



The Relationship Between Negative Self-Concept and Academic Anxiety in Students Working on Final Assignments

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Abstract: The college years represent an important stage in an individual's development toward adulthood, during which students face various academic demands that may trigger psychological pressure. One form of such pressure is academic anxiety, an emotional condition characterized by feelings of worry, fear of failure, and tension when dealing with academic tasks. Meanwhile, negative self-concept refers to an individual's negative perception or evaluation of themselves, which includes feelings of inadequacy, inferiority, and low self-confidence. Students with a negative self-concept tend to have low confidence in their own abilities, making them more vulnerable to experiencing academic anxiety. This study aims to determine the relationship between negative self-concept and academic anxiety among students who are completing their final projects in the Faculty of Teacher Training and Education (FKIP) at Syiah Kuala University. The research employed a correlational quantitative approach, involving 332 students selected using a simple random sampling technique. The research instruments consisted of a negative self-concept scale and an academic anxiety scale. The findings show that the majority of students have high to very high levels of negative self-concept, with a percentage of 58.73%, and academic anxiety levels categorized as high to very high, with a percentage of 48.80%. Based on the Spearman correlation test, the coefficient value obtained was 0.373 with a significance level of 0.000, indicating a positive and significant relationship between negative self-concept and academic anxiety. This means that the higher the students' negative self-concept, the higher their level of academic anxiety. These findings highlight the importance of guidance and counseling services in higher education settings to help students develop a positive self-concept and manage academic anxiety adaptively, enabling them to complete their studies successfully.

KEYWORDS : negative self-concept, academic anxiety, students, final project

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INTRODUCTION

One of the individual stages in young adulthood in fulfilling their role is becoming a student. Generally, students compete to complete their studies on time, ideally within 7-8 semesters, as this is one indicator of success in higher education. During college, they are inevitably faced with various academic demands, such as independence, discipline, and good time management skills. Ultimately, not all students are able to complete their studies within the ideal study period. The numerous assignments, pressures, and life challenges experienced can unconsciously affect students' physical and mental health. One form of stress that arises is academic anxiety. This

anxiety can disrupt the dynamics of education, learning, academic performance, concentration, and attention (Milawati & Sutoyo, 2024).

According to Holmes (in Milawati, 2024), anxiety can be observed from mood disorders (feelings). If someone experiences anxiety and feels anxious, restless, afraid, tense, nervous, and insecure, then it can be interpreted that anxiety affects the academic activities of students facing final assignments. According to Ottens 1991 (Riska 2024), symptoms caused by academic anxiety include problems such as learning disabilities, limited skills, less than optimal preparation, inappropriate curriculum choices, and personal problems also contribute to most of the anxiety.

Students working on their final assignments often face high levels of psychological stress, one of which is academic anxiety. Students experiencing academic anxiety tend to feel like everything they do is wrong, experience worry, lack self-confidence, and exhibit avoidance behaviors such as procrastination, as suggested by Ottens (Marta Wiratami, 2021). If academic anxiety is not addressed promptly, students will experience significant challenges that impact their academic performance and mental well-being.

According to (Chairunnisa & Fadhillah, 2021), in general, students must have the ability to overcome obstacles during their studies. Some students with a positive self-concept will clearly demonstrate confidence that they can overcome these obstacles. In contrast, students with a negative self-concept, a lack of confidence in changing creates negative feelings that others are more capable than they are. According to Prawitasari (Novitria & Khoirunnisa, 2022), academic anxiety is anxiety based on a lack of confidence in one's ability to overcome or complete academic tasks. This feeling is not only triggered by the burden of academic work but also by internal factors such as self-perception, also known as self-concept.

A person's self-concept is the driving force behind their behavior. Individuals act according to how they currently see themselves. If When an individual feels misunderstood or discriminated against, they may act like a martyr. Self-concept is a dominant element in personality patterns; it regulates an individual's characteristic reactions to others, and the situation determines the quality of their behavior. With a positive self-concept, anxiety can be reduced (Mishra, 2016).

A negative self-concept is the feeling that one is inferior to others in some way. This feeling usually arises from imagination or reality. Negative self-concept often occurs unconsciously and can lead those experiencing it to overcompensate, leading to extreme antisocial behavior. Khasanah (2016) also noted that the phenomenon of negative self-concept leads to poor interactions. This is characterized by students who withdraw, are cautious about what they say, feel different from others, are easily offended and angry, and have difficulty adjusting, even becoming isolated.

The phenomenon in the field during the researcher's initial observation and interviews with 3 final year students, namely HA (21), PA (21), NJ (20) who experienced academic anxiety and it was found that there were indications of negative self-concept in them. The informants stated that:

HA said:

"...Every time I received guidance and constant revisions, I felt stupid. I felt like I was always wrong, and ultimately, I felt incapable of continuing my thesis. As the guidance deadline approached, I felt anxious, afraid of being scolded or criticized, and sometimes even had trouble sleeping because of the unfinished revisions. These thoughts kept nagging at me, making me increasingly insecure and afraid to take the next step..."

PA said:

"...Every time I received a message from my supervisor, I immediately became nervous, terrified that it would be angry or that I'd revise it again. I hadn't even read it yet, but I was already panicking. This made me doubt myself even more, wondering, 'Can I really do this thesis?' Eventually, I found myself putting it off a lot because I was afraid of making mistakes..."

NJ said:

"...Sometimes I feel like I'm not cut out for college. Every time I see my friends already taking their final exams, or even seeing friends graduating, I get even more stressed. My thesis is always the same, and every time I revise it, there's always something wrong. I wonder, am I too stupid to do all this? I feel like giving up, but I'd be embarrassed to do it..."

The statements above indicate a negative self-perception that, if left unchecked, can exacerbate the academic anxiety students experience when completing their final assignments. In other words, the belief that they are incapable is a major trigger for psychological stress and obstacles in the academic process.

Daradjat (Zulfadianti, 2023) is of the opinion that the behavior of individuals who have a negative self-concept tends to be not brave, easily offended, and Quick to anger. According to Brooks and Emmert (Zulfadianti, 2023), there are five signs of someone with a negative self-concept: sensitivity to criticism, responsiveness to praise, hypercritical attitudes, a tendency to feel unpopular with others, and pessimism about competition.

According to Holmes 1991 (salsabila 2024) Aspects of academic anxiety consist of: Psychological, (such as feelings of unease such as worry, fear, tension, nervousness, irritability), Cognitive (Difficulty focusing, confusion, difficulty making decisions, and constantly feeling worried), Somatic (Physical reactions such as heart palpitations, sweating, dizziness, nausea, or tense muscles), and Motor (Disturbed body movements such as trembling hands, stuttering voice, and rushing). According to research conducted by Salsabila (2024) academic anxiety experienced by FKIP USK students is in the moderate category, namely 45%, which means that students often experience anxiety during the learning period and various types of anxiety come from academics. Based on the data and explanation above, the researcher is interested in taking the title "The Relationship Between Negative Self-Concept and Academic Anxiety in Students Who Are Working on Final Assignments at the Faculty of Teacher Training and Education, Syiah Kuala University".

METHODS

Design

The research approach used is quantitative. According to Sugiyono (2020), quantitative research is a research method based on the philosophy of positivism, considered a scientific method because it meets scientific principles in a concrete or empirical, objective, measurable, rational, and systematic manner. Research with a quantitative approach emphasizes the analysis of numerical data, which is then analyzed using appropriate statistical methods.

The type of research used is descriptive correlational research, which aims to explain the characteristics and description of the observed conditions or phenomena, as well as to systematically determine the relationships between these phenomena in a scientific manner. The purpose of this study is to examine the extent of the relationship between negative self-concept and academic anxiety in students who are late in completing their studies. Therefore, the researcher will examine the close relationship between *variables* X and Y, which will serve as a reference for examining the closeness or relationship between the two *variables*.

Participants

In this study, the population is students of the Faculty of Teacher Training and Education, Syiah Kuala University who are working on their theses. The selection of FKIP students at Syiah Kuala University as the population in this study is because empirically it has been proven to have a significant level of academic anxiety, as shown by Salsabila's (2024) research which found that academic anxiety of FKIP students at Syiah Kuala University is in the moderate category at 45%. These findings indicate that FKIP students at Syiah Kuala University are a relevant and

representative population to be studied more in-depth, especially for students who are working on their theses.

Table 1. Population

No	Force	Total
1	2020	589
2	2021	1382
Total		1971

The *sampling* technique that will be used in this study is *simple random sampling* which is included in the *probability sampling technique*. To determine the number of samples to be studied, the researcher uses the Slovin formula to calculate the number of samples with a percentage allowance of 5%. Based on the results of calculations using the *Slovin formula*, the number of students who will be used as research samples is 332 students of the Faculty of Teacher Training and Education, Syiah Kuala University.

Instruments

Data collection in this study used research instruments selected based on their relevance and suitability to the research objectives. Each instrument was designed to clearly measure the construct under study, accompanied by a brief explanation of the concept being measured, the response format, and the scoring method. The instruments used have also undergone a validation and adjustment process to suit the characteristics of the population and the research context. The focus of using the instruments is to provide a clear picture of what is being measured and how the measurement process is carried out. This research instrument uses a Likert scale with response options that describe the respondent's level of agreement with each statement, ranging from strongly disagree to strongly agree. The scores obtained reflect the level of each variable studied.

Negative Self-Concept Scale

Negative self-concept was measured using a modified scale from an instrument developed by Nurhuda W. (2019). This scale is used to measure individuals' negative perceptions, views, and self-assessments. The instrument was modified to suit the research variables, aspects and indicators used, and the characteristics of the respondents, namely students working on their final assignments at the Faculty of Teacher Training and Education, Syiah Kuala University. The negative self-concept scale covers three main aspects: self-knowledge, self-expectations, and self-assessments. After going through the instrument feasibility test process, 37 statement items were obtained that were declared valid and used in this study. Responses were given using a Likert scale, with higher scores indicating a higher level of negative self-concept. Based on the results of the validity test, this instrument was declared feasible and appropriate for measuring negative self-concept in the study population.

Academic Anxiety Scale

Academic anxiety was measured using a scale modified from an instrument developed by Salsabila P. (2024). This scale is used to measure the level of anxiety arising from academic demands and pressures, particularly in students completing their final assignments. The instrument was adjusted to suit the research objectives, the aspects being measured, and the academic and cultural contexts of the respondents. The academic anxiety scale covers four aspects: psychological, cognitive, somatic, and motoric. After a feasibility test, 39 items were declared valid and used in this study. This instrument uses a Likert scale as a response form, where higher scores indicate higher

levels of academic anxiety. The validity test results indicate that the academic anxiety instrument is suitable for measuring academic anxiety in FKIP Syiah Kuala University students.

Procedure

Data collection in this study was conducted using a psychological scale designed to measure negative self-concept and academic anxiety in students working on their final assignments at the Faculty of Teacher Training and Education, Syiah Kuala University. Participants were invited to participate through online dissemination of research information, accompanied by an explanation of the research objectives, instrument completion procedures, and respondents' rights and obligations. Respondent participation in this study was voluntary and based on informed consent. Data collection was conducted online . Using Google Forms as a medium for completing the questionnaire. The questionnaire link was shared with respondents through relevant communication channels. Before completing the scale, respondents were asked to read the consent form listed on the Google Forms homepage and indicate their willingness to participate before proceeding to the instrument completion stage.

The instrument used was a Likert scale with four response options: strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). This scale was used to measure respondents' level of agreement with statements related to negative self-concept and academic anxiety. Each statement consisted of favorable and unfavorable items, with a scoring system tailored to each item type. The scores obtained reflected the level of each variable studied. The sequence of data collection began with completing the participation consent form, followed by filling in brief demographic data, then completing the negative self-concept scale and the academic anxiety scale. The entire questionnaire process was conducted in a single online session without any specific treatment or intervention.

In conducting this research, the researcher guaranteed the confidentiality and security of respondent data by not including personal identification and limiting data access to the researcher. Respondents had the right to stop completing the questionnaire at any time without any consequences. This research was conducted with due regard for ethical research principles, ensuring that the entire data collection process was conducted responsibly and in accordance with scientific research principles.

Data Analysis

The data in this study were analyzed using statistical analysis techniques appropriate to the quantitative correlational research design and the research objectives. Data analysis was conducted to obtain a general overview of the conditions of negative self-concept and academic anxiety, as well as to determine the relationship between the two variables.

Descriptive Analysis

Descriptive analysis was used to describe the characteristics of the data for each research variable, namely negative self-concept and academic anxiety. This analysis aims to provide a general overview of the level or tendency of the variables studied in respondents. Data are described through descriptive statistical values such as minimum, maximum, average (mean), and standard deviation scores, and are presented in the form of frequency distributions and percentages. To facilitate interpretation, respondents' scores are classified into very low, low, medium, high, and very high categories based on the mean and standard deviation values. Furthermore, the percentage results are used to provide an interpretation of the level of respondents' tendencies based on the applicable categorization criteria. This descriptive analysis is not intended to test hypotheses, but rather to provide an initial overview of the condition of the research variables.

Statistical Assumption Test

Before analyzing the relationships between variables, the data were first tested to ensure they met the required statistical assumptions. A normality test was conducted to determine whether the data were normally distributed. The normality test used the Kolmogorov–Smirnov One Sample test, with the criterion that the data were normally distributed if the significance value was greater than 0.05. Furthermore, a linearity test was conducted to determine whether the relationship between negative self-concept and academic anxiety was linear. The linearity test aimed to ensure that the data met the requirements for using parametric correlation analysis. If the data met the assumptions of normality and linearity, then parametric correlation analysis could be conducted.

Hypothesis Testing

Hypothesis testing in this study was conducted to determine whether or not there is a relationship between negative self-concept and academic anxiety in students. Analysis of the relationship between variables was conducted using Pearson Product Moment correlation, assuming the data are normally distributed and the relationship between variables is linear. If the data does not meet one or both of these assumptions, then the alternative analysis used is Spearman correlation, which is a nonparametric correlation technique. The correlation coefficient value obtained is then interpreted to determine the direction and level of closeness of the relationship between the two variables, based on predetermined correlation coefficient interpretation criteria. The entire data analysis process was carried out systematically to ensure that the data are processed and interpreted according to the research objectives, without presenting numerical results in this data analysis method section.

RESULTS AND DISCUSSION

Results

This study uses quantitative descriptive analysis which aims to describe the conditions of the variables studied, namely Student Learning Independence and Parental Support and uses correlational analysis to see the relationship between the two.

Negative Self-Concept in Students Working on Final Assignments

Based on the results of quantitative descriptive analysis, the results of the research data are presented in the table below:

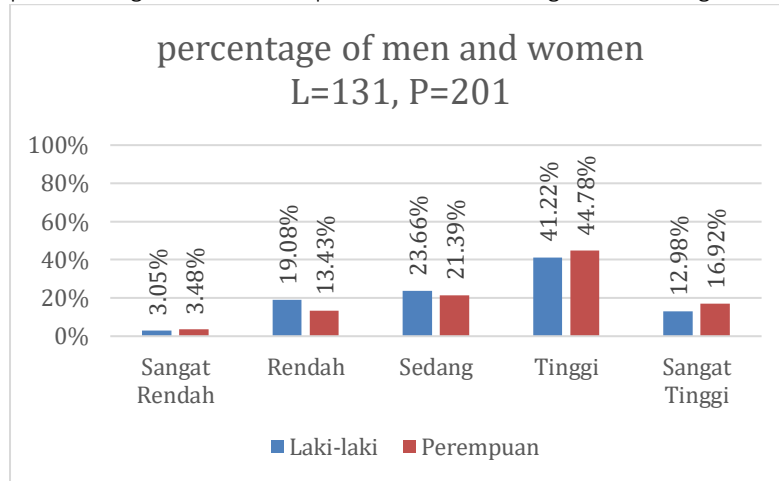
Table 2 . Negative Self-Concept in Students Working on Final Assignments

Category	Interval	Frequency	Percent
Very Low	$X < 64.75$	11	3.31%
Low	$64.75 < X \leq 83.25$	52	15.66%
Currently	$83.25 < X \leq 101.75$	74	22.29%
Tall	$101.75 < X \leq 120.25$	144	43.37%
Very high	$X > 120.25$	51	15.36%
Total		332	100%

Based on the table above, it is known that a small portion of students, namely 18.97%, are in the very low to low category. This indicates that a small portion of students have a low negative self-concept, meaning they have a fairly positive self-view, are able to value themselves, and are not too caught up in negative thoughts about their abilities or self-worth. Furthermore, another small portion, namely 22.29% of students, are in the medium category, meaning they have a fairly negative self-concept, where they sometimes feel less confident, but are still able to assess themselves realistically. Meanwhile, the majority of students, namely 58.73%, are in the high to

very high category, which indicates that the majority of students have a fairly strong negative self-concept, feel incapable, less valuable, and tend to compare themselves negatively with others. Thus, it can be concluded that most students who are working on their final assignments tend to have a high level of negative self-concept.

Table 3. Description of Negative Self-Concept in Students Working on Final Assignments Based on Gender



Based on the percentages in the table above, with 131 male respondents and 201 female respondents, it is known that the level of negative self-concept is higher in women than in men. This is evident from the larger percentage of women in the high category (44.78%) compared to men (41.22%). However, in the very low and low categories, men showed a slightly higher percentage (22.13%) than women (16.91%), indicating that some men have lower negative self-concepts. However, overall, the proportion of women in the moderate to high categories is more dominant (66.17%) than men (64.88%). Thus, it can be concluded that in general, women have a higher level of negative self-concept than men.

Overview of Academic Anxiety in Students Working on Final Assignments

Based on the results of the quantitative descriptive analysis of academic anxiety in students who are working on their final assignments, the results are obtained in the following table:

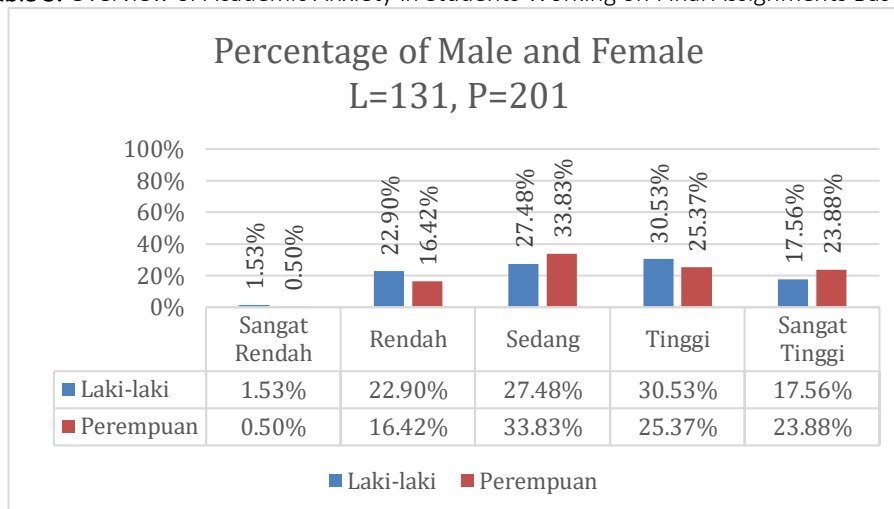
Table 4. Academic Anxiety in Students Working on Final Assignments

Category	Interval	Frequency	Percent
Very Low	$X < 68.25$	3	0.90%
Low	$68.25 < X \leq 87.75$	63	18.98%
Currently	$87.75 < X \leq 107.25$	104	31.33%
Tall	$107.25 < X \leq 126.75$	91	27.41%
Very high	$X > 126.75$	71	21.39%
Total		332	100%

Based on the table and diagram above, it is known that a small portion of students, namely 19.88%, are in the very low to low category. This indicates that only a small portion of students have low levels of anxiety, meaning they are able to manage stress and academic pressure well and have confidence in their abilities to complete their final assignments. Furthermore, almost half, namely 31.33% of students, are in the moderate category, which means some students experience quite anxiety, where they sometimes feel tense or worried about the results of the research, but are still able to control it adaptively. Meanwhile, almost half of students, namely 48.80%, are in the high to very high category, which indicates that many students experience strong anxiety, feel pressured, afraid of failure, and worry about the completion of their final assignments and the assessment of their supervisors. Thus, it can be concluded that FKIP students at Syiah Kuala

University who are working on their final assignments tend to have moderate to high levels of anxiety.

Table 5. Overview of Academic Anxiety in Students Working on Final Assignments Based on Gender



Based on the percentages in the figure above, with 131 male respondents and 201 female respondents, it is known that the level of anxiety among students working on their final assignments at the Faculty of Teacher Training and Education, Syiah Kuala University is higher among females than males. This is evident from the higher percentage of females in the very high and extremely high categories (49.25%) compared to males (48.09%). Thus, it can be concluded that, in general, female students have higher levels of anxiety than male students.

Results of Hypothesis Testing on the Relationship between Parental Support and Student Learning Independence

Before determining the correlation technique, a statistical assumption test is first performed, namely the data normality test, which aims to determine whether the data is normally distributed. Data is considered normal if the Sig value is >0.05 . If the significance value is less than 0.05, the data is not normally distributed. The normality test in this study used the *one-sample Kolmogorov-Smirnov test* in SPSS.

A linearity test was then performed to determine whether two variables have a linear relationship. Data is considered linear if the Sig value is >0.05 . If the significance value is less than 0.05, the data is non-linearly distributed. The linearity test in this study was performed using the ANOVA table generated using SPSS. If the data is normally and *linearly distributed*, parametric statistics are used. Conversely, if the data obtained is neither normally nor linearly distributed, or neither, then non-parametric statistics are used.

Normality Test Results

A normality test is performed to determine whether the research data is normally distributed. Data are considered normally distributed if the significance value is greater than 0.05, whereas if the significance value is less than 0.05, the data are considered non-normally distributed. The normality test in this study was conducted using SPSS using the Kolmogorov–Smirnov test.

Table 6. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		332
Normal Parameters ^{a,b}	Mean	0.0000000
	Standard Deviation	19.85831971
Most Extreme Differences	Absolute	0.060
	Positive	0.041
	Negative	-0.060
Test Statistics		0.060
Asymp. Sig. (2-tailed)		.005 ^c

The table above shows that the normality test results using *the One-Sample Kolmogorov-Smirnov Test* obtained a significance value of 0.005. This value is less than 0.05 ($0.005 < 0.05$), which means that the residual data is not normally distributed. Thus, it can be concluded that the data in this study does not meet the assumption of normality .

Linearity Test Results

A linearity test is performed to determine whether the relationship between two variables is linear. A relationship between variables is considered linear if the significance value is greater than 0.05, whereas if the significance value is less than 0.05, the relationship is considered nonlinear. The linearity test in this study was performed using an ANOVA table generated using SPSS.

Table 7. Linearity Test Results

			Sum of Squares	df	Mean Square	F	Sig.
ANXIETY * NEGATIVE SELF-CONCEPT	Between Groups	(Combined)	66538,123	78	853,053	2,291	0,000
		Linearity	30221,742	1	30221,742	81,156	0,000
		Deviation from Linearity	36316,381	77	471,641	1,267	0.090
	Within Groups		94214,416	253	372,389		
Total			160752,539	331			

Based on the table above, it shows that the results of the linearity test between the anxiety variable and negative self-concept obtained a significance value at *Deviation from Linearity* of 0.090. This value is greater than 0.05 ($0.090 > 0.05$), so it can be concluded that the relationship between the anxiety variable and negative self-concept is *linear* . Thus, the data meets the linearity assumption.

Based on the results of the normality and linearity tests above, it can be seen that the research data is not normally distributed, but rather *linear* . Therefore, this study will use parametric statistical analysis, namely *Spearman correlation*.

Correlation Test Results

The hypothesis proposed in this study is: "There is a Relationship Between Parental Support and Learning Independence of Junior High School Students" Banda Aceh".
The basis for decision making is:

If the Sig value <0.05 then there is a correlation

If the Sig value is > 0.05 then it is not correlated

The results of the correlation test can be seen in the table below:

Table 8. Correlation Test Results				
Correlations			NEGATIVE SELF- CONCEPT	ANXIETY
Spearman's rho	NEGATIVE SELF- CONCEPT	Correlation	1,000	.373 **
		Coefficient		
		Sig. (2-tailed)		0,000
	ANXIETY	N	332	332
		Correlation	.373 **	1,000
		Coefficient		
		Sig. (2-tailed)	0,000	
		N	332	332

Based on the table above, it shows that the results of the correlation test between the negative self-concept variable and anxiety obtained a significance value of 0.000. Based on the Sig value of $0.000 < 0.05$ or the significance value is less than 0.05, it can be concluded that in this study there is a relationship between negative self-concept and anxiety in students. The *correlation coefficient value* is 0.373, which when matched with the correlation coefficient interval table is included in the "weak relationship" category because it is in the range between 0.20 - 0.399. This shows that the higher the negative self-concept an individual has, the higher the level of anxiety they tend to experience.

Discussion

Based on the results of the descriptive analysis of self-concept, it was found that almost half of the students were in the high category, this indicates that students have a high negative self-concept, which is characterized by feeling less confident, often comparing themselves to others, and having doubts about their personal abilities in completing the final assignment. This result is supported by research by Hidayati and Prasetyaningrum (2020) which found that final year students tend to have a higher negative self-concept than first semester students due to increased academic pressure and demands for achievement.

Based on the results of the descriptive analysis of anxiety, it was also generally found that almost half of the anxiety of the FKIP students at Syiah Kuala University who were working on their final assignments was in the moderate to high category. This indicates that the majority of students experienced strong anxiety in the process of preparing their final assignments. Students in this category tend to feel tense, afraid of failure, worried about their supervisor's assessment, and burdened by high academic demands. These findings indicate that the academic pressure felt by final-year students is quite significant and affects their emotional state. These results align with research by Dewi and Anggraini (2021) found that final year students experienced increased academic anxiety due to the heavy burden of responsibility, uncertainty of research results, and time pressure to complete their thesis.

The results of the discussion above indicate that the correlation test between negative self-concept and anxiety variables indicates a significant relationship, with the correlation categorized as "weak." A positive correlation indicates that the higher a person's negative self-concept, the higher their level of anxiety. In other words, students with negative self-perceptions tend to experience anxiety more easily when facing various academic and social situations.

These results align with the theory proposed by Burns (1982), which states that a negative self-concept can affect a person's emotional stability. Individuals with negative self-perceptions feel inadequate, worthless, and often experience a lack of self-confidence, which can lead to feelings of anxiety. This finding is also supported by research conducted by Agustina (2020), which found a positive and significant relationship between negative self-concept and anxiety in college students. The more negatively an individual perceives themselves, the greater the likelihood of anxiety developing, especially in situations that require performance or are judged by others.

CONCLUSION

Based on the results of the study on *"The Relationship between Negative Self-Concept and Academic Anxiety in Students Working on Final Assignments at the Faculty of Teacher Training and Education, Syiah Kuala University"*, the following conclusions can be drawn:

The descriptive analysis results showed that nearly half of the students were in the high category of negative self-concept. This indicates that students have less than positive views of themselves, such as feeling inadequate, doubting their potential, comparing themselves negatively to others, and feeling they do not meet personal standards. Regarding aspects of negative self-concept (knowledge, expectations, and self-assessment), it was found that the majority of students tended to show pessimistic self-perceptions and lacked confidence in facing the demands of writing a final assignment.

The results of the study indicate that students' academic anxiety levels are in the moderate to high category. Students tend to experience anxiety symptoms such as worry about research results, fear of failure, difficulty concentrating, nervousness, overthinking, and the emergence of physical and motor symptoms such as heart palpitations, muscle tension, and trembling hands. This illustrates that the process of compiling final assignments is a source of strong academic pressure for students of the Faculty of Teacher Training and Education at Syiah Kuala University.

The results of the Spearman correlation test show a coefficient value of 0.373 with a significance of 0.000, which means there is a positive and significant relationship between negative self-concept and academic anxiety. This correlation is included in the category of weak relationships, but meaningful. This means that the higher the level of negative self-concept a student has, the higher the level of academic anxiety they experience. This finding is in line with previous theory and research stating that individuals who assess themselves negatively are more susceptible to anxiety, especially in situations that require high performance such as writing a final assignment.

Overall, this study shows that final-year students at the Faculty of Teacher Training and Education, Syiah Kuala University, have relatively high levels of negative self-concept and academic anxiety, and these two variables are proven to be significantly related to each other. Negative self-concept plays a significant role as a psychological factor that increases students' academic anxiety, so academic and psychological support from the campus environment is essential to help students complete their final assignments with more confidence and adaptability.

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