

DESCRIPTION OF ACADEMIC ANXIETY OF 3RD YEAR STUDENTS DIPLOMA OF NURSING SIDOARJO POLYTECHNIC HEALTH MINISTRY OF HEALTH SURABAYA

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Abstract. The results of WHO research in 2019 show that depression and anxiety cause global economic losses of 1 trillion USD each year due to loss of human resource productivity. Anxiety is a feeling of uneasiness, worry, as well as fear. The research design used in this study is "descriptive" research, which is a research design that aims to describe current events. Academic anxiety is a broad scope that includes anxiety related to academic activities. Research design used in this research are "descriptive" research is design research aimed at describe (explain) current events, done in a way systematic and places more emphasis on data factual rather than inferring with conduct a survey on variables. Based on the results of research on the anxiety level of D3 Nursing students in Sidoarjo, most respondents experienced a moderate level of anxiety, totaling 74 students (78.7%). it was found that the academic anxiety aspect of half of the respondents (50%) experienced aspects of academic anxiety due to self-expectations, namely a total of 47 students. The results of the above research show that the causes of anxiety in these students differ from one individual to another. The results are reinforced by open questions related to current anxiety, most of which cause students to experience anxiety at this time is the difficulty of dividing time to do the final project (KTI).

Keywords: Anxiety, Academic Anxiety, Students.

1 INTRODUCTION

Mental health according to the World Health Organization (WHO) is when a person feels healthy and Happy, able to face life's challenges and can accept others as they should and have a positive attitude towards themselves and others. Mental health or soul based on Law No. 18 of 2014 on mental health is a condition in which an individual can develop physically, mentally, spiritually and socially so that the individual realizes his own ability to cope with pressure, can work productively, and is able to contribute to his community. Mental disorders can be experienced by anyone, anxiety is a condition that makes a person feel uncomfortable, restless, afraid, worried, and unsettled and followed by various physical symptoms. Anxiety is a feeling of concern about a scary event that will happen in the future, can not be controlled and when it happens, it will be judged as something terrible. Anxiety is a feeling of uneasiness, worry, as well as fear. The condition involves both emotions and physical sensations that we may experience when we experience worry or nervousness about something (Aseta & Siswanto, 2022; Onieva-Zafra et al., 2020). Anxiety is an emotion and subjective experience of someone else's understanding anxiety is a state that makes a person uncomfortable and is divided into several levels. Anxiety is related to feelings of uncertainty and helplessness (Kusumawati, 2010).

As for anxiety disorders can also be referred to as abnormal psychological disorders that touch so many people such as anxiety, a feeling of fear, and unpleasant worry, this disorder is experienced with feelings of anxiety experienced by sufferers. The American Psychological Association says the physical symptoms include sweating, shaking, dizziness, and palpitations. Anxiety and Depression of America explains that college is an exciting time. However, college can be a challenging, stressful and anxious time for many people, no wonder a survey from the American College Health Association, found that 25.9% and 31.9% of college students reported experiencing anxiety (Walean et al., 2021). The results of WHO research in 2019 showed that depression and anxiety cause global economic losses of 1 trillion USD annually due to loss of human resource productivity. The WHO World Mental Health report, published in June 2022, showed that of the one billion people living with a mental disorder in 2019 it was 15%, with common conditions such as depression and anxiety having increased by more than 25% since the pandemic began, adding to the nearly one billion people already living with a mental disorder. The World Health Organization (WHO) states that depression and anxiety are the most prevalent mental disorders. More than 200 million people worldwide (3.6% of the population) suffer from anxiety. Depression affects 322 million people worldwide (4.4% of the population) and nearly half of them come from Southeast Asia and the Western Pacific. Depression is a major contributor to suicide deaths, which approach 800,000 suicides each year. According to the Basic Health Research notes (Risksdas) from the Ministry of health of the Republic of Indonesia in 2018, the prevalence of emotional disorders in the population aged 15 years and over, increased from 6% in 2013 to 9.8%. Basic Health Research in 2013 showed that the prevalence of suicide due to anxiety in the population aged 15 years and over (N=722,329) was 0.8% in women and 0.6% in men (HIMPSI, 2020).

The results of interviews with 10 students who were undergoing 3rd Year at the health Polytechnic of the Ministry of Health Surabaya Study Program D3 nursing Sidoarjo academic year 2022/2023 found that 4 students experienced severe anxiety, 5

students experienced moderate anxiety, and 1 student experienced mild anxiety. Based on the above background, it is known that 3rd Year D3 nursing students in Sidoarjo experience anxiety when working on KTI, difficulty meeting lecturers, busy lecture schedules, short KTI processing time. Therefore, the researchers were interested to examine the picture of academic anxiety of students 3rd Year Study Program D3 nursing Sidoarjo Health Polytechnic Ministry of Health Surabaya.

The purpose of this study aims to identify the picture of academic anxiety of students 3rd Year Study Program D3 nursing Sidoarjo Health Polytechnic Ministry of Health Surabaya. Anxiety is a condition that makes a person feel uncomfortable, restless, afraid, worried, and unsettled followed by various physical symptoms. The American Psychological Association says physical symptoms include sweating, shaking, dizziness, or a rapid heartbeat. Basically, anxiety is a natural thing that everyone can feel. Even anxiety has been considered a part of everyday life (Walean et al., 2021; Adriaenssens et al., 2017). According To Gail W. Stuart in (Muyasaroh, 2020) classifies anxiety in behavioral, cognitive, and affective responses, including: (1) Behaviors include: restlessness, physical tension, tremors, shock reactions, rapid speech, lack of coordination, tendency to injury, withdrawal from interpersonal relationships, inhibition, escape from problems, avoidance, hyperventilation, and extreme alertness, (2) Cognitive disorders, including: distracted attention, poor concentration, forgetfulness, wrong in giving judgment, preoccupation, barriers to thinking, decreased perceptual field, decreased creativity, decreased productivity, confused, very alert, self-awareness, loss of objectivity, fear of losing control, fear of visual images, fear of injury or death, flashbacks, and nightmares, (3) Affective, including: easily distracted, impatient, restless, tense, nervous, frightened, wary, horror, worry, anxiety, numbness, guilt, and shame.

According to (Cassady et al., 2019) academic anxiety is a broad scope that includes anxiety related to typical academic activities. Fear of underperformance compared to their peers, concern about handling responsibilities, and experiencing stress in the classroom are basic components. Academic anxiety is a drive of thoughts and feelings in individuals that contain fear of danger or threat in the future without a specific cause, resulting in disruption of thought patterns and physical and behavioral responses as a result of pressure in the performance of various tasks and activities in academic situations.

2 METHOD

The research design used in this study is a “descriptive” research that is a research design that aims to describe (describe) the events of the present, carried out systematically and more emphasis on factual data than the conclusions by conducting a survey on the variables. (Nursalam, 2011). Population is the whole of a variable that concerns the problem under study. Population is a source of data in a particular study that has a large number and area. The population is said to be a generalization area consisting of objects or subjects that have certain qualities and characteristics that are set by the researcher to be studied and then draw conclusions (Sugiyono, 2020). The population used as research is 3rd Level students of Polytechnic Kemenkes Surabaya Study Program DIII nursing Sidoarjo amounting to 94 students.

The sample is the part of the population that the researcher wants to examine. The sample is part of the number and characteristics shared by that population. So that the sample is part of the existing population, for sampling it must use a certain way based

on existing considerations (Sugiyono, 2020). The sample of this study is the total population of 3rd Year students of Health Polytechnic Kemenkes Surabaya Study Program DIII nursing Sidoarjo amounting to 94 students. Inclusion criteria in this study were : (1) active students 3rd Year in D3 nursing Sidoarjo Health Polytechnic Ministry of Health Surabaya, (2) willing to be a research respondent.

Sampling technique is a process in selecting a portion of the population to be able to represent the population (Nursalam, 2011). In this study the sampling technique used is saturated sampling or total sampling (Heriyanto, 2017). Total sampling is a sampling technique in which the sample is equal to the population. In this study the researchers determined the sample based on the total sampling of students 3rd Year Study Program D3 nursing Sidoarjo Health Polytechnic Ministry of Health Surabaya.

Research variables are characteristics inherent to the population, vary, between one person and another and are studied in a study. The variable used by researchers in this study is the independent variable, the independent variable is an independent variable where this variable is indeed free. That is, the independent variable can stand alone without being influenced by other variables. The independent variable used is the level of anxiety of students 3rd Year Study Program D3 nursing Sidoarjo Health Polytechnic Ministry of Health Surabaya. Operational definition is a description of the limits of the variable in question or what is measured by the variable in question (Notoatmodjo, 2010). Operational definition is the definition of variables operationally based on the characteristics observed, allowing researchers to make careful observations or measurements of an object or phenomenon.

Research instruments can be interpreted as a tool that can be used to measure natural and social phenomena observed and collect data during research. Because the research instrument will be used to carry out measurements with the aim of producing accurate quantitative data, each instrument must have a scale (Sugiyono, 2020). The instrument used in this study is a questionnaire made to obtain a data on the level of anxiety in students 3rd Year Study Program D3 nursing Sidoarjo Health Polytechnic Ministry of Health Surabaya. The place of this research is in the Polytechnic of health of the Ministry of Health Surabaya Study Program D3 nursing Sidoarjo. The research time starts from March - April 2023

3 RESULT AND DISCUSSION

3.1 RESULT

Table 1. Frequency Distribution of Characteristics of Respondents of 3Rd Year Students of D3 Nursing Study Program Sidoarjo in April 2023 (n = 94)

No	General Data	Frequency	Percentage (%)
1.	Age		
	20-21	88	93.6
	22-23	6	6.4
2.	Type Sex		
	Woman	87	92.6
	Man	7	7.4
3.	Place Stay		
	cost	28	29.8
	Stay with Family	66	70.2

Based on table 1 it shows it was found that almost all of the respondents (93.6 %) or as many as 88 students aged 20-21 years, while a number of 87 3rd year students are female or almost all respondents (92.6 %) and most of the respondents (70.2%) or as many as 66 3rd Year students live with families.

Table 2. Frequency Distribution of Anxiety Level Frequency Academic 3rd Year Student of D3 Nursing Study Program Sidoarjo in April 2023.

No.	Academic Anxiety Level	Frequency	Percentage (%)
1.	Light	8	8.5
2.	Currently	74	78.7
3.	Heavy	12	12.8
Total		94	100.0

Based on table 2 it shows it was most of the respondents experienced a moderate level of academic anxiety, which amounted to 74 students (78.7%), then severe academic anxiety amounted to 12 students (12.8%), and mild academic anxiety 8 students (8.5%).

No	Aspect Worry Academic	Yes	Percentage (%)	No	Percentage (%)
1.	Expectation Self	47	50	47	50
2.	Task Studying	28	29.79	66	70.21
3.	Trust Self Lectured	39	41.49	55	58.51
4.	Feeling Worried In The Classroom	43	45.75	51	54.25
5.	Lecturer	17	18.08	77	81.92
6.	Feel Sick	13	13.82	81	86.18

Table 3. Frequency Distribution of Frequency Aspect Worry Academic 3rd Year Student of D3 Nursing Study Program Sidoarjo In April 2023 (n = 94).

Based on table 3 it shows it was aspects of academic anxiety half of the respondents (50%) experienced aspects of academic anxiety because of self-expectations, namely a number of 47 3rd Year students, the next aspect that causes academic anxiety in 3rd Year students is a feeling of anxiety in class, which is almost half of the respondents (45.75%) as many as 43 3rd Year students, then the third aspect that affects student anxiety is self-confidence in lectures, namely (41.49%) as many as 39 students.

3.2 DISCUSSION

The discussion will be described in a descriptive and detailed manner from the results of the anxiety level of 3rd Year students of the Sidoarjo nursing program Health Polytechnic Ministry of Health Surabaya, this research was conducted in April 2023 with a total of 94 respondents. In this discussion will be explained about the picture of the level of academic anxiety of students 3rd Year Study Program D3 nursing Sidoarjo.

Academic anxiety level of students 3rd Year Study Program D3 nursing Sidoarjo

Based on the results of research conducted, it can be seen that most of the respondents experienced a moderate level of academic anxiety, amounting to (78.7%) 74 students of 3rd Year of Nursing study program D3 Sidoarjo Health Polytechnic, Ministry of Health Surabaya.

The results of this study are in line with those conducted by (Fariza, 2021) from the research results that have been obtained, namely from 162 respondents who participated in this study, as many as 22 respondents (13.6%) experienced mild anxiety, moderate anxiety as many as 78 respondents (48.1%), severe anxiety as many as 40 respondents (24.7%), and panic as many as 22 respondents (13.6%).

The results of the questionnaire above are reinforced by open-ended questions related to academic anxiety that is felt today, most of which cause students to experience anxiety today is the difficulty of dividing the time to work on the final project (KTI) which goes hand in hand with the practice of intensive nursing clinics and emergency departments which must work on nursing care, there is also a lecture assignment that is often sudden period of gathering time the dense and concurrent lecture schedule is one that causes the most students to experience anxiety because of the difficulty of dividing time, most others are worried about the upcoming competency exam because they feel insufficient knowledge gained during the lecture. As for other academic anxiety due to the difficulty to meet the supervisor also had difficulty getting his approval.

According to Frank (1991) in (England, 2018), anxiety can be overcome with several stages, namely: first recognize anxiety, that is, recognize about the causes and emergence of anxiety. Anxiety arises without realizing it so that a person cannot be recognized when negative thoughts fill the minds of someone who can change one's feelings to one's behavior; both confess and express these anxious feelings (Thimmapuram et al., 2017). This can be done by writing in a diary or sharing with the closest people; the third is positive thinking, that is, if the anxiety has been recognized because of negative thoughts, it should immediately be possible to replace them with more realistic and positive thoughts because thoughts can affect feelings (Gazzaz et al., 2018).

Aspects of academic anxiety on self-expectations of students 3rd Year Study Program D3 nursing Sidoarjo

Based on the results of the study in Table 3.3, it was found that the aspect of academic anxiety half of the respondents (50%) experienced aspects of academic anxiety due to self-expectations, namely a number of 47 3rd Year students. According to (Aristawati et al., 2020) academic anxiety is one of the psychological problems that students often experience. Academic anxiety is related to the feeling of anxiety about the dangers that will come from the environment of academic institutions including teachers and certain subjects or courses. Students tend to have academic anxiety due to fear of not being able to meet their own or family expectations, have concerns regarding the future, fear of failing exams and the emergence of fears of getting ridicule from friends when they get low grades.

Some things that can be done to reduce academic anxiety in the first self-expectation is to realize that no human being is perfect among the causes of easily disappointed, namely hoping that a person or situation can be perfect and in accordance with the desired (McCarthy et al., 2018). Unfortunately, life is not like that. We must realize that no one or one condition can always go according to our will. When this is embedded,

then we will no longer expect too much, and it can prevent easily disappointed. We will more easily accept circumstances that are not in accordance with the wishes of the chest, then the student should show that he is valuable.

Aspects of academic anxiety on the assignment of 3rd Year students Study Program D3 nursing Sidoarjo

Based on the results of the study in Table 3.3, it was found that the aspect of academic anxiety in the assignment of 3rd Level students of Nursing study program D3 Sidoarjo Health Polytechnic Ministry of Health Surabaya was a small part of 29.79% (28 students). According to (Putri Anggun Dwi Setya Anggun, 2002) internal factors are sourced from the individual himself. Internal factors that are often experienced by final year students in preparing and completing coursework and final projects such as: (a) difficulty conceptualizing the contents of the task, such as final project, problem formulation, writing techniques, contents and research methods used, and finding data sources, as well as difficulties in pouring writing into the final project script, (b) pessimistic students complete the final project because they feel incapable of their abilities, (c) being lazy, and not enthusiastic in completing the final task.

According to the researchers, there is a relationship between coursework and the level of academic anxiety of students because as many as 28 students experience academic anxiety with aspects of coursework, while the results of the questionnaire above are reinforced with open questions related to anxiety felt today, most of what causes students to experience anxiety at this time is the difficulty of dividing the time to do the final project (KTI) which goes hand in hand with the practice of intensive nursing clinics and emergency departments which have to work on nursing care for patients and resumes of patients during the practice of the clinic, there are also assignments that, most others are worried about the upcoming competency exam because they feel that there is not enough knowledge gained during the lecture.

Aspects of academic anxiety on self-confidence 3rd Year Student D3 nursing Sidoarjo

Based on the results of research in Table 3.3, it was found that the aspect of academic anxiety in the confidence of 3rd grade students was almost half of the respondents (41.49%) as many as 39 students. Self-confidence is an attitude of self-ability in his actions, can feel free to do things he likes and is responsible for his actions, warm and polite in interacting with others, can accept and appreciate others, and can recognize the advantages and disadvantages (Lauster, 2002; Al-Gamal et al., 2018).

From the results of the research, researchers gained confidence in lectures this is due to student behavior changing after the pandemic because there are restrictions on meetings. Thus, face-to-face learning cannot be done and requires online. Especially students of class 2020 who are accustomed to online learning. The obstacles faced are in terms of communication and response to various academic demands. The basic nature of man, who is a social being, becomes limited. The need for students to practice their social skills becomes constrained. Because online, eventually these skills are not formed mature. Confidence has not been well honed, so the way to communicate, convey thoughts, and choose the right diction to be expressed to the lecturer is also lacking. This is much different, with students who are not the covid-19 generation. In fact, the

way of communication that is not good can make a misunderstanding in interpreting the lecturer's speech. Sometimes it is interpreted as a pressure or anger of the lecturer towards his students.

Some things that can be done to increase self-confidence in the first class by making a belief in yourself every time you feel bad or say something negative about yourself, turn those words into something positive. Reassure yourself every morning that you will experience good things and won't let unkind people ruin them. Such techniques are usually known as positive affirmative techniques. Second, grow happy together with a support system and a healthy environment, stop being with people who bring negative influences. From now on, try to create a support system that contains people who inspire and create confidence. Next, stop comparing yourself to others. Then, reward or praise yourself by being the biggest support for yourself. Do not forget to give praise and appreciation for yourself and for everything that has been done (Karaca et al., 2019; Galvin et al., 2015).

Aspects of academic anxiety on feelings of anxiety in the class of students 3rd Year Study Program D3 nursing Sidoarjo

Based on the results in Table 3.3, it was found that the aspect of academic anxiety in the classroom anxiety was obtained by almost half of the respondents (45.75%) as many as 43 3rd grade students. Anxiety is a psychological problem that is manifested by a worried attitude towards something that is perceived less well by the individual. According to (Kartono, 2012) states that anxiety is a subjective experience of mental tension and disquiet as a general reaction and inability to deal with problems or the presence of a sense of security. According to West & Turner (in Muslim, 2014) speaking anxiety is fear in the form of negative feelings felt by individuals in communication, usually in the form of feelings of tension, nervousness or panic in communication. In line with the opinion of Little John and Foss (2009: 99) said "the fear of communicating is part of a group of concepts consisting of social avoidance, social anxiety, anxiety to interact and social anxiety".

The anxiety experienced by students in following class learning can have an impact. The natural impact tends to be difficult to concentrate, unable to learn effectively, lack of confidence in the readiness to learn and feel uncomfortable, easy to feel panic and hands become cold sweat. In addition, if the anxiety experienced occurs in a long period of time, it will interfere with the psychological condition of students so that it can have an impact on Psychosomatics. Psychomatics will arise if someone feels excessive anxiety and can even cause depression (Bagcivan et al., 2015). Anxiety while in class because of the flow of speaking in front of the class can be due to the inability to structure the message as reticence. Reticence is the attitude of silence or silence experienced by someone. The main difficulty of reticence is not in knowledge but in the inability to convey the arrangement of words that have been prepared (McCroskey, 2013).

From the results of the study found that almost half of the respondents experienced academic anxiety in the aspect of feeling anxious in class, feeling anxious is a natural feeling because students are usually anxious ka less understanding of the material, difficulty doing the task well according to the deadline, have limitations in accessing the internet, facing various technical obstacles, and feel worried about facing the material at the next level.

Some things that can reduce feelings of anxiety in class by creating a fun and conducive classroom learning atmosphere, overcoming anxiety together such as learning together, exchanging ideas, discussing and solving problems together with other friends. If passed together then anxiety will be reduced.

Aspects of academic anxiety in lecturers of 3rd Level students of Nursing study program D3 Sidoarjo

Based on the results of the study in Table 3.3, it was found that the aspect of academic anxiety in the aspect of lecturers was very small number of respondents, namely (18.08%) 17 3rd Level students. This is in accordance with (Wibowo & Zebua, 2020) the capital to carry out the character learning process in universities involves the role of a lecturer. The role of lecturers as academic mentors to the formation of student character has a positive impact on performance in the field of education and teaching, research, and community service. Factors that influence academic mentors can include: efforts to build and change student thinking paradigms, psychological, socio-emotional and cultural differences continuously, through classroom learning, and consultation, student perceptions of the role of mentors have a positive impact on the implementation of lectures, exams, and academic services. Conversely, if the role of the supervisor who is not active can also affect the process of preparing student thesis to run less well. So that will trigger anxiety in students in doing final projects, this is in accordance with the factors that affect the level of anxiety is social relations and exams, in this case the relationship of students with lecturers in consultation final project and at the time of the final project exam.

According to the researcher, the anxiety experienced by the respondents was because the supervisor in the process of guidance was difficult to find, the process of guidance was erratic, the guidance was long and only gave a little time for guidance, in providing guidance it was less clear, there was no good coordination between supervisors I and II, and when conducting guidance, the supervisor often acted more as an initial Examiner than as a discussion partner, sometimes the supervisor was just looking for mistakes without providing a definite solution

Some things that can reduce anxiety when meeting with lecturers are to understand what makes students afraid, of course, there are many causes of fear. Like lack of confidence or something. The self-confidence that is found in the body can sometimes be lost. If it is gone, it is certain that only fear remains. Then, thinking positively and being relaxed, improving your appearance by looking neat, clean will increase student confidence. During this time, many students are affected by others. A small example, that is, many students say that the lecturer is very difficult, strict and disciplined. In fact, it is not necessarily true. Students should not be affected completely. Okay, knowing the information that the lecturer is very difficult, firm and disciplined. But it would be good not to be influenced by others. But, convince yourself to be able to take it seriously. All things that are informed by others, are only in addition to them. So, students will no longer be afraid to meet with lecturers. Don't forget to pray first.

Aspects of academic anxiety on feeling sick students 3rd Year Study Program D3 nursing Sidoarjo

Based on the results of the study in Table 3.3 it was found that the aspect of academic anxiety in the aspect of feeling sick a very small number of respondents, namely (13.82%) 13 3rd Year students. Anxiety is a feeling of concern about a scary event that will happen in the future, can not be controlled and when it happens, it will be judged as something terrible. Anxiety is a feeling of uneasiness, worry, as well as fear. The condition involves both emotions and physical sensations that we may experience when we experience worry or nervousness about something (Aseta & Siswanto, 2022).

This anxiety makes students experience anxiety over the results obtained and everything bad about the performance or tasks they have done. Anxiety can appear as a physiological response to anticipate a problem that may be coming or appear as a nuisance if it arises excessively. To date, the feeling of anxiety is still a disease. Generally, feelings of anxiety and anxiety are symptoms of mental illness or mental disorders, but excessive anxiety can also attack our organs.

As for the things that can reduce anxiety by first recognizing anxiety, namely recognizing about the cause of the emergence of anxiety. Anxiety arises unconsciously so that when negative thoughts fill a person's mind can change his feelings to his behavior. Second, acknowledge and express these feelings of anxiety. This can be done by writing in a diary or sharing with the closest people. Third, positive thinking, that is, if anxiety has been recognized because of negative thoughts, then we should immediately replace it with more realistic and positive thoughts because thoughts can affect feelings.

4 CONCLUSIONS

The level of academic anxiety of students 3rd Year Nursing Study Program D3 Sidoarjo Health Polytechnic Ministry of Health Surabaya amounted to 78.7% (74 students) have a moderate level of anxiety, aspects of academic anxiety on self-expectations half of the respondents 50% (47 students), aspects of academic anxiety fraction 29.79% (28 students), aspects of academic anxiety on self-confidence on college almost half of the respondents 41.49% (39 students), aspects of academic anxiety on the feeling of anxiety almost half of the respondents were 45.75% (43 students), aspect of academic anxiety in lecturers is very few of the respondents 18.08% (17 students), aspects of academic anxiety on feeling sick students very few of the respondents 13.82% (13 students).

For respondents of 3rd Year students who experience anxiety, it is advisable to recognize the signs and symptoms of anxiety that they feel and do ways that can reduce anxiety levels, namely deep breath therapy, yoga, listening to music that they like, and doing something they like such as futsal, volleyball, basketball, etc. For further researchers are advised to examine the main factors that cause anxiety in students 3rd Year in the future.

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