Analysis of Student Confidence and Anxiety Levels in Online Thesis Defense

Desvian Bandarsyah[1], Andi[2], Sualeman[3]

{desvian_bandarsyah@uhamka.ac.id[1]}

History Education, Universitas Muhammadiyah Prof. Dr. HAMKA, Jakarta, Indonesia

Abstract. This study focuses on the level of self-confidence and anxiety of students in participating in online thesis defense. We distributed questionnaires to all participants in the thesis examination at the Faculty of Teacher Training and Education UHAMKA with a total of 236 respondents. We used a Likert scale in our questionnaire model. From the results of the questionnaire, after we calculated and analyzed, several conditions were obtained for the students' anxiety and self-confidence. We found that 64% (medium category) of students had anxiety when determining the research theme, while only 32% (low category) of students had anxiety during the writing of their thesis. Meanwhile, only 28% (low category) experienced anxiety during their defense. At the same time, we found that their self-confidence was in the medium category with a percentage of 60% when determining the research theme and in the high category with a percentage of 80% and 85% respectively during the thesis and the defense. This shows that there is a good campus academic atmosphere that exists, as shown by many scientific discussions regarding final assignments between students and students and between students and thesis supervisors and academic advisors.

Keywords: Confidence; Anxiety; Examination

1 Introduction

The world is currently being hit by the coronavirus outbreak. Coronavirus itself is a virus that causes respiratory distress from mild to severe symptoms. At this time, it is known that there are at least two types of corona viruses that cause diseases with severe symptoms. Coronavirus Diseases 2019 (COVID-19) is a new type of disease and has never previously been identified in the human body. Common signs or symptoms of COVID-19 infection include respiratory symptoms such as coughing, fever, and shortness of breath. The virus incubation period is approximately 5-6 days with the longest incubation period being 14 days. WHO has declared a world public health emergency on January 30, 2020. In Indonesia, there were at least 2 confirmed positive cases of exposure to COVID-19 on March 2, 2020 (Goddess, 2020).

In Indonesia, the government has taken steps to face this pandemic, one of which is by implementing the Social Distancing policy. To be able to reduce the spread of COVID-19 infection, a person is required to maintain a safe distance of at least 2 meters from other humans, avoiding crowds and not making direct contact in communicating with other people. This has an impact on the world of education, where the learning process cannot be carried out in the

classroom to avoid the spread of the coronavirus. Therefore, learning has been implemented online (Buana, 2020).

Online learning systems can only be implemented with the help of technology. Technology has drastically changed the way the learning process is being carried out. Higher education is no exception. The use of technology or online learning systems that can be done outside the classroom in delivering teaching material content is considered an efficient way (Burhendi et al., 2019).Online learning activities require students to have good digital literacy skills so that they can overcome their learning problems. Learning difficulties experienced by students are more often at the level of learning concentration, management of teaching materials, storage of results from learning activities, and exploration of previously stored learning outcomes (Sagitaa et al., 2019)

The transition of learning conditions from face to face to online has a significant impact on learning. In the process, learning using technology assistance also has several problems such as network disruptions making learning not optimal, a home environment that is less than ideal for the learning process, unstable emotional conditions, longer study time, changing exam models. This online learning model has also affected the level of anxiety and self-confidence of the test takers from elementary school to college levels.

Changes in teaching and learning patterns certainly cannot be separated from the roles of educators, especially changes in learning patterns towards online learning models. Educators must be prepared for various learning conditions including the conditions of students and also the development of community life (Wahyono et al., 2020). This sudden change has made most people not ready to face it physically or psychologically. The psychological condition currently experienced by most of the community is anxiety when they are infected.

According to the American Psychological Association (APA), anxiety is an emotional state that will arise when individuals experience stress, characterized by feelings of tension, thoughts that make individuals feel excessively worried, along with physical responses such as: increased blood pressure, a racing heart, etc. Anxiety itself is a form of discouragement and worries about something that is uncertain Anxiety is also a feeling of fear that has no clear reason and object (Fitria & Ifdil, 2020).

Anxiety is also a condition commonly called aprehensi or a situation where a person seems to feel that bad things might happen to them. A subjective feeling that is unpleasant and even threatening, usually caused by thoughts and feelings about an uncertain situation. This feeling of anxiety often arises when a person is in a situation that is thought would harm or even threaten them (Bukhori, 2016). It is also the emergence of a condition when someone complains about something bad about him or her. This anxiety is caused by different reasons such as: social relations, environmental conditions, health, careers and exams (Kusumaningsih, 2017).

At the college level, anxiety greatly affects a person's condition in carrying out their final exam (thesis) because his or her self-confidence is unstable. Meanwhile, self-confidence is needed during the exams starting from the percentage of research results to the discussion process with the board of examiners. Self-confidence is also required by students to be able to optimize their abilities. Self-confidence is an attitude or feeling of confidence in one's abilities, which causes the person concerned not to feel anxious in carrying out his or her actions, to feel free to do whatever he or she likes, having a sense of responsibility for the actions he or she has done, being polite and warm when interacting with others, and accepting and respecting others (Novtiar & Aripin, 2017).

Self-confidence is also an ability to believe and feel positive about things that can be done and not to worry about things that cannot be done. In addition, self-confidence is an attitude of not comparing oneself with others because he or she has enough of what is needed. Self-

confidence can also be interpreted as an important self-concept, because someone will be able to actualize all the potentials that are in him or her. In other words, self-confidence is a belief in our own abilities, and believing that our minds are able to carry out what we want, expect, and plan (Sudarji, 2018).

On the other hand, adolescents who lack self-confidence will show behaviors such as: not daring to speak, always hesitating in carrying out tasks, not being able to do much,, tending to avoid social situations, and closing themselves off from their surrounding environment. The more the individual loses self-confidence, the more difficult it will be to decide what is best and should be done for them. In this situation, a person tends to lose motivation in doing many things including studying and taking examinations (Fitri et al., 2018). Based on this, students need to have the right strategies to deal with the similar situations in the form of internal motivation which results in the desire to determine the goals to be achieved and to evaluate and modify personal behaviors (Azhari & Mirza, 2016).

Based on the background above, this article aims to analyze the level of self-confidence and anxiety among students in online thesis exams at Universitas Muhammadiyah, Prof. DR HAMKA.

2 Methodology

This study adopted qualitative research with a case study method (Irfan, 2017). The method used in this research was a case study in which the researchers tried to analyze the levels of self-confidence and anxiety of students in the online thesis exam. Data were obtained through using a questionnaire given to students who were taking final or thesis courses. The subjects in this study were students of the FKIP Universitas Muhammadiyah Prof. DR. HAMKA. The research sample was 236 students who were taking their final assignments for the 2019/2020 academic year.

3 Results and Discussion

In this study, we divided the analysis of two variables, namely anxiety and self-confidence with 3 thesis phases such as: before determining the thesis theme, thesis writing process, and thesis defense. More complete information can be seen from the following table:

Table 1. Thesis Anxiety

Thesis Anxiety	Percentage	Information
Pre-Thesis (Determination of Themes)	64	Moderate
Essay	32	Low
Thesis Defence	28	Low

From the data above, the student's anxiety level when deciding on a theme was at a moderate level of anxiety with a percentage of 64%. This is due to several factors such as: 1. When determining a theme, there were some students who did not know whether to focus on quantitative research or qualitative research; 2. Lack of knowledge about the theme caused by lack of reading literature or references from journals and also previous theses. This is despite the fact that previously students who took their final project or thesis courses had already

completed prerequisite courses, including: Statistics, research methodology, and proposal seminars.

This condition has been stated by Fauzi Ahmad Sutanto (2019) in his research that students' anxiety comes from several factors, namely, determining the theme according to the students' ability, then the theme was submitted by the students to the thesis supervisors and analyzed by the thesis supervisor if it meets the criteria until it is approved. When approved, the next problem was the difficulty in finding books that fit the research theme. There were some students whose themes were not approved causing them having to change their titles many times (Sutanto, 2019).

In terms of thesis guidance, the levels of students' anxiety was in the low category with a percentage of 32%. This was because the qualifications of the supervisors are in accordance with the thesis themes of the students, making them able to provide maximum input or guidance. Support from academic supervisors were related to lecture problems, both academic and non-academic. The thesis supervisors have a guiding role to make the students under their guidance understand the ethics of scientific research including matters related to scientific attitudes and plagiarism, establishing a focus on research problems, tracing references, compiling a research flow, being able to present matters related to the thesis, thesis writing, and able to take part in the thesis defense. Therefore, thesis supervisors have a very important role in the research and completion process of students' thesis (Fadli, 2017).

During the thesis examination, the levels of students' anxiety were also low with a percentage of 28%. This was because of the condition of students starting from submitting the title until the supervisory stage of the guidance process where students received sufficient provisions to face the thesis defense. Other factors also have an impact on the thesis defense process which makes students not feel anxious including, among others, exams were not carried out directly so that students do not directly meet face to face with the examiners even though during the exam students are accompanied by thesis supervisors.

Table 2. Confidence

Confidence	Percentage	Information
Pre-Thesis (Determination of Themes)	60	Moderate
Essay	80	High
Thesis Defense	85	High

From the data above, the level of students' confidence when determining the theme was at a moderate level of confidence with a percentage of 60%. This relates to the level of students' self-anxiety where the students' confidence in determining the theme or title was influenced by how often and how many students read literature or references that would be the focus of their research. Another influential factor was the lack of understanding the knowledge in choosing the types of the research, whether qualitative or quantitative. In terms of thesis guidance, the levels of students' confidence were in the high category with a percentage of 80%.

This was because the qualifications of the supervisors were in accordance with the thesis theme, making them able to provide maximum input or guidance. Support from academic supervisors were related to lecture problems, both academic and non-academic. During the thesis examination, the levels of students' confidence were also high with a percentage of 85%. This was possible because the thesis has been properly guided by the supervisors.

In addition, the concept of online examinations also made participants less anxious because participants did not directly face to face with the examiners. With the presence of the supervisors to be present during thesis defense, it also provides an indirect moral encouragement to the students during the defense. During the defense, the levels of students' confidence were also high with a percentage of 85%. This was possible because of the proper supervisory guidance during the research process.

In addition, the online defense also made participants less anxious because participants did not directly face to face with the examiners. The presence of the supervisors in the time of the defense also provided an indirect moral support to students During the thesis examination, the level of students' confidence was also high with a percentage of 85%. This condition is obtained because the student thesis process has been properly guided by the supervisor. In addition, the online exam concept also makes participants less anxious because participants do not directly face to face with the examining lecturer. With the presence of the supervisor to be present when the student's guidance is being tested, it also provides an indirect moral encouragement to the student who is taking the exam.

4   Conclusion

From the research above, it can be concluded that when the levels of students' anxiety in facing the online thesis defense was low, the levels of students' confidence were high. This shows that the campus academic atmosphere exists well as shown by the many scientific discussions that have been established regarding the final project between students and students and between students with thesis supervisors and academic advisors. These have a significant impact on students' confidence in carrying out online defense.

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