisors (Kourakou et al., 2021; Sari et al., 2018).

Students' anxiety in preparing thesis proposals is known to be in the medium category with a percentage of 82.8%, namely 48 people and the high category with a percentage of 1.7% as many as 1 person. This illustrates that some respondents who experience anxiety are in the process of compiling their thesis. This can be because students experience difficulties when compiling thesis, students are often felt as a heavy burden, as a result the difficulties are felt so that students are often hit by anxiety (E. Kim & Koh, 2018).

The distribution of respondents' answers shows that the highest questionnaire questions are students who are restless when they see friends working on their thesis proposals and tense in facing this semester. Students tend to feel afraid of coming and feeling uneasy which is felt by final year students as an inconvenience that can increase tension and anxiety in the process of preparing the final project (Murad & Suleiman, 2020).

The results also showed that there were 9 students (15.5%) who had low anxiety. The distribution of respondents' answers shows that the lowest questionnaire question is that students feel ready with their supervisor and have received a thesis proposal theme. This shows that students do not have the readiness to provide guidance with lecturers and are not ready because they have not received a thesis theme.

Based on research, theory and previous research, it shows that students' anxiety in compiling categories is moderate. Moderate anxiety can support students to have peace of mind in preparing thesis proposals. However, students' high anxiety can also hinder the process of working on thesis proposals, because students feel afraid, get pressure from people around them and find it difficult to find reading sources so that research themes are difficult to find. Students need to get assistance and understanding from the closest people such as friends, family and even by their supervisor.

Table 2. Cross-tabulation Bivariate Analysis between Self-Esteem and Anxiety in Students in Compiling Final Scientific Papers

Variable	Anxiety Levels						P Value	Correlation Coefficient	
	High		Moderate		Low				
	f	%	f	%	f	%			
Self Esteem									
High	0	0.0	20	74.1	7	25.9	0.001	-0.416	
Moderate	1	3/2	28	90.3	2	6.5			
	1	1.7	48	82.8	9	15.5			

Based on bivariate analysis with product moment correlation, p-value of 0.001 ($p < 0.05$) was obtained, which means that there is a relationship between self-esteem and anxiety variables with a correlation coefficient of -0.416, which means that both variables have a moderate strength relationship and a negative relationship direction. That if one variable value increases it will not be followed by an increase in the other variable.

The signs and symptoms of people experiencing anxiety include physical signs and physiological symptoms. Physical signs include: body shaking, seizures, muscle tension, shortness of breath, easily tired, often startled, autonomic hyperactivity, red and pale face, cold hands, diarrhea, dry mouth, frequent urination, tachycardia or rapid pulse. While the psychological symptoms include: fear, difficulty concentrating, hypervigilance (excessive alertness), insomnia, decreased libido, a feeling of lump in the throat, nausea in the stomach. Feelings of anxiety can interfere with daily activities if it has reached a moderate or severe level (Levitt, 2015). Student anxiety arises from the assumption that students feel unable and worried that they will fail in writing a thesis which causes low self assessment. A student who has high anxiety, the learning process will be hampered, not enthusiastic and there is no desire to learn. This means that anxiety tends to make a person confused and misperception occurs. Inappropriate perceptions can interfere with learning, reduce the ability to focus attention and memory, interfere with the ability to relate things to one another (Videbeck, 2018).

Research shows that there is a relationship between self-esteem and stress levels. Other studies have shown that there is a negative and significant relationship between self confidence and interpersonal communication anxiety. If self-confidence is low, then interpersonal communication anxiety will be higher. Students need to have high self esteem in order to reduce anxiety related to writing a thesis, so that they can complete a thesis within one semester. A person's self-esteem is associated with a decrease in anxiety (Dale et al., 2019; Effiom & Ekeng, 2018; Guo et al., 2018).

The product moment correlation test results obtained a correlation coefficient of -0.416 and a significance p-value of 0.001 ($p < 0.05$), meaning that there is a significant relationship between self-esteem and anxiety in writing a thesis. This anxiety arises from the assumption that students feel incapable and worried that they will fail in writing a thesis which causes students to feel insecure in writing a thesis. Based on the research, students' self-esteem tended to be moderate with moderate levels of anxiety in writing thesis as many as 28 people (90.3%). It is known that the students feel moderate anxiety when they have self-esteem when they are writing their thesis. Self-esteem is also known to be in the high category with moderate levels of anxiety as many as 20 people (74.1%). Students who have high self-esteem have moderate levels of anxiety. Although students who have high self-esteem and act confidently in order to be able to complete the thesis well, students must prepare as much as possible in preparing a thesis proposal to continue working on the thesis as a whole. Students will also still be doing thesis hearings, so this makes students experience moderate anxiety. Based on related research, supporting theories and research results, it can be concluded that there is a relationship between self-esteem and anxiety in writing a thesis. The existence of high self-esteem that is owned by students in writing a thesis can increase readiness in the preparation process without feeling anxious.

CONCLUSION

Based on the results of research and discussion, the following conclusions are students' self-esteem in compiling the thesis in the medium category and anxiety level in the moderate category. There is a relationship between self-esteem and anxiety in writing a thesis.

AUTHOR CONTRIBUTION

Widagdo, contributed to planning, design, data analysis, and interpretations, and data collection of the research, draft, writing the manuscript and supervising the research process. Islamarida and Dewi, were involved in planning and supervising the research process. All authors reviewed the results and approved the final version of the manuscript

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

ACKNOWLEDGEMENT

Thanks to all who were involved directly and indirectly with the study. Thanks for the support received from STIKES Guna Bangsa Yogyakarta, and the respondent

REFERENCES

Dale, L. P., Vardenloo, L., Moore, S., & Faulkner, G. (2019). Physical activity and depression, anxiety, and self-esteem in children and youth: An umbrella systematic review. *Mental Health and Physical Activity*, 16, 66–79. <https://doi.org/https://doi.org/10.1016/j.mhpa.2018.12.001>

Duraku, Z. H., & Hoxha, L. (2018). Self-esteem, study skills, self-concept, social support, psychological distress, and coping mechanism effects on test anxiety and academic performance. *Health Psychology Open*, 5(2). <https://doi.org/https://doi.org/10.1177/2055102918799963>

Effiom, & Ekeng, B. (2018). Test Anxiety, Self Esteem and Academic Performance among Secondary School Students in Cross River State, Nigeria. *International Journal of Education and Evaluation*,

Guo, L., Tian, L., & Huebner, E. S. (2018). Family dysfunction and anxiety in adolescents: A moderated mediation model of self-esteem and perceived school stress. *Journal of School Psychology*, 69, 16–27. <https://doi.org/https://doi.org/10.1016/j.jsp.2018.04.002>

Kalyani, V. (2021). A Study of Effect of Social Networking Sites on the Self-Esteem of Adolescent Girl Students Belonging to Urban Areas of Sivaganga District. *SSRN*, 7. <https://doi.org/Kalyani, V., A Study of Effect of Social Networking Sites on the Self Esteem of Adolescent Girl Students Belonging to Urban Areas of Sivaganga District>

(July 4, 2021). Available at SSRN: <https://ssrn.com/abstract=3879915> or <http://dx.doi.org/10.2139/ssrn.3879915>

Kim, E., & Koh, E. (2018). Avoidant attachment and smartphone addiction in college students: The mediating effects of anxiety and self-esteem. *Computers in Human Behavior*, 84, 264–271. <https://doi.org/https://doi.org/10.1016/j.chb.2018.02.037>

Kim, Y. H. (2019). The Effects of Anxious Attachment on Social Anxiety in College Students: Mediation Effects of Self-Esteem, Shame and Narcissistic Vulnerability. *Korean Journal of Stress Research*, 27(2), 174–182. <https://doi.org/DOI: https://doi.org/10.17547/kjsr.2019.27.2.174>

Kourakou, A., Tigani, X., Bacopoulou, F., Vlachakis, D., Papakonstantinou, E., Simidala, S., Ktena, E., Katsaouni, S., Chrouzos, G., & Darviri, C. (2021). The Rosenberg Self Esteem Scale: Translation and Validation in the Greek Language in Adolescents. *Advances in Experimental Medicine and Biology Book Series*, 97–103. <https://link.springer.com/book/10.1007/978-3-030-78787-5>

Kurtović, A., Vuković, I., & Gajić, M. (2018). The Effect of Locus of Control on University Students' Mental Health: Possible Mediation through Self-Esteem and Coping. *The Journal of Psychology*, 152(6), 341–357. <https://doi.org/https://doi.org/10.1080/00223980.2018.1463962>

Levitt, E. E. (2015). *The Psychology of Anxiety* (1st Editio). Routledge. <https://doi.org/https://doi.org/10.4324/9781315673127>

Mejías, J. A., Jurado, M. M., Tafoya, S. A., Romo, F., Sandoval, J. R., & Beltrán Hernández, L. (2019). Effects of group psychotherapy on depressive and anxious symptoms, self-esteem and social adaptation in college students. *Counselling and Psychotherapy Research*, 20(1), 46–56. <https://doi.org/https://doi.org/10.1002/capr.12254>

Murad, & Suleiman, O. (2020). Social Anxiety in Relation to Self-Esteem among University Students in Jordan. *International Education Studies*, 13(2), 96–103. <https://eric.ed.gov/?id=EJ1241876>

Nguyen, D. T., Wright, E. P., Dedding, C., Pham, T. T., & Bunders, J. (2019). Low Self Esteem and Its Association With Anxiety, Depression, and Suicidal Ideation in Vietnamese Secondary School Students: A Cross-Sectional Study. *Front Psychiatry*. <https://doi.org/https://doi.org/10.3389/fpsyg.2019.00698>

Pan, Z., Zhang, D., Hu, T., & Pan, Y. (2018). The relationship between psychological Suzhi and social anxiety among Chinese adolescents: the mediating role of self esteem and sense of security. *Child and Adolescent Psychiatry and Mental Health*, 12. <https://capmh.biomedcentral.com/articles/10.1186/s13034-018-0255-y>

Sari, S. A., Bilek, G., & Celik, E. (2018). Test anxiety and self-esteem in senior high school students: a cross-sectional study. *Nordic Journal of Psychiatry*, 72(2), 84–88. <https://doi.org/https://doi.org/10.1080/08039488.2017.1389986>

Yucens, B., & Uzer, A. (2018). The relationship between internet addiction, social anxiety, impulsivity, self-esteem, and depression in a sample of Turkish undergraduate medical students. *Psychiatry Research*, <https://doi.org/https://doi.org/10.1016/j.psychres.2018.06.033>

Tulisan ini pernah diunggah dalam:

Nursing Care Journal
Volume 1 Issue 1 Year 2022
Pages 1 - 40
E-ISSN XXXX-XXXX | DOI: XXXX-XXXX
Web <https://ojs.stikestelogorejo.ac.id/>