

**EXPLORING STRATEGIES USED BY IISMA AWARDEES TO MANAGE
ACADEMIC ANXIETY (A CASE STUDY AT PADUA UNIVERSITY)**

THESIS



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**EXPLORING STRATEGIES USED BY IISMA AWARDEES TO MANAGE
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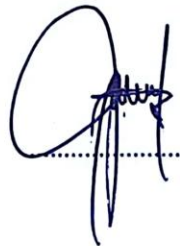
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I now declare that the thesis is the first and only submission for a degree in this college. Furthermore, to the best of my knowledge, it is the first and only work of literature to be written and published by me, except for the references cited in this text.

Sorong, 21st 2024

My sincerely



Ezri Trifena Oraple

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MOTTO AND DEDICATION

MOTTO

“Worry less, Pray more”

-Philippians 4:6 –

DEDICATION

I proudly dedicate this thesis especially to:

My beloved mother and father, Mr. Paulus Oraple, and Mrs. Ferderika E.

Sekerony

My beloved brothers and sisters, Gilbert Oraple, Theresa Oraple, and Resky Novri

Waene

All of the Oraple family, Sekerony Family, and Sawaki Family

For all of my beloved friends and besties

For those who still struggle with academic anxiety, especially for the next batch of

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The last, my Almamater UNIMUDA Sorong

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ABSTRACT

Ezri Trifena Oraple/148820321030, 2024. **Exploring Strategies Used by IISMA Awardees to Manage Academic Anxiety (A Case Study at Padua University)**. Thesis, English Education Department, Faculty of Language, Social, and Sport Education, Universitas Pendidikan Muhammadiyah Sorong.

The number of students expressing interest in joining the IISMA (Indonesian International Students Mobility Awards) program has been on a steady upward trajectory in recent years. One of the challenges that awardees may encounter while pursuing their studies abroad is academic anxiety. Accordingly, the objective of this study is to examine the strategies employed by awardees who have effectively managed their academic anxiety. This research uses qualitative methods, as evidenced by semi-structured interviews from the five samples. The findings indicate that the five subjects who constituted the research sample were able to overcome their academic anxiety in three domains: class-related anxiety, learning-related anxiety, and test anxiety. These factors are based on strong internal capabilities, namely self-efficacy and self-regulation, which facilitate the completion of tasks. These capabilities include the ability to set targets, motivate oneself, persevere, manage oneself, take care of oneself, select a suitable surrounding environment, and ultimately, complete the task. External factors that play a role include differences in class atmosphere, teaching methods employed by lecturers, the completeness of learning materials, and support from friends. A novel finding in this study is that not all students with a high level of academic anxiety are unable to succeed in the academic field. Success can be achieved by interacting with classmates and lecturers, utilizing the internet for self-study, taking notes using Google Docs, making a list of activities for the day, taking trial classes, studying in groups, and taking a vacation to Rome to see the city and its cuisine before preparing for the exam. However, in this study, the efforts or strategies used are only limited to subjects 1-5, which is a limitation in this study.

Keywords: Strategies; IISMA awardees; Academic Anxiety

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

International student exchange has become popular among students seeking to explore the world. In higher education, several Merdeka Belajar Kampus Merdeka (MBKM) programs have been developed for students enrolled at Higher Education Service Institute (LLDikti) campuses. One of these programs is IISMA (Indonesian International Student Mobility Awards), it conducted three batches of exchanges to 28, countries in the world, producing as many as 4,542 alumni from all over Indonesia (Ministry of Education, Culture, Research, and Technology, 2022). This trend is expected to continue as more students express interest in participating in one of the Merdeka Belajar Kampus Merdeka (MBKM)'s prestigious programs. This data suggests that participating in international student exchange programs to research abroad is a popular goal among current students.

However, an international student exchange program can cause diverse reactions due to the overwhelming new experiences. Exchange students must adapt to a new learning environment and atmosphere (Gunandar, 2017). Supported by statistical data, it is shown that 74% of students experience anxiety, (Aronin, 2018). Students with excessive anxiety may experience genuine problems during their academic research. Therefore, every international exchange student must overcome anxiety to achieve maximum results in their learning.

Anxiety is a normal reaction to certain situations. A small level of anxiety is normal, but severe anxiety can be a serious problem. Anxiety is an uncomfortable feeling that arises from a person's thoughts, emotions, and physical sensations in response to uncertain or potentially dangerous situations from an unknown source. Anxiety is an emotional state that arises when individuals are under stress and is characterized by feelings of tension, and thoughts that make the individual feel worried and accompanied by physical responses (heart racing, increased blood pressure, etc.), (American Psychological Association , 2024). This uncertain feeling is generally unpleasant and will cause or be accompanied by physiological and psychological changes. Unfounded fears, worries, and dreads eventually lead to anxiety. Anxiety, which can impact behavior, such as withdrawing from the environment, difficulty focusing on activities, irritability, low emotional control, anger, sensitivity, illogical thinking, and insomnia, (Jarnawi, 2020)

Anxiety related to international exchange programs typically arises within the context of an academic environment, which is classified as academic anxiety. Academic anxiety pertains to worry, tension, or fear associated with academic environments or tasks, such as exams, assignments, or social pressures related to schoolwork (Academic Anxiety Resource Center, 2022). Academic anxiety comprises four components: worry, emotionality, task-generated interference, and research skills deficits, (Saini M. H., 2017). In higher education, psychological distress among students is associated with academic factors such as stress at school and disinterest in the subject. However, high levels of anxiety can

negatively impact concentration and memory, which are crucial for academic success. Individuals with high levels of academic anxiety may not perform to the best of their abilities, (Ball, 2018). Moreover, academic anxiety can make it difficult for individuals to respond to college situations that are perceived negatively, (Mahajan, 2015).

Based on data collected from the researcher pre-research questionnaire completed by 22 IISMA awardees batch 3 in 2023, at the University of Padua Italy. The distributed questionnaire is an academic anxiety scale consisting of 20 items with 4 indicators: Psychology (mood), Cognitive (memory), Somatic (physical), and Motor (body movements) (Cassady, 2020). A total of 36% of students did not experience academic anxiety, 32% of students experienced mild academic anxiety, 23% of students experienced moderate academic anxiety and 9% of students experienced very high stress.

Numerous studies have concluded that anxiety can affect an individual's ability to receive, process, and retrieve information which hurts learning via influences on working memory, leading to poor mental performance and underachievement, (Hashempour, 2014). This idea is supported by the researcher's personal experience while attending the IISMA program. The researcher experienced academic anxiety while researching there, which manifested in all the indicators: psychological, cognition, somatic, and motor cues. Such as anxiety and fear during classes and exams, difficulty with class recall and concerns about exam failure, abdominal pain, rapid heartbeat when going to the exam, frequent

leg tremors during examinations, and occasional mispronunciation of words in a hurry to finish.

Previous studies have explored strategies for overcoming academic anxiety, one of the components of academic anxiety was procrastinating, and a study conducted by an Undergraduate University in Malay stated that self-regulation strategies and interventions should be taught to undergraduates to enhance further their self-efficacy as well as to have intrinsic motivation to be more goal-directed which could be aimed to reduce academic procrastination, (Sew Kim Low, 2018). Research on “Academic Anxiety, Self-Regulated Learning Ability, and Self-Esteem in Chinese Candidates for College Entrance Examination During the COVID-19 Outbreak: A Survey Research”. The results suggest that low academic anxiety may enhance self-esteem in individuals preparing for the college entrance examination by increasing self-regulated learning ability. (Wu Y, 2022)

Most studies focus on academic anxiety experienced by students at their home universities. However, there is a lack of research on academic anxiety in international exchange programs, such as the IISMA (Indonesian International Student Mobility Awards) Program. Additionally, most studies rely on quantitative research methods rather than qualitative approaches, as the researcher intends to do. This is supported by pre-research data, which identifies exchange students as being at risk for academic anxiety at the highest level. This is the background for researchers to explore the strategies employed by students to

overcome academic anxiety while participating in the international student exchange program.

1.2 Formulation of the Problem

The research problem was formulated by asking what strategies IISMA awardees use to overcome academic anxieties.

1.3 Objective of the Research

The purpose of this research is to identify strategies that international exchange students use to overcome academic anxiety.

1.4 Significance of the Research

The results of this research can contribute to students, other researchers, and the Government, as follows:

1.4.1 International Exchange Students

This research is expected to provide information about the strategies to overcome the academic anxiety that students might be experiencing while joining international student exchange programs.

1.4.2 Other Researchers

This research aims to provide insights into academic anxiety and strategies to overcome it. This research will help future researchers who will be dealing with similar issues, as well as give more information

1.4.3 Government

The research can be used as evaluation material for debriefing students before they participate in the international exchange program.

1.5 Operational Definition

For this research, the researcher will be limited to using three important definitions to understand below:

1.5.1 International Exchange Program

The international exchange program referred to in this case is one of the programs under the Merdeka Belajar Kampus Merdeka (MBKM), namely IISMA (Indonesian International Student Mobility Awards). IISMA is the most popular overseas exchange program for Indonesian students, offering a one-semester study abroad experience.

1.5.2 Academic Anxiety

Academic anxiety is a state of discomfort that affects our psychological, biological, cognitive, and motor aspects in an academic environment. Academic anxiety refers to the experience of worry, nervousness, and other related symptoms in academic settings, such as exams or presentations. It may include various manifestations such as dizziness, nausea, nervousness, heart palpitations, overthinking, and so on.

1.5.3 Strategies

The term 'strategy' refers to the action taken to adapt to any reaction or environmental situation, whether expected or unexpected. In the context of academic anxiety, it involves taking action to overcome and manage it effectively.

CHAPTER II

LITERATURE REVIEW

2.1 IISMA Program

2.1.1 Definition of IISMA Program

Merdeka Belajar Kampus Merdeka (MBKM) framework offers eight excellent off-campus research programs. The IISMA (Indonesian International Student Mobility Award) program is among the most prestigious programs in MBKM. It is a scholarship scheme by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia that funds Indonesian students for a one-semester mobility program at top universities and reputable industries overseas. The program offers two schemes for undergraduate and vocational students, exposing them to international academic and cultural diversity. The applicant pool comprises 10,496 undergraduate students and 2,208 vocational students from 34 provinces in Indonesia. Of those, 7,664 undergraduate students and 1,452 vocational students have completed all required documentation. This program has sent over 2,500 Indonesian students to various parts of the world. The 2023 implementation offers 140 undergraduate and vocational higher education institutions across 28 countries for prospective participants to research for one semester (Denty, 2023).

The Scholarship will cover educational registration fees, quarantine insurance, living expenses, airfare and visa fees, and other emergency funds. fees, and other emergency funds, (IISMA, 2022). The undergraduate IISMA is open to active undergraduate students of domestic universities under the Ministry of

Education and Culture who are researching in the 4th or 6th semester when applying. Meanwhile, the vocational IISMA is open to Diploma 3 program students who are researching in semester 4 and Diploma 4 program students who are researching in semester 4 or semester 6 at Vocational Education Providers (PTPPV) under the Ministry of Research and Technology. Especially for vocational IISMA, students will receive international exposure in academic and industrial environments. In addition to the opportunity to research at universities abroad, the variety of vocational-based programs allows students to do activities in industries that collaborate with partner universities abroad, (Denty, 2023).

IISMA is a program that provides opportunities for students to become global citizens, learn about the international world, and strengthen networking, technical skills (hard skills), and non-technical skills (soft skills) (Yuliati, 2023). Through these two schemes, the IISMA program can enhance Indonesian students' understanding of international academic and cultural diversity. In addition, students can also develop international networks and skills for the future, and take advantage of the best opportunities to prepare themselves to become global leaders. (Sriwijaya, 2023).

2.1.2 Characteristics of IISMA Awardees

IISMA awardees are expected to develop competencies in Social Intelligence, Sense-Making, Novel and Adaptive Thinking, Transdisciplinary, New Media Literacy, Computational Thinking, Cognitive Load Management, Design Mindset, Cross-Cultural Competency, and Virtual Collaboration (IISMA, 2022). There are many characteristics that IISMA awardees will develop. These

include foreign language skills, multicultural understanding, and networking. Foreign language skills are essential for effective communication with students, lecturers, and the community at the intended university. Multicultural understanding is also important for students to recognize and appreciate the diverse cultures of various nations. (Fathul Wahid ST, 2022).

In addition, IISMA awardees are required to build an international network. Because the experience during the six months of IISMA is a very short time. The existence of a network will have an impact on the depth and breadth of students' perspectives. This is because students who participate in IISMA are exposed to disciplines outside of their majors. "The depth and breadth of perspective will fill many gaps in the innovations produced. (Fathul Wahid ST, 2022).

2.2 Anxiety

2.2.1 Definition of Anxiety

Anxiety is an uncomfortable feeling that arises from a person's thoughts, emotions, and physical sensations in response to uncertain or potentially dangerous situations from an unknown source. Essentially, anxiety is a psychological condition characterized by feelings of fear and worry about uncertain events. The term 'anxiety' comes from the Latin word '*anxious*' and the German word '*angst*', both of which describe negative effects and physiological stimuli, (Muyasaroh, 2020) Anxiety also was a natural response in human life, serving as a warning system that indicates a potential threat. This response prepares the body to find a way out of the situation, (Association, 2024). Anxiety

is an emotional state that arises when individuals are under stress and is characterized by feelings of tension, and thoughts that make the individual feel worried and accompanied by physical responses (heart racing, increased blood pressure, etc.), (American Psychological Association , 2024). Anxiety also comes with a feeling of worry or dread that has no specific reason, (Aldino, 2019).

Anxiety is a condition that affects an individual's thoughts, bodily sensations, and actions. It arises when one anticipates a negative outcome. Physical symptoms of anxiety may include an increased heart rate, shortness of breath, and sweating. When feeling threatened, it is common to experience physical symptoms such as shakiness and an upset stomach. These sensations are signs that your body is preparing to take action to protect you. (American Psychological Association , 2024). Anxiety is a common experience, but severe anxiety can be a serious issue. A person can be said to have an anxiety disorder when his or her anxiety has exceeded the limits of normal anxiety. Anxiety may not be a problem when it is manageable and matches the situation you are going through. Anxiety can become a problem when it is hard to control. Anxiety problems can make people change the way they live their lives. (Association, 2024)

2.2.2 Types of Anxiety

Spielberg identifies two distinct types of anxiety, namely trait anxiety and state anxiety, (Ifdil, 2016). The explanation is as follows:

- 1) Trait anxiety

Trait anxiety is a sense of worry and threat that is perceived as a threat to individuals in harmless situations. This anxiety is caused by the personality of individuals who have the potential to be anxious compared to other individuals.

2) State anxiety

State anxiety is an emotional condition and a temporary state in an individual with a feeling of tension and worry that is experienced consciously and subjectively.

In contrast, Freud distinguishes anxiety into three categories: neurotic anxiety, moral anxiety, and realistic anxiety. Neurotic anxiety is a feeling of anxiety due to a known danger. Unlike the fear of instincts, neurotic anxiety is not the fear of the instincts themselves, but the fear of the punishment that might occur if an instinct is satisfied. Moral anxiety, on the other hand, is the fear of conscience, rooted in the conflict between ego and superego. This anxiety can arise due to a failure to be consistent with one's moral beliefs. Realistic anxiety is an unpleasant and unspecific feeling that includes the possibility of danger itself or the fear of real dangers from the outside world, (Ifdil, 2016).

2.2.3 Level of Anxiety

It is a universal experience that individuals will experience some level of anxiety. Peplau identifies four levels of anxiety (Muyasaroh, 2020), as follows:

a. Mild Anxiety

This type of anxiety is related to everyday life and can motivate learning, growth, and creativity. Signs and symptoms include increased perception and attention, alertness, awareness of internal and external stimuli, effective problem-solving, and learning ability. Physiological changes are

characterized by restlessness, sleeplessness, hypersensitivity to sound, normal vital signs, and pupils.

b. Moderate Anxiety

Moderate anxiety can help individuals focus on important tasks while disregarding distractions. Physiological responses to anxiety include shortness of breath, increased pulse and blood pressure, dry mouth, and constipation. The cognitive response to anxiety is a narrowed field of perception, making it difficult to process external stimuli.

c. Severe anxiety

Severe anxiety can greatly impact an individual's perception, causing them to focus on specific details and preventing them from thinking about other things. All behavior is aimed at reducing tension. Signs and symptoms of severe anxiety include poor perception, difficulty focusing, limited attention span, inability to concentrate or solve problems, and difficulty learning effectively. At this level, individuals may experience physical symptoms such as headaches, dizziness, nausea, shaking, insomnia, palpitations, tachycardia, hyperventilation, frequent urination and defecation, and diarrhea. Emotionally, individuals may feel fear and become self-focused.

d. Panic

Panic-level anxiety is associated with feelings of stunnedness, fear, and terror. Individuals experiencing panic may feel a loss of control and be unable to take action even with direction. Panic results in heightened

motor activity, impaired ability to relate to others, distorted perception, and loss of rational thought. This level of anxiety is incompatible with life, and if it persists for an extended period, it can lead to severe fatigue and even death. Symptoms of panic include an inability to concentrate on an event.

2.2.4 Factors of Anxiety

Adler posits that two factors can precipitate anxiety: negative experiences in the past and irrational thoughts. Negative experiences in the past catalyze the onset of anxiety, manifesting as the recurrence of unpleasant childhood experiences. Irrational thoughts encompass Catastrophic failure, namely the belief in the individual that something unpleasant will happen to him, which results in feelings of anxiety and the belief that he is unable and unable to overcome his problems. Perfection, individuals demand that they act perfectly and have no flaws. And inappropriate generalization, which is an excessive generalization that occurs in individuals who have less experience, (Ifdil, 2016).

Nevid et al. identify several factors that contribute to feelings of anxiety. These include overestimation of one's ability to predict fear, irrational faith, heightened sensitivity to threat, the tendency to perceive anxiety as a threat, misattribution of bodily signals, and low self-efficacy, (Muhammad Alauddin Nur, 2021). Furthermore, the authors suggest that anxiety is influenced by several factors, including:

- a) Individual factors: Factors that cause anxiety include fear of inability to solve the problem and fear of losing control.

- b) Environmental factors: Associated with feelings of fear, threatened, and disturbed by situations that will occur in the future.

2.3 Academic Anxiety

2.3.1 Definition of Academic Anxiety

Academic anxiety is an uncomfortable feeling that arises from a person's thoughts, emotions, and physical sensations in response to an uncertain or potentially dangerous situation from an unknown source in the academic environment. University students may experience academic anxiety in response to various aspects of their education, (Flett, 2020). Academic anxiety is a sort of anxiety that can be brought on by several things, including bad research habits, the subject, the school environment, teachers, and exam anxiety. The findings show that students' choices of subjects may be Influenced by their academic anxiety. The children's performance reflects their level of anxiety (Shraddha Agrawal, 2022). Ottens defines academic anxiety as a disruption of thought patterns and physical and behavioral responses that may occur when academic tasks are assigned, due to the possibility of poor performance, (Marsella, 2014). Zeidner suggests that anxiety can hinder learning and academic achievement by affecting attention, working memory, and retrieval. It is important to note that this is a subjective evaluation and should be marked as such, (Marsella, 2014).

Academic anxiety is the consequence of physiological and neurological processes that require particular consideration, particularly when confronted with an examination (Permata, 2019) Academic anxiety is a state of mind characterized by feelings of worry about poor performance when academic tasks

are given. It is manifested in tense patterns of thought and physiological and behavioral responses. According to Attri & Neelam, academic anxiety is related to impending danger from the environment of academic institutions, including teachers and certain subjects. It is a mental feeling of anxiety or distress as a reaction to situations in academic institutions that are considered negative. Mental feelings of anxiety or distress as a reaction to situations in academic institutions that are considered negative. Academic anxiety is defined as a feeling of depression, fear, or stress due to pressure in the academic environment. It is experienced during practice and in situations where students are expected to perform at their best, when the risk is very high, such as during exams or in front of others, (Ifdil, 2016).

2.3.2 Types of Academic Anxiety

Academic anxiety is a multifaceted phenomenon that can manifest in various ways in students. Holmes proposes that academic anxiety can be divided into four distinct domains: mood (psychological), cognitive, somatic, and motor. These factors are interrelated with each other in various ways. Failure to address them promptly can result in anxiety affecting the student's psychological and emotional condition both when learning and when interacting with the source of anxiety, (Gaol, 2022). Each of these domains is briefly explained below.

- a. Psychological (mood), Holmes posits that mood (psychological) symptoms that occur are worry, tension, panic, and fear. The mood (psychological) of someone who feels anxious can be in the form of, worry, fear, tension, nervousness, and insecurity. Those experiencing

anxiety are unable to feel calm and irritable, which can lead to the development of depression.

- b. Cognitive, those experiencing anxiety will continue to worry about all kinds of problems that might occur, making it difficult for them to concentrate or make decisions, and causing confusion. This can also make it difficult for them to remember.
- c. Somatically (in physical or biological reactions), anxiety disorders are divided into two categories: the first is immediate symptoms, which include easy sweating, shortness of breath, rapid heartbeat, increased blood pressure, dizziness, and tense muscles. Secondly, if anxiety is experienced over an extended period, it will result in a sustained elevation of blood pressure, the occurrence of headaches, muscle tension, and a tendency to experience nausea.
- d. Motoric (gestures) anxiety can be observed in individuals through the manifestation of bodily disturbances, such as the presence of a shaky hand, a stammering voice, and a hurried demeanor.

(Rehman A. U., 2016) identifies six distinct aspects of academic anxiety. These include:

- a. Academic anxiety symptoms, which manifests as abnormal student behavior at the outset of a new academic task. This may include procrastination, excessive worrying, poor performance in class, and withdrawal from the academic environment. Socialization with peers is also negatively affected.

- b. Anxiety from poor study habits is academic anxiety caused by students' learning strategies or habits in the daily learning process.
- c. Anxiety from the subject is anxiety experienced by students due to students having a negative attitude towards certain subject topics or different subjects due to various reasons.
- d. Anxiety from the school environment. Anxiety from the school environment is anxiety experienced by students as a result of the school environment, including intense competition among students, the role of school administrators (authoritarian or democratic), and other factors.
- e. Anxiety from the teacher is anxiety caused by the teacher's incompetence in teaching. Method and the teacher's partial attitude when teaching in the classroom can also contribute to students' academic anxiety.
- f. Anxiety from examinations is anxiety experienced by students as a result of the nature of the examination (formative and summative). Evaluations conducted on a continuous and comprehensive basis can give rise to anxiety in students, which may be exacerbated if not addressed.

Following this, According to Pekrun delineates the three primary categories of anxiety experienced by students: class-related anxiety, learning-related anxiety, and test anxiety, (Ifdil, 2016).

- a. Class-related anxiety, which is the anxiety felt by students related to classroom lessons, encompasses a multitude of factors, including Anticipation of specific lessons that the student will follow may experience anxiety regarding their ability to comprehend subject matter in class, their ability to keep pace with their classmates, and other concerns.
- b. Learning-related anxiety is a feeling of unease experienced by students while learning that has an impact on their physiology, such as dizziness or headaches. These include stomach pain, nausea, an increased heart rate, and so forth.
- c. Test anxiety is a form of anxiety experienced by students when they are preparing for an exam. This can manifest in several ways, including nervousness when approaching the exam, nausea due to worry and anxiety when approaching the exam, worry about the level of difficulty of the questions in the test to be carried out, and so on.

The researcher concluded that the four aspects of academic anxiety described by Holmes will be used in the scale of the research: mood, cognitive, somatic, and motor components. These four aspects are used by researchers because they are more encompassing and representative of research purposes and more relevant to the researcher's discipline.

2.3.3 Components of Academic Anxiety

Academic anxiety has four components, worry, emotionality, task-generated interference, and research skills deficits, (Cornell, 2015). The components of academic anxiety are as follows:



Figure 1. Components of Academic Anxiety

- a. Worry: Thoughts that prevent you from focusing on and completing academic work. For example, prediction of failure, self-degrading thoughts, or preoccupation with the consequences of doing poorly. Some effective techniques for managing this component include disputing negative and self-defeating thoughts with more productive, realistic thoughts, and self-hypnosis.
- b. Emotionality: Biological symptoms of anxiety. For example, a fast heartbeat, sweaty palms, and muscle tension. The most effective strategies

for dealing with emotionality are muscle and breathing relaxation exercises.

- c. Task-generated interference: Behaviors related to the task at hand, but which are unproductive and prevent successful performance. For example, constantly checking the clock during an exam, or spending a lot of time on a test question you cannot answer. Since these behaviors can take on many forms, the best management technique is to work with a research skills instructor or a counselor to identify the specific behaviors that cause problems and create a plan to reduce or change them.
- d. Study skill deficits: Problems with your current study methods which create anxiety. For example, last-minute cramming results in not knowing answers to test questions or poor note-taking during lectures confusing a major assignment. Many students experience the first three components of academic anxiety as a result of research skills deficits. If this is the case, then your grades will not improve unless research skills are addressed. A research skills instructor can help you with this.
- e. Procrastination: Procrastination means to put off or postpone for another day. Procrastination affects the behavioral, psychological, and health of students. Academic procrastination is a form of procrastination peculiar to education. Procrastination is found to result in stress, anxiety, a sense of guilt and crisis, health problems, and severe loss of productivity, as well as social disapproval for not meeting responsibilities or commitments. These feelings combined may promote further procrastination. Steel (Saini A. ,

2016) indicated that anxiety is just as likely to get people to start working early as late and that the focus of studies on procrastination should be impulsiveness. That is anxiety will cause people to delay only if they are impulsive.

2.4 Previous Related Study

The following reviews were analyzed to gain insight into the strategies utilized to overcome academic anxiety.

- a. (Altaf Hussain Ganie, 2024) researched “Academic Anxiety and Self Efficacy among Adolescents of Kashmir”. The present research employed a descriptive survey method, with the sample selected through a stratified random sampling technique. 400 secondary school students were chosen as adolescents (200 males and 200 females) for this research. The participants were drawn from both government and private schools in the Kulgam and Baramullah districts. The instruments employed for data collection were the Academic Anxiety Scale developed by Siddiqui and Rehman (2017) and the Self-Efficacy Scale created by Ganie and Ganai (2020). The statistical techniques employed were percentage, t-test, and person product-moment correlation methods to analyze the data. The findings indicated that 11.50%, 23.25%, and 65.25% of adolescents in Kashmir exhibited low, moderate, and high levels of academic anxiety, respectively. In contrast, 66.50%, 22.75%, and 10.75% of low, moderate, and high self-efficacy were found among adolescents in Kashmir, respectively. A significant difference was observed between male and

female adolescents of Kashmir in academic anxiety. Additionally, a significant difference was observed between students attending government and private schools with regard to academic anxiety. A significant negative correlation was observed between academic anxiety and self-efficacy among secondary school students in Kashmir.

- b. (Wu Y, 2022) conducted research on “Academic Anxiety, Self-Regulated Learning Ability, and Self-Esteem in Chinese Candidates for College Entrance Examination During the COVID-19 Outbreak: A Survey Research”. The novel coronavirus disease 2019 (COVID-19) pandemic has posed a significant challenge for adolescents in China. This research aimed to investigate the relationship between academic anxiety and self-esteem in Chinese candidates preparing for the college entrance examination during the COVID-19 pandemic and to examine the potential mediating effect of self-regulated learning ability. A cross-sectional research was conducted among 293 college entrance examination candidates (including 170 females) from two middle schools in China. The research employed a voluntary, web-based, and anonymous questionnaire implemented via the Questionnaire Star app during the period of high prevalence of the novel coronavirus disease (COVID-19) in 2020. The research found that students in the high and low academic anxiety groups exhibited different levels of self-regulated learning ability and self-esteem. Furthermore, the academic anxiety, self-regulated learning ability, and self-esteem levels of students were significantly correlated. After

controlling for gender and subject type, academic anxiety was found to have a significant negative predictive effect on self-esteem. Additionally, self-regulated learning ability was identified as a mediating factor between academic anxiety and self-esteem, with a mediating effect of 18.6%. The findings of the present research indicate that self-regulated learning capacity serves as a mediator between academic anxiety and self-esteem. These results suggest that low academic anxiety may enhance self-esteem in individuals preparing for the college entrance examination by increasing self-regulated learning ability.

- c. (Rehman A. , 2016) carried out “Self-Efficacy and Academic Anxiety of College Students”. The objective of this study is to describe the contribution of self-efficacy to the academic anxiety among students at UNY (Universitas Negeri Yogyakarta). This correlational study employed a descriptive-quantitative approach and utilized questionnaires to collect data on self-efficacy and academic anxiety. The study population consisted of all UNY students from seven faculties and one graduate program. Krejcie tables were used to determine the sampling technique, with an efficacy level of 90%. The results of the Pearson correlation model analysis test indicated a correlation value of -0.674, with the two variables exhibiting an inverse relationship. The higher the academic self-efficacy, the lower the academic anxiety. The correlation test based on exact and nonexact science yielded results of 21.4% and 29.6%, respectively. The results of the correlation test by sex indicated that males exhibited a

correlation of 11.4%, while females demonstrated a correlation of 28.6%. Additionally, the correlation test results by class (2016, 2017, and 2018) yielded values of 27.1%, 21.7%, and 18.4%, respectively. Furthermore, the results of the simple linear regression analysis of the R-square test indicated that self-efficacy had an effect on the decrease of academic anxiety by 28.1%, while 71.9% was determined by other factors or other independent variables not used in this study.

The similarity between this research and previous research is that they both discuss strategies to overcome academic anxiety. However, unlike previous studies, this research focuses more on academic anxiety in international exchange students using a case study for IISMA Padua 2023 awardees and will explore the strategies used by students to overcome academic anxiety. This research will also be conducted with a qualitative approach rarely done by previous studies to explore more information from informants regarding the strategies used to overcome academic anxiety when participating in international student exchange programs.

2.4 Strategies to Overcome Academic Anxiety

2.5.1 Self-efficacy

According to Bandura, self-efficacy is defined as a person's evaluation of their ability or competence to perform a task, achieve goals, or overcome obstacles. When self-efficacy is high, the enthusiasm for learning is also higher, resulting in the achievement of desired goals. Conversely, low self-efficacy causes student unpreparedness in learning because they lack confidence in their ability to

complete the questions or tasks given. There is a relationship between self-efficacy and one's expectations. When self-efficacy and expectations are high, it can lead to confidence and accuracy in taking action. Conversely, when self-efficacy is low, it can result in a lack of trust and confidence in one's ability to overcome challenges. Therefore, self-efficacy can be a valuable resource for coping with stress, as it allows individuals to act, think, and feel differently from those who believe they are incapable of doing so, (izzah, 2022).

The degree of self-efficacy possessed by an individual is subject to variation. This variation can be attributed to three key components: magnitude, strength, and generality. Magnitude refers to the extent to which an individual is willing to take on tasks that align with their abilities and to avoid those that exceed their capabilities. Strength, in turn, pertains to the stability and conviction of an individual's beliefs. Finally, generality refers to the breadth of an individual's abilities and the scope of their perceived capabilities. The final component is generality, or a person's belief in their ability to engage in a range of activities. Numerous studies have demonstrated that by controlling anxiety and self-efficacy, it is possible to reduce the level of student stress in the context of statistics exams. These exams often require deep thinking and can be perceived as daunting by students, (izzah, 2022).

As posited by Brown et al. (Nani Imaniyati, 2023) self-efficacy indicators pertain to the dimensions of self-efficacy, specifically level, strength, and generality. An examination of these three dimensions reveals several indicators of self-efficacy, including: 1) A conviction that the task can be completed, and 2) A

conviction that the necessary actions can be self-motivated. 3) The individual is confident in exerting effort, persevering, and overcoming challenges. 4) The individual must believe that they can persevere in the face of obstacles and difficulties. 5) Confidence in one's ability to solve problems in a variety of contexts.

In his 1994 publication, Bandura identifies seven characteristics of self-efficacy. These are: "Able to handle problems effectively; confident of success in dealing with problems or obstacles; problems are seen as a challenge that must be faced rather than an obstacle; persistent in trying to solve problems; believe in their abilities; quick to recover from failure." The individual is capable of identifying problems and is persistent in attempting to resolve them. Furthermore, the individual believes in their ability to do so. In the event of failure, the individual is able to recover quickly and is open to exploring new situations. (Nani Imaniyati, 2023).

From the aforementioned explanation, it can be concluded that self-efficacy is a significant factor in achieving goals with confidence. Additionally, self-efficacy plays a pivotal role in facilitating the completion of tasks and the attainment of set goals. It also equips individuals with the ability to effectively navigate challenges and difficulties encountered during the process.

2.5.2 Self-regulation

The concept of self-regulation is defined as the capacity to monitor and modify one's thoughts, actions, emotions, and behaviors regularly and adaptively,

to achieve personal objectives (Frazier, 2021). This article concludes with a discussion of the importance of self-efficacy for self-regulation for procrastination research and with suggestions for practitioners who work with students adversely affected by procrastination (Klassen, 2008). In academic settings, self-regulation is associated with task-specific processes, including, though not exclusively, setting long-term goals (as opposed to immediate ones), time management, developing work strategies, structuring the learning environment, and seeking assistance, (Barnard-Brak, 2010).

The stages of the self-regulation process are as follows: 1) The act of receiving is a fundamental step in the process of acquiring initial information. The initial information obtained should be pertinent and of a high quality. The information obtained facilitates the establishment of connections with previously acquired information or relationships with other aspects. 2) The second stage is the evaluation stage. The act of evaluating constitutes a distinct phase of information processing, occurring subsequent to the initial stage of receiving. In the evaluation process, individuals may encounter issues that require comparison with external and internal sources of information. External sources may include environmental factors, whereas internal sources may include personal beliefs and opinions. 3) The searching stage is concerned with identifying potential solutions to the problems that have been identified. At the evaluation stage, individuals will discern discrepancies between their perception of the environment and their personal opinion. They will then seek solutions to mitigate these discrepancies. 4) Formulating is the process of determining goals or plans that serve as targets,

taking into account various factors such as time, place, and media. These factors are considered in order to achieve goals in an effective and efficient manner. 5) The implementing stage entails the actual execution of the previously designed plan. The actions taken should be appropriate and aligned with the desired outcome. However, the attitude may undergo a transformation to facilitate the achievement of the goal. 6) The final stage, assessing, is concerned with measuring the extent to which the plans and actions carried out in the previous stage have achieved the desired goal.

Meanwhile, Zimmerman identifies the following aspects as indicators of self-regulation: 1) Metacognition is defined as an individual's capacity to engage in reflective thinking about their own cognitive processes, including the planning and design of their actions. 2) Motivation is a significant determinant of action, whether as a single action or as a series of actions prompted by external stimuli or initiated by the individual himself. Motivation may take the form of rewards or punishments. 3) Behavior is defined as an action taken by an individual when they select and produce behavior that is deemed acceptable by society or in accordance with the expected goals. It can be argued that the greater and more optimal the effort that individuals exert in doing an activity, the greater the regulation. This would suggest that as the regulation increases, so too does the effort exerted by the individual in doing the activity.

2.6 Conceptual Framework

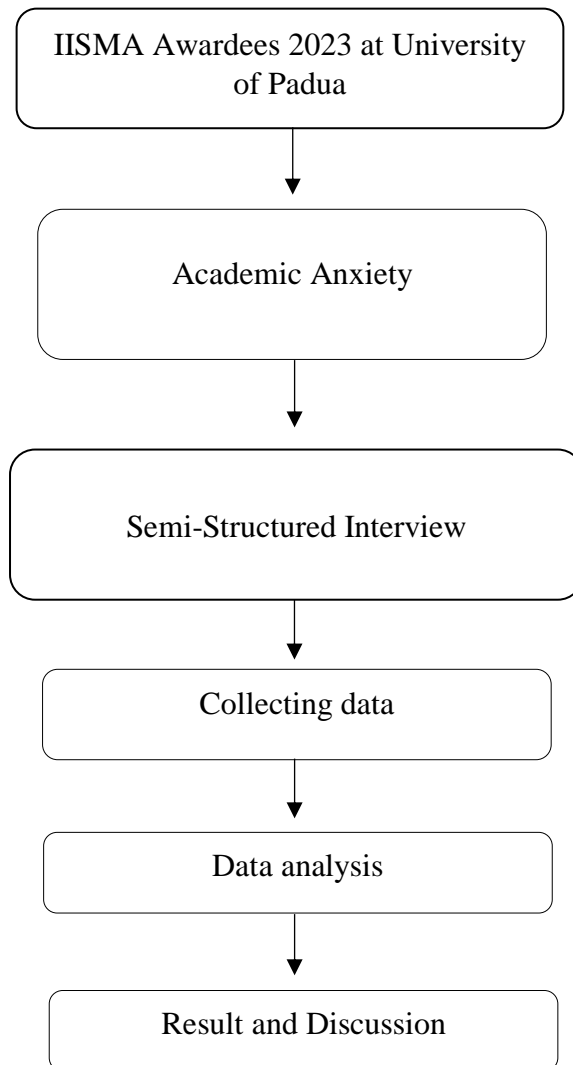


Figure 2. Conceptual Framework

The background of this research is the awardee of IISMA 2023 at University Padua experienced academic anxiety and the researcher tends to explore the strategies that they used to overcome it. The researcher will conduct a semi-structured interview to explore the strategies that the students used. After the data is collected, the researcher will analyze it to draw a conclusion or result.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research uses a qualitative approach by choosing the type of case research to explore in depth what strategies foreign exchange students use to overcome academic anxiety. Case research is a set of scientific activities conducted intensively, in detail, and in-depth about a program, event, and activity, either at the level of an individual, group of people, institution, or organization to gain in-depth knowledge about the event. In general, the case research target is actual (real-life) and unique things, (Mudjia Rahardjo, 2017). With this case research, researchers used the semi-structured interview to explore the strategies exchange students used, particularly in the IISMA program, to overcome academic anxiety during this semester abroad program.

3.2 Research Subject

This research was conducted online using the Zoom application. The sampling technique employs a purposive sample (sampling purposive) following the purpose and focus of this research. The purpose of this research is to explore strategies to overcome academic anxiety when conducting international exchange programs. A total of 23 students (14 females and 9 males) participated in the research, which was the population based on the results of the pre-questionnaire. Of these, four females and one male experienced academic anxiety at a moderate level. These five individuals were the subject of semi-structured interviews conducted by the researcher to gain further insight into the strategies they

employed in the three dimensions of academic anxiety, namely: class-related anxiety, learning-related anxiety, and test anxiety.

3.3 Place & Time of Research

This research was conducted online using the Zoom application for one week in May and June 2024 and recorded for subsequent analysis.

3.4 Instrument of Research

The instruments used in this study consisted of the main and complementary instruments. The main instrument in this study was the researcher itself as a data collector. Therefore, the presence of researchers directly in the field as a measure of success in understanding the case, so that the involvement of researchers was direct and active with informants and other data sources is required. Meanwhile, the supporting instruments in the semi-structured interviews. The interview seeks to identify the strategies to overcome academic anxiety within class-related anxiety, learning-related anxiety, and test anxiety dimensions that each student employs. The following table illustrates the distribution of questions.

No.	Indicators	Dimensions	Number in Question	Total
1.	Worry	1. Class-related anxiety	1	2
		2. Learning-related anxiety	2	
		3. Test anxiety		
2.	Emotionally	1. Class-related anxiety	3	2
		2. Learning-related anxiety	4	
		3. Test anxiety		
3.	Task-generated interference	1. Class-related anxiety	5	2
		2. Learning-related anxiety	6	
		3. Test anxiety		

4.	Study skills deficits	1. Class-related anxiety	7	2
		2. Learning-related anxiety 3. Test anxiety	8	
5.	Procrastination	1. Class-related anxiety	9	2
		2. Learning-related anxiety 3. Test anxiety	10	

Table 3.1 Instrument of Research

3.5 Technique of Collecting Data

Data collection techniques are methods used by researchers to collect various data needed in this research. In this research, the data collection techniques using semi-structured interviews. The five individuals based on the pre-questionnaire were identified as having experienced moderate levels of anxiety and having successfully overcome it. These five individuals were the subject of semi-structured interviews conducted by the researcher to gain further insight into their strategies. The interview was conducted online using the Zoom application and will comprise ten questions, divided into the components above with each sample.

3.6 Technique of Analysis Data

Miles and Huberman state qualitative data analysis is an ongoing, interactive process. Activities in qualitative data analysis are carried out cyclically until the data is saturated. These activities include data reduction, data display, and conclusion drawing/verification, (Sugiyono, 2016). The steps in this process are as follows:

- a. Data Reduction

The process of data reduction focuses on simplifying, abstracting, and transforming the raw data that emerges from written field reports. This process involves summarizing the data, providing summaries or descriptions, and combining them into larger patterns. Data reduction summarizes all the data collected, selects important data, and focuses on the research results. Researchers employ data reduction to ensure that the objectives of the research are completed by what was targeted at the beginning. This data reduction was conducted after the completion of interviews designed to explore academic anxiety strategies. Only pertinent data will be included, while irrelevant data will be excluded.

b. Data Display

The purpose of data display is to present the main information that has been summarized in a brief, precise, and concise manner. This data presentation is intended to facilitate the understanding of research results. In this research, data display was carried out by displaying the results of interviews and subsequently analyzing them to identify the main strategies of each sample.

c. Conclusion drawing

This section, the final one in chapter three, summarizes all the research contents. The researcher should combine the important research points from the beginning of the research writing to the final results. Then, the researcher can conclude the data summarized in this section.

CHAPTER IV
FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Results of Questionnaires on Academic Anxiety

After the researchers distributed the questionnaires, the following are the results of the table explaining the overall level of academic anxiety in the IISMA awardees, a total of 22 awardees.

No	Classify	Range	Frequency	Percentage
1.	Not Anxious	20 - 35	8	36%
2.	Mild Academic Anxiety	35 - 50	7	32%
3.	Moderate Academic Anxiety	50 - 65	5	23%
4.	High Academic Anxiety	65 - 80	2	9%
TOTAL			22	100%

Table 4.1 Results of the Questionnaires

Table 4.1 above indicates that eight individuals, representing 36% of the total, fall into the not anxious category. The category of awardees with mild academic anxiety comprises seven individuals, representing 32% of the total. The category of awardees with moderate academic anxiety comprises five individuals, representing 23% of the total. The category of awardees with high academic

anxiety comprises two individuals, representing 9% of the total. The researcher selected 5 awardees at different levels, namely mild, moderate, and high, to conduct further interviews and ask about the strategies they use to overcome academic anxiety.

4.1.2 The Awardees Academic Anxiety

The results of the interviews are explained in Chapter III, where the five indicators and three dimensions used by researchers to explain the results are also presented. The indicators are as follows: worry, emotional, task-generated interference, study skill deficits, and procrastination. These are perceived through the following dimensions: class-related anxiety, learning-related anxiety, and test-related anxiety. This can be seen in the following explanation:

a. Worry

Students may experience worry in various domains. In the academic context, three dimensions of anxiety can be identified: class-related anxiety, which encompasses anxiety experienced in the classroom, regarding peers and educators, as well as the prevailing classroom atmosphere; learning-related anxiety, which pertains to anxiety associated with specific courses; and test anxiety, which is the anxiety experienced when preparing for an examination. In this indicator, the subjects report experiencing worry in all three dimensions: class-related anxiety, learning-related anxiety, and test anxiety. The following is an explanation of these findings.

1. Class-related anxiety

In this dimension, four individuals, designated as S1, S2, S3, and S4, exhibited indications of worry upon initial entry into the class. This phenomenon can be attributed to the presence of students who had pursued majors or taken classes that differed from their original majors at their home campus. The findings of the interview are presented below:

“...tiba-tiba kayak merasa takut...mungkin teman-teman kelasnya beda semuanya kan..”
(‘...suddenly like feeling scared...maybe the classmates are all different right...’)
(Resource 1, Question no 1)

“...agak anxious juga. ... di lingkungan baru yang aku bener-bener asing banget...aku anxious banget sama surroundings aku.”
(‘...a bit anxious too. ...in a new environment that I'm completely unfamiliar with...I'm anxious about my surroundings.’)
(Resource 14, Question no 3)

“...pas awal-awal ...kayak unsure gitu kan ... selama IIISMA bisa gak ya aku ambil pelajaran ini...bisa gak ya kayak aku ambil ujiannya terus lulus...”
(‘...at the beginning ... like unsure right ... during IIISMA can I take this lesson ... can I take the exam and pass ...’)
(Resource 21, Question no 3)

“...Kalau enggak sih pas kelas banyak bingung...dosen ngajar...”
(‘...If I don't, when I'm in class, I get confused a lot...the lecturer teaches...’)
(Resource 26, Question no 2)

2. Learning-related anxiety

In this dimension, all subjects from S1 to S5 report feelings of worry regarding their learning in specific subjects. This is illustrated in the following excerpt from an interview:

“...psychology it’s full of theories ...Wah itu bener-bener bikin overthinking.
(‘...Psychology is full of theories...Wow, that makes me overthink.’)
(Resource 4, Question no 1)

“sebelumnya belum pernah dapet cyber security sama sekali... Aku bener-bener bingung banget...”
(‘I’ve never received cyber security before... I’m really confused...’)
(Resource 13, Question no 12)

“...paling intimidasi menurut aku pas aku ambil namanya psychology of individual differences...itu karena aku ga ada background psikologi...”
(‘...the most intimidating thing for me was when I took psychology of individual differences...that’s because I have no psychology background...’)
(Resource 22, Question no 6)

“...lebih gak aktif lagi...POID, aku merasa ah nggak ngerti, ya udah lah gitu..”
(‘...more inactive again...POID, I feel ah don’t understand, that’s it...’)
(Resource 28, Question no 8)

“...ini salah satu kelas POID ya...presentasinya itu tuh ...agak pressuring itu adalah orientasi dengan menghadap orang-orang internasional...”
(‘...this is one of the POID classes...the presentation was...rather pressuring it was the orientation by facing international people...’)
(Resource 34, Question no 5)

3. Test anxiety

In this context, only S1 exhibits signs of worry in anticipation of the examination. The results of the interview are presented below:

“Itu perasaan...sangat-sangat worry about nilai gitu...belum ujian tapi sudah prediksi dulu...”

('It's that feeling of... worrying about grades...not yet taking the exam
but already predicting it...')
(Resource 9, Question no 12)

In conclusion, this indicator encompasses all dimensions experienced by subjects in class, during specific lessons, and during exam preparation. Additionally, subject 1 reported experiencing all three dimensions concurrently, and many subjects indicated feelings of anxiety in certain courses.

b. Emotionally

Students may experience emotional symptoms in various domains. In the academic context, these symptoms can manifest in three distinct dimensions: class-related anxiety, learning-related anxiety, and test anxiety.

Class-related anxiety encompasses feelings of distress that arise in the classroom setting, including concerns about interactions with instructors and classmates, as well as the overall atmosphere of the class. In this indicator, emotional symptoms are experienced by the subjects in only two dimensions: class-related anxiety and test anxiety. The following is an explanation of these findings.

1. Class-related anxiety

In this context, individuals identified as S1 and S2 have been observed to experience emotional responses when engaged in learning activities within the classroom setting. The results of the interview are presented below.

“...*rasanya deg-degan tiap kali masuk kelas itu...*”
(‘...I feel nervous every time I enter that class...’)
(Resource 5, Question no 2)

“...*kayak takut kalau misalkan aku ngomong terus kayak dosennya
nggak denger...disuruh ngulang, aku gugup, tiba-tiba lupa...*”
(‘...I'm afraid that if for example I talk and the lecturer doesn't
listen...I'm told to repeat myself, I get nervous, I suddenly forget...’)
(Resource 40, Question no 6)

2. Test anxiety

In this dimension, two subjects designated S1, S3, and S5, exhibited emotional responses before the examination. The results of the subsequent interview are presented below:

“...*terlalu nervous itu kan udah mulai keringat dingin tangan
gitu...sampai parah banget...kadang udah rasa mual...*”
(‘...too nervous, you already start to sweat cold hands...until it gets
really bad...sometimes you feel nauseous...’)
(Resource 11, Question no 13)

“...*iya makin pusing... makin menderita gitu kan... pusing-pusing tar
makin nggak bisa kerja...*”
(‘...yes, more dizziness... more suffering, right... dizziness and more
unable to work...’)
(Resource 41, Question no 24)

“...*tujuh puluh pertanyaan... serta alasanmu kenapa kamu milih jawaban itu
kayak gitu...jangan ditiru karena maaf aku banyak begadangnya ... kayak aku
melek dua puluh enam jam in total...*”
(‘...seventy questions...and your reasoning why you chose that answer is like
that...don't copy it because I'm sorry I stay up late a lot...like I stay up twenty-six
hours in total...’)
(Resource 38, Question no 12)

In conclusion, the subjects exhibited emotional symptoms in only two dimensions: class-related anxiety and test anxiety. The subjects were

divided into two groups, with each subject indicating these two dimensions.

c. Task-generated interference

Students may experience a diminished sense of productivity across various domains. In the academic context, three primary dimensions of anxiety have been identified: class-related anxiety, which encompasses anxiety experienced within the classroom setting, including interactions with peers and educators, as well as the overall classroom atmosphere; learning-related anxiety, which pertains to anxiety associated with specific academic courses; and test anxiety, which refers to the apprehension experienced when preparing for an examination. In this indicator, the subjects exhibited diminished levels of productivity across all three dimensions: class-related anxiety, learning-related anxiety, and test anxiety. The following is an explanation of the aforementioned findings.

1. Class-related anxiety

In this dimension, two participants, S2 and S4, report feelings of unproductivity during class-based learning activities. The results of the interview are as follows:

*“...Kalau kontribusi...kayakk lebih ke te tergolong yang pasif sih...
nggak belum punya keberanian buat ngeluarin suara...”*
(‘...As for contribution... I think I'm more of a passive person... I don't
have the courage to speak out...’)
(Resource 42, Question no 6)

*“...aku nggak paham dan aku nggak konsentrasi..Tapi pas nggak
paham, ya udah sih. Akhirnya aku nggak konsentrasi, malah
pikirannya kemana-mana. Kadang nyari tiket...”*

(‘...I didn't understand and I didn't concentrate...But when I didn't understand, that was it. I end up not concentrating, my mind goes everywhere. Sometimes looking for tickets...’)
(Resource 27, Question no 4)

2. Learning-related anxiety

In this dimension, three participants (S1 and S4) expressed feelings of unproductivity concerning learning the course material. The results of the interviews are presented below:

“...jujur tunggu mood dulu... Nanti kerjakan sekalian semuanya...agak kelabakan...”
(‘...honestly wait for the mood first... I'll do it all at once... it's a bit overwhelming...’)
(Resource 9, Question no 10)

“...aku nggak paham dan aku nggak konsentrasi...aku pernah ketangkap main game di kelas...aku tidur juga pasti pernah...”
(‘...I don't understand and I don't concentrate...I've been caught playing games in class...I've slept too...’)
(Resource 27, Question no 4)

3. Test anxiety

In this dimension, individuals designated as S1 and S5 report feelings of ineffectiveness and inadequacy in the period preceding the examination. The results of the interview are presented below:

“...Tapi ada beberapa pertanyaan juga yang membuat aku kayak menyesal...kok aku nda belajar lagi lebih dalam tentang itu gitu...”
(‘...But there are also some questions that make me regret...why didn't I learn more about it...’)
(Resource 12, Question no 15)

“...jangan ditiru karena maaf aku banyak begadangnya ... kayak aku melek dua puluh enam jam in total...”
(‘...don't copy it because sorry I stay up a lot... like I'm awake twenty-six hours in total...’)
(Resource 38, Question no 12)

In conclusion, the indicator encompasses all dimensions of unproductivity experienced by the subjects in the context of their academic pursuits, including feelings of unproductivity during specific lessons and exam preparation.

4. Study skill deficits

Students may perceive the ineffectiveness of the learning methods employed in various domains. In the academic context, three dimensions of anxiety can be identified: class-related anxiety, which encompasses anxiety experienced in the classroom, with its associated feelings of apprehension towards peers, instructors, and the overall classroom environment; learning-related anxiety, which pertains to anxiety associated with specific courses; and test anxiety, which is the anxiety experienced when preparing for an examination. In this indicator, the subjects perceive inappropriate learning methods in two dimensions: learning-related and test anxiety. The following is an explanation of these dimensions.

1. Learning-related anxiety

In this dimension, two participants, designated S2 and S4, expressed discontent with the learning methods employed, citing instances where they felt the methods were not aligned with their learning needs. The results of the interview are presented below:

“...kalau di kelasnya bentuknya exercise, kayak cyber itu...walaupun aku udah peljarin exercise yang dikasih di kelas yang sebelumnya...bingung itu kalau di kelas yang kayak gitu...”

(‘...if the class is in the form of exercise, like cyber...even though I have learnt the exercise given in the previous class...it's confusing in a class like that...’)
(Resource 19, Question no 24)

“...kalau cara belajar itu masalahku kan lebih ke aku nggak paham nih sama materinya... I guees aku nggak pernah actually adapt sama cara mereka...”

(‘...if the way of learning is my problem, it's more like I don't understand the material... I never actually adapt to their way...’)
(Resource 29, Question no 17)

2. Test anxiety

In this context, only S1 perceived the methodology employed during the examination to be suboptimal. The results of the interview are presented below:

“...jadi kayak tetep aja sih mau apapun metode ujiannya, tetep rasa nervous dan anxiousnya itu ada...”

(
‘...so it's like no matter what the exam method is, the nervousness and anxiety is still there...’)
(Resource 10, Question no 12)

In conclusion, in this indicator students felt that ineffective learning methods were felt in two dimensions, namely learning-related anxiety and test anxiety. However, only S3 and S5 felt that the methods used were effective enough so they were not included in this category.

5. Procrastinating

Students may engage in procrastination with regard to academic assignments across a range of subject areas. In the context of higher

education, three principal dimensions of procrastination can be identified. The first is class-related anxiety, which encompasses feelings of distress that arise in the classroom setting, whether in the presence of fellow students, teaching staff, or the wider academic environment. The second is learning-related anxiety, which refers to the apprehension experienced by students in specific courses. Finally, test anxiety represents a distinct form of anxiety that is typically experienced during the period preceding an examination. In this indicator, the subjects report experiencing procrastination on assignments along two dimensions: learning-related anxiety and test anxiety. The following is an explanation of these dimensions.

1. Learning-related anxiety

In this dimension, three individuals, designated as S1, S2, and S4, frequently procrastinate in completing assignments. On occasion, they also appear to be influenced by the deadlines associated with specific assignments. The results of the interview with this subject are presented below:

“...jujur tunggu mood dulu...kadang tugasnya lebih dari dua,sampai tiga...tunggu weekend dulu...”

(‘...honestly wait for the mood first...sometimes the task is more than two, up to three...wait for the weekend first...’)

(Resource 9, Question no 10)

“...biasanya aku jarang sih kalau langsung nge kerjain... suka ke distract sama hal lain...”

(‘...I usually don't do much right away... I like to be distracted by other things...’)

(Resource 16, Question no 15)

*“...aku ditunda dulu biasanya. Aku lebih cenderung ke tipe yang
deadliner...”*

(‘...I usually put it off first. I’m more of a deadliner...’)
(Resource 32, Question no 21)

2. Test anxiety

In this dimension, the subject, designated S5, engages in procrastination about study time, resulting in a notably limited approach to exam preparation. The results of the interview are presented herewith.

*“...untuk last minute itu sih lebih kayak ngerangkum seluruhnya
gitu...aku banyak begadangnya ... kayak aku melek dua puluh enam
jam in total...”*

(‘...for the last minute, it was more like summarising everything...I
stayed up a lot...like I was awake for twenty-six hours in total...’)
(Resource 43, Question no 13)

In conclusion, the awardees indicated that they frequently procrastinate with regard to tasks related to learning anxiety and test anxiety. However, only S3 did not engage in procrastination with regard to her assignment and thus did not fall into this category.

4.1.3 Strategies IISMA Awardees Use to Overcome Academic Anxiety

After approximately two to three months, S1 to S5 have begun to adapt to the classroom environment, learning expectations, and the format of examinations. This has enabled them to communicate effectively in class, complete assignments satisfactorily, and ultimately pass and achieve grades that reflect their abilities. The researchers concluded that the results indicated two

strategies the IISMA Padua awardees used to manage academic anxiety, based on the semi-structured interview that was conducted before. The explanation is as follows:

a. Self-Efficacy

Self-efficacy refers to an individual's belief in coping with and overcoming challenges. In the context of academic anxiety, individuals who possess high self-efficacy tend to exhibit a higher success rate in academic endeavors compared to those who lack confidence in their abilities. Self-efficacy indicators pertain to the dimensions of self-efficacy, specifically level, strength, and generality. Examining these three dimensions reveals several self-efficacy indicators, including: 1) A conviction that the task can be completed, and 2) A conviction that the necessary actions can be self-motivated. 3) The individual is confident in exerting effort, persevering, and overcoming challenges. 4) The individual must believe they can persevere in facing obstacles and difficulties. 5) Confidence in one's ability to solve problems in a variety of contexts. This phenomenon was also observed in the interview data, as illustrated by the following excerpt:

1) A conviction that the task can be completed

In this indicator, the individual believes that he is capable of completing specific tasks, and thus determines which tasks or targets must be accomplished. The results of the interview are as follows:

“...Jadi kerjakan yang agak sulit itu tunggu agak tenang dulu... coba cari suasana baru terus yang kayak oh baru mulai baca-baca lagi terus tulis highlightnya...cicil cicil dulu, habis itu nanti ditulis sekalian dikerjakan sekalian gitu...”

(‘...So, work on the ones that are a bit difficult, wait a bit calm first... try to find a new atmosphere and then like oh just start reading again and then write the highlights... in installments first, after that, you will write it all at once...’)

(Subject 1, Resource 46, Question no 11)

“...Jadi biasanya kalau aku pakai nargetin gitu...di sesi belajar pertama aku mau belajar dari sini sampai sini...kayak pakai itu lagi ditargetin kayak topik dari mana sampai mana gitu...”

(‘...So usually if I use targeting ... in the first study session I want to learn from here to here ... like using it again targeted like topics from where to where ...’)

(Subject 2, Resource 15, Question no 13)

“...Jadi aku selalu ada notebook di setiap pelajaran. Terus aku ikutin kayak aku tulis ulang yang ada di presentasi sama yang dijelasin dosen. Walaupun kayak seratus persen sama aja kayak di tulisan, di presentasi juga. Cuma setelah aku tulis ulang tuh kayak baru masuk ke dalam otak aja gitu...”

(‘...So I always have a notebook in every lesson. Then I follow it like I rewrite what is in the presentation and what the lecturer explains. Even though it's like a hundred percent the same as in the writing, in the presentation too. But after I rewrite it, it's like it just enters my brain...’)

(Subject 3, Resource 23, Question no 15)

“...aku berusaha implementasi materi mereka yang dengan cara belajar yang aku bisa pahami gitu...”

(‘...I try to implement their material in a way that I can understand...’)

(Subject 4, Resources 30, Question 17)

“...Sebenarnya sih kalau aku personally ada catatan sendiri gitu yah...jadi kayak aku tau kalau aku nggak nyatet temanku nyatet gitu kan jadi kayak kita saling melengkapi catet gitu...”

(‘...Actually, personally, I have my own notes...so like I know if I don't take notes, my friend takes notes, so it's like we complement each other's notes...’)

(Subject 5, Resources 45, Question no 15)

2) A conviction that the necessary actions can be self-motivated

This indicator enables individuals to instill motivation within themselves to undertake the requisite actions to complete the task. The following are the results of the interview:

“...Bisalah ini karena udah belajar, udah tanya-tanya sama teman, udah juga coba cari-cari apa referensi sendiri, baca-baca dan lain-lain... alhamdulillah kemarin betul bisa. Jadi kayak sudah mulai merasa tenang...kemarin dekat-dekat sudah yakin...”

(‘...It can be because I've studied, I've asked my friends, I've also tried to find my references, read and others... thank God, I was able to do it. So it's like I've started to feel calm...yesterday I was close to being sure...’)
(Subject 1, Resource 6, Question 4)

“...karena emang udah ini kewajibannya aku yang milih buat ikut ini. Dan emang tujuan utamaku buat kuliah buat ya akademik. Ya udah emang harus mau ga mau harus terus bisa adaptasi gitu biar bisa dapat hasil yang aku pengen juga...”

(‘...because I should choose to participate in this. And indeed my main goal for studying is academics. Yes, I have to keep adapting so that I can get the results I want too...’)
(Subject 2, Resource 48, Question no 9)

“...Aku tulis ulang lagi catatan terus sempet kayak Eurospar juga, terus beli note book baru, terus beli tuh highlighter buat warna-warnain. Jadi iya aku bikin catatan ulang tapi lebih rapi dan menarik jadi lebih masuk dalam otak...”

(‘...I rewrote my notes again and then I was like Eurospar too, then I bought a new notebook, then I bought a highlighter for colors. So yes, I rewrote the notes but it's neater and more interesting so it goes more into my brain...’)
(Subject 3, Resource 24, Question no 17)

“...Hal yang paling menarik aku dapat banyak belajar something else gitu, out of the box and I guess it's fun gitu...nggak bosen gitu loh belajarnya...my most favorite kemarin si Genes itu basically karena itu cuman gara-gara akunya suka dulu ya aku enjoy mata kuliah itu...”

(‘...The most interesting thing is that I can learn a lot of something else, out of the box and I guess it's fun ... it's not boring to learn ... my most favourite yesterday was Genes, basically because it's just because I like it first, I enjoy that course ...’)
(Subject 4, Resources 52, Question no 3)

“...mungkin salah satu perasaan yang membantu itu adalah bersama-sama teman-teman gitu...perginya bareng-bareng kita belajar sampai jam

malem, sebelas, jam satu pagi, padahal ujiannya jam setengah 10 pagi gitu kan jadi sama-sama gitu...kayak we're in this together, vibesnya gitu...

(‘...maybe one of the feelings that helps is being with friends...going together we study until late at night, eleven, one in the morning, even though the exam is at half past 10 in the morning so together...like we're in this together, the vibe is like that...’)
(Subject 5, Resources 54, Question no 11)

3) The individual is confident in exerting effort, persevering, and overcoming challenges.

In this indicator, individuals demonstrate perseverance in completing the task in all possible ways. The following results were obtained from the interview:

“...satu minggu sebelum ujian fokus nyatat...coba hafal hafal...lima hari itu fokus catat materinya, fokus mengerti apa materinya. Terus next day kalau ada kelas, coba diskusi, tanya-tanya ke teman ini teori yang dipelajari itu apa aja? Kira-kira yang mau muncul tuh apa aja gitu...”

(‘...one week before the exam, focus on taking notes...try to memorize...five days focus on writing down the material, focus on understanding what the material is. Then the next day if there is a class, try to discuss, ask friends, what are the theories learned? What do you think will emerge...’)
(Subject 1, Resource 47, Question no 14)

“...Itu kan kayak catatan tiap kelas...seminggu sebelum ujian aku bikin versi ringkasan dari catatan-catatan di kelas git...tetap pakek sistem belajarku sebelumnya... lebih di rangkapin gitu materinya...”

(‘...It's like notes for each class...a week before the exam I make a summarised version of the notes in class...still use my previous learning system...more duplicated material...’)
(Subject 2, Resource 48, Question no 32)

“...Jadi biasanya didorm aja sendirian belajarnya, aku kurangiin distraksi gitu. Jadi aku kadang harus matiin hpnya dulu sebentar...”

(‘...So I usually study in the dorm alone, I reduce distractions. So sometimes I have to turn off the mobile phone for a while...’)
(Subject 3, Resource 50, Question no 18)

“...Pertama-tama aku ngerapiin dulu rangkuman - rangkuman tuh....jadi baca-baca pelan-pelan nanti diulang, baca-baca di ulang lama-lama masuk sendiri itu...”

(‘...First of all, I do the summary first - the summary is so read it slowly and then repeat it, read it and repeat it for a long time it enters itself...’)

(Subject 4, Resources 53, Question no 26)

“...but overall aku udah mempersiapkan jauh-jauh hari kayak note kecil gitu, dan notenya pakai Google Docs gitu daripada kayak word...”

(‘...but overall I have prepared in advance like a small note, and the note uses Google Docs instead of word...’)

(Subject 5, Resources 39, Question o 15)

- 4) Individuals must believe they can persevere in facing obstacles and difficulties.

This indicator demonstrates that individuals are capable of surviving when confronted with adversity, thereby enabling them to emerge from failure. The following is an excerpt from the interview:

“...Bisalah ini karena udah belajar, udah tanya-tanya sama teman, udah juga coba cari-cari referensi sendiri, baca-baca dan lain-lain. Belajar sendiri. Terus yang kayak kayaknya bisa deh melewati ini. Dan ya alhamdulillah kemarin betul bisa...”

(‘...I can do this because I've studied, I've asked my friends, I've also tried to find my own references, read and so on. Studying on my own. Then it's like I think I can get through this. And thank God I did it...’)

(Subject 1, Resource 6, Question no 4)

“...cuman terkadang merekanya juga bingung juga sama-sama bingung... akhirnya dicoba cari tahu sendiri... waktu dekat ujian itu aku lebih banyak belajar sendiri sih waktu yang exercise itu...”

(‘...but sometimes they are also confused too... finally I tried to find out by myself... when I was near the exam, I studied more by myself during the exercise...’)

(Subject 2, Resource 20, Question 25)

“...paling intimidasi menurut aku pas aku ambil namanya psychology of individual differences (POID) karena aku ga ada background psikologi. Tapi karena aku emang tertarik dengan psikologi, jadi aku berusaha buat mahamin...”

dosennya juga menurut aku jelasinnya cepet banget, jadi agak takut cuman pas ujian terus aku nyatat ulang lagi di notebook, terus aku belajar sendiri, nyoba pahami sendiri. Akhirnya iya paham...”

(‘...the most intimidating thing for me was when I took Psychology of individual differences (POID) because I have no psychology background. But because I’m interested in psychology, I tried to understand... the lecturer also explained it to me fast, so I was a bit scared, but when I took the exam, I wrote it down again in a notebook, then I studied by myself, trying to understand it myself. Finally, I understood...’)

(Subject 3, Resources 22, Question no 6)

“aku kemarin tuh kalau menurutku gara-gara aku sendiri kurang persiapan untuk AI itu...aku nggak suka coding...tapi aku di sana itu kek ngide mau coba belajar coding gitu...Akhirnya aku kurang persiapan jadi pas ujian nggak bisa...Tapi pas second try puji Tuhan bisa passed...”

(‘Yesterday, in my opinion, it was because I was not prepared for the AI...I don’t like coding...but I was there with the idea of trying to learn coding...Finally, I was not prepared enough so when I took the exam I couldn’t...But when I took the second try, thank God I passed...’)

(Subject 4, Resources 50, Question no 31)

“...salah satu kelas POID yang presentasinya itu tuh pertama yang agak pressuring itu adalah orientasi dengan menghadap orang-orang internasional...surprisingly mereka outgoing, kita dateng ngerjain nyelesain tugas and then we just you now move on with our life...”

(‘...one of the POID classes where the presentation was the first thing that was a bit pressuring was the orientation by facing international people...surprisingly they were outgoing, we came to do the assignment and then we just you now move on with our life...’)

(Subject 5, Resources 34, Question no 5)

5) Confidence in one's ability to solve problems in a variety of contexts

This indicator demonstrates that individuals possess the confidence to solve problems in a variety of contexts. The results of the interview are presented below:

“Hasil ujiannya tergantung, kadang tetap ada, kadang yang kayak tetap ada kecewa...Jadi kadang ada beberapa pertanyaan yang memuaskan yang maksudnya aku rasa. Oh, ini aku belajarnya berarti sudah pas...”

(‘The result of the exam depends, sometimes it's still there, sometimes it's like there's still disappointment...So sometimes there are some questions that are satisfying which means I feel. Oh, this is what I learnt, it's just right...’)
(Subject 1, Resource 49, Question no 15)

“...nggak masuk logika aku aja sih gitu. kalau mata pelajaran menurut aku gitu tapi enjoyable kok. Maksudnya in the end kalau dipelajari masuk-masuk juga gitu. Bisa juga akhirnya dipahami...”
(‘...it just doesn't make sense to me. if the subject seems to me like that but it's enjoyable. I mean in the end if you learn it, it goes in too. It can also be finally understood...’)
(Subject 4, Resource 51, Question no 2)

“...santai aja nggak tidur berapa jam gitu...but hasilnya membuahkan tetap lulus nilainya baik dan akhirnya bisa dibawa pulang ke Indonesia itu sih, overall it's a memorable experience...”
(‘...just relaxed and didn't sleep for a few hours...but the results resulted in still passing with good grades and finally being able to take home to Indonesia, overall it's a memorable experience...’)
(Subject 5, Resources 55, Question no 14)

In conclusion, self-efficacy is characterized by a set of indicators that must be met by the subjects in order to be considered as having self-efficacy. The results indicate that subjects 1 to 5 have met or exceeded three or more indicators, suggesting that they possess a relatively high level of self-efficacy. This may enable them to effectively manage their academic anxiety in their own unique ways.

b. Self-Regulation

Self-regulation pertains to an individual's capacity to organize and manage themselves in anticipation of future events. In academic settings, self-regulation is associated with task-specific processes, including, though not exclusively, setting long-term goals (as opposed to immediate

ones), time management, developing work strategies, structuring the learning environment, and seeking assistance. Nevertheless, the concept of self-regulation can be understood through three primary indicators: metacognition, motivation, and behavior. This information can be found in the following interview results.

1) Metacognition

In this indicator, individuals are able to engage in self-management activities, including planning, organizing, and evaluating their own performance. The results of the interview are presented below:

“...satu minggu sebelum ujian fokus nyatat...coba hafal hafal...lima hari itu fokus catat materinya, fokus mengerti apa materinya. Terus next day kalau ada kelas, coba diskusi, tanya-tanya ke teman ini teori yang dipelajari itu apa aja? Kira-kira yang mau muncul tuh apa aja gitu...”

(‘...one week before the exam, focus on taking notes...try to memorise...five days focus on writing down the material, focus on understanding what the material is. Then the next day if there is a class, try to discuss, ask friends, what are the theories learned? What do you think will emerge...’)

(Subject 1, Resource 47, Question no 14)

“...di IISMA kayak aku lebih ngepush diriku sendiri kayak lebih teratur...Jadi kayak kamu rasa aku butuh lebih banyak ini lebih banyak waktu buat mahamin materinya, jadi emang harus diplan gitu. Jadi lebih teratur si dibanding sebelumnya...”

(‘...at IISMA it's like I push myself more like it's more organized...So like you think I need more time to understand the material, so it has to be planned. So it's more organized than before...’)

(Subject 2, Resource 18, Question no 19)

“...Jadi aku selalu ada notebook di setiap pelajaran. Terus aku ikutin kayak aku tulis ulang yang ada di presentasi sama yang dijelasin dosen. Walaupun kayak seratus persen sama aja kayak di tulisan, di presentasi juga. Cuma setelah aku tulis ulang tuh kayak baru masuk ke dalam otak aja gitu...”

(‘...So I always have a notebook in every lesson. Then I follow it like I rewrite what is in the presentation and what the lecturer explains. Even

though it's like a hundred per cent the same as in the writing, in the presentation too. But after I rewrite it, it's like it just enters my brain...')
(Subject 3, Resource 23, Question no 15)

"...Lebih ke aku berusaha implementasi materi mereka yang dengan cara belajar yang aku bisa pahami gitu...Kayak aku just do what I use to do aja gitu..."

('...It's more like I try to implement their material in a way that I can understand...Like I just do what I used to do...')
(Subject 4, Resource 30, Question no 17)

"...Sebenarnya sih kalau aku personally ada catatan sendiri gitu yah...jadi kayak e aku tau kalau aku nggak nyatet temanku nyatet gitu kan jadi kayak kita saling melengkapi catetan gitu..."

('...Actually, I personally have my own notes...so it's like I know if I don't take notes, my friend takes notes, so it's like we complement each other's notes...')
(Subject 5, Resource 45, Question no 15)

2) Motivation

In this indicator, individuals employ strategies to safeguard themselves and exhibit a high degree of self-assurance in their ability to take action. The following is an excerpt from the interview:

"...Bisalah ini karena udah belajar, udah tanya-tanya sama teman, udah juga coba cari-cari referensi sendiri, baca-baca dan lain-lain. Belajar sendiri. Terus yang kayak kayaknya bisa deh melewati ini. Dan ya alhamdulillah kemarin betul bisa..."

('...I can do this because I've studied, I've asked my friends, I've also tried to find my references, read and so on. Studying on my own. Then it's like I think I can get through this. And thank God I did it...')
(Subject 1, Resource 6, Question no 4)

"...karena emang udah ini kewajiban aku yang milih buat ikut ini... tujuan utamaku buat kuliah buat ya akademik. Ya udah emang harus mau ga mau harus terus bisa adaptasi gitu biar bisa dapat hasil yang aku pengen juga..."

('...because it's already my obligation to choose to join this... my main goal for college is academic. Yes, I have to keep adapting so that I can get the results I want too...')
(Subject 2, Resource 48, Question no 9)

“Jadi aku merasa kayak pengen agak challenging gitu... Sama aku emang suka sejarah sama psikologi, udah kayak hobi sama interest aja dari sebelumnya.

(‘So I feel like I want it to be a bit challenging... I really like history and psychology, it's just like a hobby and interest from before.’)
(Subject 3, Resources 56, Question no 11)

“...Hal yang paling menarik aku dapat banyak belajar something else gitu, out of the box and I guess it's fun gitu...nggak bosan gitu loh belajarnya...my most favorite kemaren si Genes itu basically karena itu cuman gara-gara akunya suka dulu ya aku enjoy mata kuliah itu...”

(‘...The most interesting thing is that I can learn a lot of something else, out of the box and I guess it's fun ... it's not boring to learn ... my most favourite yesterday was Genes, basically because it's just because I like it first, I enjoy that course ...’)
(Subject 4, Resources 52, Question no 3)

“...Kayak oh ya ini pasti yang akan dilalui dan dari review angkatan sebelumnya yang datang gitu kayak oh ya selama kamunya menyelesaikan tugas dan mengikuti ujian kamu pasti bakalan setidaknya lulus gitu kan...”

(‘...Like oh yes this is definitely what you will go through and from the reviews of previous batches that came like oh yes as long as you complete the tasks and take the exams you will at least pass...’)
(Subject 5, Resource 44, Question 11)

3) Behaviour

This indicator enables individuals to regulate their own behaviour, select and arrange their environment, and create an environment that supports their activities. The results of the interview are presented below:

“...Diskusi sama teman...Jadi kayak saling sharing juga itu sangat membantu sih, sangat membantu untuk ujian. Jadi kayak bukan cuma berdasarkan dari pemahaman dia sendiri...Dia luas jangkauannya dia luas, apa pemahamannya gitu...”

(‘...Discussion with friends...So like sharing with each other is also very helpful, very helpful for the exam. So it's not just based on his own understanding...He has a wide range, what is his understanding...’)
(Subject 1, Resource 8, Question no 9)

“...cuman terkadang merekanya juga bingung, sama-sama...Jadi akhirnya ya coba cari tahu sendiri. Makanya waktu itu juga aku lagi mood ku lagi agak kayak buat ketemu banyak orang... aku lebih banyak belajar sendiri...”

(‘...but sometimes they are also confused, both of them...So finally I tried to find out by myself. That's why at that time I was also in the mood to meet a lot of people... I learnt more by myself...’)
(Subject 2, Resources 20, Question no 25)

“...Soalnya kan satu bulan yang awal dikasih waktu buat nyoba kelas kelas lain gitu kan sama nanya-nanya orang gitu...Terus akhirnya setelah satu bulan udah nanya-nanya orang udah nyobain kelas-kelas yang menurutku...jadinya udah de kayak rasa khawatirnya menurun gitu menghilang...”

(‘...The problem is that for the first month we were given time to try other classes and ask people...Then finally after a month of asking people, I tried the classes that I thought...so it was like the worry decreased and disappeared...’)
(Subject 3, Resource 43, Question no 13)

“...Lebih ke aku berusaha implementasi materi mereka yang dengan cara belajar yang aku bisa pahami gitu...Kayak aku just do what I use to do aja gitu...”

(‘...It's more like I try to implement their material in a way that I can understand...Like I just do what I use to do...’)
(Subject 4, Resource 30, Question no 17)

“...kita sempat di study room...balik kamar terus lanjut begadang di sharing kitchen...kalau bisa study room itu kan kita belajarnya satu matkul gitu kan...sampai ke dorm kitchen itu kita matkulnya beda-beda semua itu berempat...”

(‘...we were in the study room...back to the room and then continued to stay up late in the sharing kitchen...if you can study in the study room, we learn one subject right...until the dorm kitchen, we have different subjects, all four of us...’)
(Subject 5, Resource 57, Question no 12)

In conclusion, self-regulation is defined by a set of indicators that must be met by the subjects in order to be considered as having self-regulation. The results indicate that subjects 1 to 5 have met or exceeded three or more indicators, suggesting that they possess a relatively high level of self-regulation. This may

enable them to effectively manage their academic anxiety in their own unique ways.

4.2 Discussion

A review of the literature on academic anxiety among IISMA awardees revealed that 64% of the total awardees experienced academic anxiety. Moreover, the results of the interviews with five subjects indicate that they have effectively managed their academic anxiety in various ways across the three dimensions: class-related anxiety, learning-related anxiety, and test anxiety. The findings suggest that the subjects who have succeeded in academics while participating in the IISMA program in Padua, Italy, have developed self-efficacy and self-regulation, which serve as the foundation for implementing the strategies they have put forth.

Based on the results, students (S1, S3, and S5) attempt to engage with classmates and instructors to overcome class-related anxiety. This involves seeking clarification on any concepts that are unclear. Some classes require students to participate in group assignments with peers from other countries. Consequently, they strive to be as active as possible in class and interact with their instructors. This aligns with (Sulastriningsih, 2019) interacting with classmates in classrooms can reduce anxiety in students, enhancing their learning experience, as per the study on Anxiety in Classroom Presentation in Teaching-Learning Interaction. The findings indicate that interaction with classmates can reduce anxiety. However, the study also revealed that interaction with both classmates and lecturers can further reduce anxiety. While S2 and S4 tend to prefer

independent study and communicate moderately with classmates and lecturers, they are more likely to utilize the internet and search engines like Google for assistance. This aligns with (Shang, 2023) the study demonstrates that self-learning strategies can reduce English learning anxiety in students, leading to an 11% decrease in anxiety levels through active regulation in a multimedia environment. This is related to the research findings, but in this particular case, the subjects also make use of online resources such as Google and other similar tools that can assist them in learning independently, which represents a notable aspect of this research.

In the context of learning-related anxiety, all subjects attempted to take notes during class. Some utilized manual books, while others employed Google Docs for recording and subsequent review. Even S5 himself took turns taking notes with his classmates, thereby facilitating joint study later on. This approach is also consistent with (Li, 2015) the research suggests that actively taking notes during class can help reduce anxiety in foreign language learning by improving focus and engagement, thus enhancing learning outcomes. It has been demonstrated that students benefit from taking notes in class, and recent research has shown that using digital tools such as Google Docs to record discussions is an effective approach. However, there are instances where students employ innovative methods to enhance their learning experience. For instance, S5 has developed a unique strategy where he takes turns with a classmate to take notes together, fostering a collaborative learning environment where they can explain their respective notes. Moreover, S2 favors a systematic approach, whereby he

creates a list of tasks to be completed on a given day. This method aligns with (Dacholfany, 2023) creating a list plan can reduce anxiety in the classroom by implementing effective classroom management strategies and teacher interventions, as shown in the research on student anxiety levels. For S2 itself, making a list plan not only for academic activities but for all activities that will be carried out while in the dorm in one day will help organize all its activities as well as its academic activities to be more organized and not overwhelmed or even forgetful. Meanwhile, in order to gain insight and guidance, S3 reaches out to previous alumni, both online and offline, as well as classmates who have prior experience in the same class. This aligns with the (Muhammad Mukhtar Aliyu, 2019) engaging with peers or alumni fosters a supportive environment, which can mitigate feelings of anxiety. Research indicates that classroom interactions, including discussions with alumni, can lower anxiety levels related to speaking and participation. In this case, S3 conducted a review of the preceding class but was also engaged in the experimental class. Consequently, S3 had also attended the class and considered the reviews of alumni and classmates who had attended it the previous year to inform her assessment and program the course when managing the study plan at UNIPD.

In the field of test anxiety, the S1, S3, and S5 strategies are employed to facilitate focused learning and retention of material over a seven-day period. This approach is consistent with the principles of (Zhihong Lu, 2018) focusing on summarizing material for a week reduced anxiety during exams for EFL learners in a computer-based testing environment, as shown in the study. In preparing this

summary, the subjects also create their own environmental situations conducive to effective summarization. Some subjects require a tranquil setting, whereas S4 prefers to engage in summarization with his peers, fostering a collaborative and enthusiastic approach to studying. Additionally, S5 and his colleagues took a brief vacation before the examination to recharge and mitigate potential anxiety. This aligns with the (Markus Hübner, 2022) the study shows that a one-week vacation with activities improved well-being, sleep quality, and heart rate variability, indicating that taking a break before an exam can be beneficial for reducing stress. S5 and his friends chose to go to Rome and enjoy the beauty of Rome, historical architecture and also try culinary for 1 day only then return and prepare for his exam well after refreshing from Rome.

The results of the aforementioned discussion indicate that the strategies employed by the five subjects are based on self-efficacy and self-regulation. Self-efficacy plays a pivotal role in several key aspects, including 1) motivating the subject to complete their respective tasks, 2) fostering intrinsic motivation, 3) enabling the subject to persevere in the face of challenges, 4) promoting resilience, and 5) facilitating the subject's ability to accomplish all tasks. (Nani Imaniyati, 2023). Then, self-regulation plays a role in 1) self-management of each subject, 2) self-confidence that arises from each subject, and 3) arranging and organizing a supportive environment around the subject. (Zimmerman). The concepts of self-efficacy and self-regulation can be considered as internal factors that are inherent to each subject. However, external factors such as differences in class atmosphere, teaching methods employed by lecturers, the completeness of

learning materials, and the level of support provided by peers can also contribute to influencing these internal factors.

The new findings researchers found that not all students with a high level of academic anxiety are lower in academic progress if they were based on self-efficacy and self-regulation. Also, not all the medium levels of academic anxiety are good enough in the educational environment if they are not based on self-efficacy and self-regulation. This disproves many other studies that say that students with high levels of academic anxiety will not be successful in their academic activities. The researcher concluded that the level of self-efficacy and self-regulation owned is the basis of a subject can be said to be successful or not. The higher the level of self-efficacy and self-regulation that is the basis, then even with a high level of anxiety, the subject is able and will try to find strategies that he can do to succeed in academics. Other novel discoveries include the utilisation of digital tools for communication and collaboration in the classroom, the integration of the internet into self-directed learning, the utilisation of contemporary note-taking applications such as Google Docs, the incorporation of digital recording techniques, and the creation of collaborative note-taking practices. Additionally, the use of digital tools for daily planning, the analysis of alumni reviews, and the participation in trial classes have also emerged as noteworthy developments. Furthermore, the exploration of Rome's architectural and culinary heritage has emerged as a popular strategy for academic rejuvenation. The results of this research will contribute to the reduction of academic anxiety experienced by prospective awardees, thereby enhancing their

preparedness for the academic process in the IISMA program and other relevant exchange programs.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion, it can be concluded that:

1. Strategies that five samples used to overcome the academic anxiety were: 1) trying to interact with classmates and lecturers, 2) group learning, 3) list plan making for daily activities, 4) using the internet for self-study 4) alumni review and trial class 5) taking notes with Google docs, and 6) refreshing to Rome before the exam.
2. Level of academic anxiety does not affect awardees' learning outcomes.
3. Self-efficacy & self-regulation are the basis and internal factors of a person in making all these efforts and strategies.

5.2 Suggestion

Based on the results of analyzing and concluding the data, the researcher suggested that:

1. For international exchange students

It is imperative to equip students with the ability to enhance their self-efficacy and self-regulation to effectively mitigate the academic anxiety that may arise during their studies abroad.

2. For other researchers

It is recommended that the scope of the research be expanded to include a greater number of subjects, as the results of this study are limited to the five subjects who participated in the study.

3. For the government

In addition, materials on enhancing self-efficacy and self-regulation could be incorporated into the pre-departure briefing for IISMA awardees. This would equip them with the tools to effectively manage academic anxiety.

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APPENDICES

APPENDIX 1: PRE-QUESTIONNAIRE INSTRUMENT

Academic Anxiety Scale

Please complete the following items using the four-point scale below.

1 = Not at all typical of me

2 = Somewhat typical of me

3 = Quite typical of me

4 = Very typical of me

1	I have a sense of dread for the first day in my class.	1	2	3	4
2	I often feel 'butterflies' in my stomach when I'm in class.	1	2	3	4
3	I spend much of my time at college worrying about the examinations.	1	2	3	4
4	I tend to find my instructors intimidating.	1	2	3	4
5	I am less confident about college than my classmates.	1	2	3	4
6	I get distracted from researching for tests by thoughts of failing.	1	2	3	4
7	I have difficulty remembering what I studied for tests.	1	2	3	4
8	At the beginning of a test, I am so nervous that I often can't	1	2	3	4

	think straight.				
9	During tests, the thought frequently occurs to me that I may not be too bright.	1	2	3	4
10	I often realize mistakes I made right after turning in a test.	1	2	3	4
11	I often feel sick when I need to work on a major class assignment.	1	2	3	4
12	I often feel nauseous before starting the exam.	1	2	3	4
13	I often feel my heart pounding when I go to the front of the class to explain something.	1	2	3	4
14	I often feel dizzy just before taking the exam.	1	2	3	4
15	My muscles sometimes tense up because I take the exam too seriously.	1	2	3	4
16	My hands were shaking when I took the test.	1	2	3	4
17	My voice stutters even when introducing myself to a friend for the first time.	1	2	3	4
18	When I am nervous about speaking, I feel like I want to get away from the situation quickly.	1	2	3	4
19	I often wiggle my feet during exams or regular classroom learning.	1	2	3	4

20	I often mispronounce a word just because I want to finish the sentence quickly.	1	2	3	4
----	---	---	---	---	---

Number 1-5 = Psychology (mood)

Number 6-10 = Cognitive (memory)

Number 11-15 = Somatic (physical)

Number 16-20 = Motor (body movements)

Scoring – simple addition of each item – no recoding required (range = 20-80).

Finch et al have identified cut scores for different “levels” of Academic Anxiety based on the total score:

- Not Anxious – 20-35
- Mild Academic Anxiety – 35 - 50
- Moderate Academic Anxiety – 50 - 65
- High Academic Anxiety – 65 - 80

Academic Anxiety Scale

docs.google.com/forms/d/e/1FAIpQLSdw9A-lySRuMiHj4_Vq1Bqe5xfGhslKgRrqa5C4pXbeOehzw/viewform

situation quickly.

1 2 3 4

Not all typical of me Very typical of me

19. I often wiggle my feet during exams or regular classroom learning. *

1 2 3 4

Not all typical of me Very typical of me

20. I often mispronounce a word just because I want to finish the sentence quickly. *

1 2 3 4

Not all typical of me Very typical of me

Kirim Halaman 1 dari 1 Kosongkan formulir

Academic Anxiety Scale

Please complete the following items using four-point scale below :

1= Not at all typical of me
2= Somewhat typical of me
3= Quite typical of me
4= Very typical of me

Note : This data is confidential and will be destroyed when the research is over.

eztrifenaoraple@gmail.com Ganti akun

* Menunjukkan pertanyaan yang wajib diisi

Email *

Rekam eztrifenaoraple@gmail.com sebagai email yang disertakan dengan respons saya

Name *

Jawaban Anda

APPENDIX 2: RESULT OF THE PRE-QUESTIONNAIRE

Timestamp	Email Address	Name	Home University	I am willing to be contacted	I have a sense of dread
16/03/2024 20:26:39	ezritrifenaoraple@gmail.c	ETO	UNIMUDA Sorong	Yes	2
16/03/2024 21:35:32	jokriwi@gmail.com	JK	UNIVERSITAS BRAWIJA	Yes	1
16/03/2024 21:55:51	vincentsuryakim@gmail.c	VS	Universitas Indonesia	Yes	1
16/03/2024 22:00:04	sihotangpian@gmail.com	M	Telkom University	No	2
17/03/2024 6:20:32	safa.ardhany@gmail.com	NSA	UGM	Yes	1
17/03/2024 15:24:56	danizahraa13@gmail.com	DA	Institut Teknologi Bandun	Yes	2
17/03/2024 21:43:40	felicikusumaaa@gmail.c	FK	Universitas Indonesia	Yes	1
17/03/2024 21:48:40	afiftaufik@gmail.com	AT	Universitas Indonesia	Yes	2
17/03/2024 21:48:51	rayhanajie46@gmail.com	RAN	Universitas Airlangga	Yes	1
17/03/2024 22:02:53	gabriela.tantriana@gmail.	GT	Universitas Padjadjaran	Yes	2
17/03/2024 22:17:54	jessicaangeliaosmond@g	JAO	Universitas Pelita Harapan	Yes	1
17/03/2024 22:56:18	nakhwah.galeri23@gmail	NS	Universitas Airlangga	No	4
17/03/2024 23:48:21	jasminendr@gmail.com	JAPA	Institut Teknologi Bandun	Yes	2
18/03/2024 0:52:13	michelle.christiani15@gm	M	Universitas Indonesia	Yes	2
18/03/2024 1:14:53	hellofeilee@gmail.com	AFP	STMIK Palangka Raya	Yes	4
18/03/2024 1:55:39	aikoprajugo@gmail.com	LA	Institut Teknologi Bandun	Yes	3
18/03/2024 10:59:29	gloriasally6@gmail.com	GS	Universitas Bina Nusantara	No	1
18/03/2024 11:16:23	aurelyabackup@gmail.co	AJ	Universitas Sam Ratulang	Yes	1
18/03/2024 17:38:06	delsoonbye@gmail.com	GI	Universitas Hasanuddin	No	1
18/03/2024 18:20:18	fernirena@gmail.com	FISS	Universitas Brawijaya	Yes	4
18/03/2024 21:25:50	raftydil@gmail.com	MRI	Universitas Muslim Indon	Yes	2
19/03/2024 12:35:46	diannewsliina8@gmail.co	DNW	Universitas Negeri Goron	Yes	3
28/03/2024 8:16:40	20320016@students.uui.a		Universitas Islam Indones	Yes	3

2. I often feel 'butterflies' i	3. I spend much of my tim	4. I tend to find my instruc	5. I am less confident abo	6. I get distracted from stu	7. I have difficulty remem
3	2	1	2	2	3
2	2	4	4	4	3
1	3	2	2	1	2
1	1	1	1	1	2
1	2	1	1	1	1
1	3	2	1	4	3
3	2	3	1	1	2
3	1	1	1	1	2
1	1	1	1	1	1
1	3	4	2	2	1
1	3	3	1	1	1
3	4	3	4	4	3
1	3	3	2	4	3
1	2	3	2	2	3
3	4	3	4	3	4
1	1	3	1	1	2
2	2	2	1	1	1
2	2	2	1	1	1
1	2	2	3	2	2
2	2	2	2	2	2
1	2	1	3	2	2
2	3	4	3	4	4
3	3	3	3	2	3

8. At the beginning of a te	9. During tests, the thoug	10. I often realize mistake	11. I often feel sick when	12. I often feel nauseous	13. I often feel my heart p
3	2	4	2	3	3
4	3	4	3	1	3
2	2	2	1	2	2
2	3	2	1	2	3
1	3	3	1	1	1
3	3	2	1	1	3
1	3	4	1	2	4
1	1	3	1	1	2
1	1	3	1	1	1
1	1	2	2	1	2
1	1	2	2	1	1
4	4	4	4	4	4
3	3	3	2	2	4
3	1	3	1	3	4
2	3	2	4	3	4
2	3	4	1	3	2
1	1	2	1	1	4
1	2	3	1	1	1
3	2	4	2	2	3
3	2	1	3	3	4
1	3	2	1	1	1
4	4	3	3	2	4
3	2	3	3	2	3

14. I often feel dizzy just k	15. My muscles sometime	16. My hands were shakir	17. My voice stutters ever	18. When I am nervous al	19. I often wiggle my feet
2	2	1	3	3	3
1	3	1	2	1	4
1	1	1	1	1	3
1	1	1	2	2	4
1	1	1	1	1	3
1	3	1	1	3	4
1	3	1	3	4	2
2	1	1	1	1	1
1	1	1	2	1	1
1	2	1	2	2	4
1	1	1	1	3	3
4	3	2	1	3	4
1	3	1	2	3	4
1	3	1	2	3	3
3	4	2	4	4	4
1	1	1	1	3	1
1	1	2	2	3	2
1	3	2	1	1	1
1	1	1	1	1	4
3	4	1	2	3	4
1	1	1	1	1	1
2	3	3	2	4	4
3	3	2	3	3	3

20. I often mispronounce	TOTAL	
3	52	Mild
2	52	Mild
1	32	Not anxious
3	36	Mild
2	28	Not anxious
3	45	Moderate
3	45	Moderate
4	31	Not anxious
1	23	Not anxious
3	40	Mild
1	30	Not anxious
4	72	High
3	52	Moderate
4	46	Moderate
4	68	Moderate
2	37	Mild
1	32	Not anxious
1	29	Not anxious
1	40	Mild
3	52	Moderate
3	31	Not anxious
1	62	Moderate
2	55	Moderate

APPENDIX 3: INTERVIEW INSTRUMENT

NO.	List of the Questions
1.	Please describe the nature of your worry while in class, whether it be during learning, examinations, or in the classroom environment!
2.	Can you explain the specific strategies you have employed to address the worry in each field?
3.	Please describe your emotional state when you are in class, study, and taking examinations!
4.	If such circumstances arise, can you define a set of tactics to address them?
5.	Please describe how your productivity in the ongoing task is perceived!
6.	Please describe the strategies you employ to enhance your productivity when undertaking tasks.
7.	What are the methods you employ to prepare for classes and examinations?
8.	Please describe the specific strategies you employ to facilitate your comprehension of the material and your preparation for the examination!
9.	Do you frequently delay the completion of academic assignments?
10.	What specific strategies are in place to overcome this challenge?

**APPENDIX IV: TRANSCRIPT OF THE SEMI-STRUCTURED
INTERVIEWS**