



THE EFFECT OF ACADEMIC SELF-CONCEPT, ACADEMIC INTEREST, ACADEMIC EXPECTATIONS OF PARENTS AND SOCIAL SUPPORT ON ACADEMIC ANXIETY IN ECONOMIC EDUCATION STUDENTS

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Abstract

Academic anxiety is a feeling triggered by a lack of confidence in one's ability to cope with academic tasks. Students have different backgrounds in lectures, leading to academic anxiety. To achieve their academic degree, undergraduate students must complete their final assignments properly. For students, the final assignment or thesis can cause anxiety because internal and external factors influence it. Using a quantitative approach to the survey method. This research aims to determine the effect of academic self-concept, academic interest, parents' academic expectations, and social support on academic anxiety in 2019 Economics Education students. The population in this study was students of the economics education study program, faculty of economics, Jakarta State University. One hundred eleven students and a total sample of 87 respondents. The sampling technique used proportional stratified random sampling with a significance level of 5%. The results of partial hypothesis testing show that the academic self-concept variable has a negative and significant effect on academic anxiety as evidenced by the $t_{count} < t_{table}$ ($-3.101 < 1.66298$), the academic interest variable has a negative and significant effect on academic anxiety is proven by the value of $t_{count} < t_{table}$ ($-2.339 < 1.66298$), the variable of parents' academic expectations has a positive and significant effect on academic anxiety as evidenced by the value of $t_{count} < t_{table}$ ($0.690 < 1.66298$), social support variable has a negative and significant effect on academic anxiety as evidenced by the value of $t_{count} < t_{table}$ ($-3.322 < 1.66298$) and simultaneous hypothesis testing shows that academic self-concept, academic interest, parents' academic expectations, and social support simultaneously influence academic anxiety as evidenced by the value of $F_{count} > F_{table}$ ($5.782 > 2.48$). Based on the results of the study shows that there is a negative and significant influence between academic self-concept on academic anxiety. There is a negative and significant influence between academic interest and academic anxiety. The positive and significant influence between parents' academic expectations on academic anxiety. There is a negative and significant effect of social support on academic anxiety. And there is a simultaneous influence between academic self-concept, academic interest, parents' academic expectations, and social support on academic anxiety.

Keywords: Academic Self-Concept, Academic Interest, Academic Expectations of Parents, Social Support, Academic Anxiety.

INTRODUCTION

Education is important for the progress of the nation and state. The quality and current education system are a reflection of the progress of the nation and state. Without education, a nation and state will be left behind. In the future, the Indonesian government must create individuals who can develop education following the development of science and technology. But in reality, education in Indonesia needs to catch up. Based on the results of the 2018 PISA (Program International Student Assessment) survey from 79 countries, education in Indonesia was ranked 74th.

Meanwhile, based on the results of a survey conducted by US News and World Report, BAV Group, and the Wharton School of the University of Pennsylvania, in 2021, Indonesian education was ranked 54th. Previously in 2020, it was ranked 55th. Moreover, at the beginning

of 2020, there was the spread of the COVID-19 outbreak which resulted in the implementation of education in Indonesia being affected, namely by creating an online learning system. Students have different backgrounds in the world of lectures, leading to academic anxiety. Undergraduate students to achieve their academic degree must complete their final assignment well. For some students, the final project or thesis is considered normal. However, for some other students, the thesis can be something that can trigger academic anxiety.

Academic anxiety has effects on students, such as impaired concentration, disturbed attention, excessive anxiety, tension, fear of being late and avoidance of assignments in the academic field, so it can also impact academic achievement (Agustiani & Savira, 2022). Internal factors and external factors cause the affect of academic anxiety. Internal factors that influence the emergence of academic anxiety are academic self-concept and academic interests, as well as external factors that affect the emergence of academic anxiety, namely parents' academic expectations and social support. Based on the data and background described, the researcher is interested in conducting a study entitled "The Effect of Academic Self-Concept, Academic Interest, Parental Academic Expectations, and Social Support on Academic Anxiety in 2019 Economic Education Students".

LITERATURE REVIEW

The higher the education, the more student demands and obligations must meet. The demands and obligations that I must meet are graduating on time and being able to complete the final assignment or thesis with the best results. The final project or thesis is a graduation requirement for students, which can make students feel anxious if they cannot fulfil these demands. According to Priyanti et al. (2021), academic anxiety is tension and fear of something that will happen. This feeling interferes with carrying out various tasks and activities in an academic situation.

According to Poots & Cassidy (2020), academic anxiety arises because of concerns arising from learning failures in students. Vye in Rahmawaty & Zulkifli (2021) revealed that indicators of academic anxiety could identify through three components, namely the cognitive, physical, and behavioural components. Meanwhile, Nevid in Kartika (2020) argues that academic anxiety indicators are physical anxiety, nervousness, shaking hands, sweaty palms, fast beating heart, and trembling voice. Second, behavioural anxiety includes avoidance behaviour and shaken behaviour. And third, cognitive anxiety includes worrying about something and feeling disturbed by fear.

Academic Self-Concept

In the development of self-concept the main source of the development of academic self-concept is the interaction of individuals with other people. According to Amseke et al. (2021), self-concept is obtained based on experiential interactions with the environment, where people physically, psychologically, and socially imagine, evaluate, and assess themselves. Self-concept in academic education is known as the term academic self-concept. Academic self-concept is a social creation resulting from individual learning through interaction. According to Manik et al. (2017), academic self-concept is a picture of a person's self-confidence in his intellectual strengths and weaknesses.

Meanwhile, according to Gogol et al. (2017), academic self-concept refers to individual perceptions and feelings about himself, which is related to the academic field, which universally has three main aspects: self-confidence, self-acceptance, and self-esteem. According to Samiroh & Zidni Immawan (2016), the component indicators used to measure academic self-concept are self-belief, competence possessed by individuals, and self-achieved achievements. Meanwhile, according to Coopersmith in the book *Tim Pusaka Familia* (2010),

4 indicators play a role in forming academic self-concept: competence, self-confidence, achievement, and strength.

Academic Interest

Interest is a factor that encourages a person to achieve his goals or desires. A person will succeed in himself if there is encouragement and desire to achieve. The drive and desire in the academic field are called academic interests. According to Lee & Durksen (2018), academic interest is defined as a personal orientation towards activities intended to develop one's academic skills and knowledge, which are important variables that contribute to various aspects of student learning. According to Yuniarti et al. (2018), academic interest is a student's relatively enduring tendency or general emotional orientation when dealing with their assignments.

Academic interest is domain-specific, and its domain specificity increases over time, characterized by attention, liking, ability to complete tasks, motivation, need and persistence. Interest arises based on conscious stimulation from within oneself without coercion from others. According to Safari in Lee & Durksen (2018), several indicators are used to measure academic interest: attention, interest, pleasure and involvement. Meanwhile, according to Slameto in Gogol et al. (2017), students interested in learning are usually marked by a feeling of pleasure in learning, participation or involvement, and an attentive attitude. The same thing was expressed by Djamaraha in Zhang & Wang (2020) indicators of academic interest, namely feelings of pleasure when learning, student interest in the form of affective experiences stimulated itself, student attention to learning which can lead to concentration and student involvement during learning activities.

Academic Expectations Of Parents

According to Muhid & Mukarromah (2018), parents' academic expectations are the demands of their children to achieve high academic achievement. The demand comes from the hope parents have for their children to succeed in their academic field. According to von Keyserlingk et al. (2019), parents academic expectations are when they have high expectations for their children by assessing the importance of academics, which then encourages parents to emphasize the importance of good performance in their children. They. The many demands and expectations of parents greatly affect academic anxiety in students. So to respond to these demands, students often experience anxiety and feel tense and restless. That is, parents' demands for their children to achieve high academic achievements can cause students to experience fear of failure, and then students will respond to that fear by staying away from the source of fear (Chan & Li, 2020).

Parents certainly expect everything good for their children. Muhid & Mukarromah (2018) states that perceptions of parents' academic expectations are divided into three indicators, namely personal expectations, expectations of academic achievement, and career expectations for the future. Meanwhile, Chan & Li (2020), in their research, also stated that parents' expectations are divided into four dimensions: personal expectations, academic expectations, career expectations, and parental ambitions.

Social Support

According to Perera & Digiacoimo (2016), social support fosters feelings of comfort. It makes individuals believe that they are respected, valued and loved and that others are willing to provide care and security. Meanwhile, according to Jin & Dewaele (2018), social support is assistance that individuals receive continuously from other individuals, groups and the wider community. A similar opinion was also expressed by Poots & Cassidy (2020); social support

is the existence of interpersonal interactions shown by assisting other individuals, where assistance is generally obtained from people who are meaningful to the individual concerned. Individuals who receive social support will feel loved, valued, valuable, and part of the environment. According to Asrifa et al. (2021), there are five indicators of social support: emotional support, esteem support, instrumental support, informational support, and social network support (companionship support). According to Amseke et al. (2021), indicators of social support are emotional support, appreciation support, instrument support, and information support. Meanwhile, Sarafino in Dewi & Muslikah (2021) stated social support indicators: emotional support, appreciation support, instrumental support, and information support.

METHOD

The research approach used in this study is a quantitative approach using survey methods. The population in this study were students of the 2019 economics education study program, totalling 111 students, with a total sample of 87 respondents. In this study, researchers used a proportional stratified random sampling technique. This study uses primary data. The primary data needed to process the variables of academic self-concept (X₁), academic interest (X₂), parents' academic expectations (X₃), social support (X₄), and academic anxiety (Y). The data was obtained by distributing questionnaires to Economics Education students Class of 2019, Jakarta State University.

RESULTS AND DISCUSSION

1. Multiple Regression Test

Multiple regression tests were performed using SPSS with the following results:

		Coefficients					Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	110,107	14,323		7,688	0,000		
	X1	-0,476	0,154	-0,437	-3,101	0,003	0,485	2,063
	X2	-0,292	0,188	-0,272	-2,339	0,022	0,313	3,200
	X3	0,132	0,192	0,140	0,690	0,009	0,233	4,289
	X4	-0,264	0,149	-0,399	-3,322	0,001	0,190	5,258

a. Dependent Variable: Y

Source: Data processed by researchers

Multiple regression tests were carried out, aiming to determine the direction and how much influence the independent variables have on the dependent variable. Based on the results of the multiple regression test above, the multiple regression equation can be obtained as follows:

$$\hat{Y} = 110,107 - 0,476X_1 - 0,292X_2 + 0,132X_3 - 0,264X_4$$

The equation above states that the constant value is 110.107 with a score of (b1) - 0.476, a score of (b2) -0.292, a score of (b3) 0.132 and a score of (b4) -0.264. If each coefficient on the variable is negative, then each coefficient decreases by 1%, meaning that academic anxiety decreases. If each coefficient on the variable is positive, then each coefficient increases by 1%, meaning that academic anxiety increases.

2. Classical Assumption Test

The classical assumption test is analyzed in four ways: the normality test, linearity test, multicollinearity test, and heteroscedasticity test.

a. Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		87
Normal Parameters ^b	Mean	,000
	Std. Deviation	13,80859942
Most Extreme Differences	Absolute	,064
	Positive	,064
	Negative	-,048
Test Statistic		,064
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Data processed by researchers

The normality test is a test that is carried out to see whether the data is normally distributed or not. Based on the calculation results from the Kolmogorov-Smirnov test with the SPSS program, it can conclude that the five variables are normally distributed. The evidenced by the results of calculations with a significance level of 0.200. The significance level exceeds 0.05.

b. Linearity Test

The linearity test aims to determine whether the independent variable (X) has a linear relationship with the dependent variable (Y). The linearity test in this study can be seen from the Test of Linearity output results at a significance level of 0.05 in the SPSS program. Based on the test results, it can see that the academic self-concept variable has a Deviation From the Linearity value of 0.783 > 0.05. So it can conclude that the variable Academic Self-Concept with Academic anxiety has a linear relationship. The test results show that the academic interest variable has a Deviation From the Linearity value of 0.718 > 0.05. So it can conclude that the variable Academic Interest and Academic Anxiety have a linear relationship. The test results show that the parents' academic expectations variable has a Deviation From the Linearity value of 0.398 > 0.05. So it can conclude that the variable Parents' Academic Expectations and Academic Anxiety have a linear relationship. The test results show that social support has a Deviation From the Linearity value of 0.228 > 0.05. So it can conclude that the variable Social Support with Academic anxiety has a linear relationship.

c. Multicollinearity Test

A multicollinearity test is needed to determine whether there are independent variables that have similarities between the independent variables in a regression model. From the results of this test, it can be said that multicollinearity does not occur because the VIF value < 10, namely academic self-concept (X_1) of 2.603, academic interest (X_2) of 3.200, academic expectations of parents of 4.289, and social support 5.258. Furthermore, if the Tolerance value > 0.10, the academic self-concept of 0.485, the academic interest of 0.313, the academic expectations of parents of 0.233 and social support of 0.190. So the data in this study did not occur multi correlation because the VIF value was less than 10 and the tolerance value was. 0.10, it can state that there is no multicollinearity.

d. Heteroscedasticity Test

The heteroscedasticity test aims to test whether a regression model has an unequal variance of the residuals from one observation to another. It can conclude that the

significance value of the academic self-concept variable is 0.990, academic interest is 0.468, parents' academic expectations are 0.724, and social support is 0.546 with a significance value of > 0.05 , so it can be concluded that there is no heteroscedasticity in the regression model.

3. Hypothesis Test

a. Partial Regression Coefficient Test (T-Test)

The t-test serves to test the significance of the relationship between the independent variable (X) and the dependent variable (Y), where the independent variable (X) affects the dependent variable (Y).

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	110,107	14,323		7,688	0,000		
	X1	-0,476	0,154	-0,437	-3,101	0,003	0,485	2,063
	X2	-0,292	0,188	-0,272	-2,339	0,022	0,313	3,200
	X3	0,132	0,192	0,140	0,690	0,009	0,233	4,289
	X4	-0,264	0,149	-0,399	-3,322	0,001	0,190	5,258

a. Dependent Variable: Kecemasan Akademik

Source: Data processed by researchers

Based on the table above, a significant value obtains for the academic self-concept variable (X_1) of $0.003 < 0.05$ with t count -3.101, so that the academic self-concept harms academic anxiety, the significant value on the academic interest variable (X_2) is $0.022 < 0.05$ with t count -2.339, academic interest hurts academic anxiety, a significant value on the variable parents' academic expectations (X_3) is $0.009 < 0.05$ with t count 0.690, parents' academic expectations have a positive effect on academic anxiety, as well as a significant value on social support variable (X_4) of $0.001 < 0.05$ with t, count -3.322, social support harms academic anxiety.

b. Simultaneous Regression Coefficient Test (F Test)

The F test serves to determine the significance level of the effect of the independent variables simultaneously (simultaneously) on the dependent variable by comparing Fcount and Ftable using the SPSS program as follows:

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4352,731	4	1088,183	5,441	,001 ^b
	Residual	16398,258	82	199,979		
	Total	20750,989	86			

a. Dependent Variable: Academic Anxiety (Y)
b. Predictors: (Constant), Social Support (X_4), Academic Self-Concept (X_1), Academic Interest (X_2), Academic Expectations of Parents (X_3)

Source: Data processed by researchers

From the calculation above, the calculated F value is 5.441. Table F values can find in the F statistics table at a significance level of 0.05 df1 (number of variables-1) or $5-1 = 4$, and $df2 = n-k-1$ (n is the amount of data and k is the independent variable) or $87-4-1 = 82$. It can see that the F table value is 2.48. So the F count is $5.782 > F$ table is 2.48, and a significance value is $0.000 < 0.05$, meaning H_0 is rejected, and H_a is accepted. So

it can conclude that Academic Self-Concept, Academic Interest, Academic Expectations of Parents, and Social Support simultaneously influence academic anxiety.

c. Determination Coefficient Test

The coefficient of determination test is a test that aims to measure how well the independent variable describes the variation in the dependent variable. Below is the result of calculating the coefficient of determination analysis using the SPSS application, namely:

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
1	,458 ^a	0,213	0,171	14,14138
a. Predictors: (Constant), Social Support (X ₄), Academic Self-Concept (X ₁), Academic Interest (X ₂), Academic Expectations of Parents (X ₃)				
b. Dependent Variable: Academic Anxiety (Y)				

Source: Data processed by researchers

Based on the table above, it can be seen from the results of the R square or R² in the model summary table of 0.213. It can be calculated from the analysis results with the equation below: $D = 0.213 \times 100\% = 21.3\%$. Thus, it can conclude that the influence of academic anxiety on academic self-concept, academic interest, parents' academic expectations, and social support is 21.3%.

DISCUSSION

1. The Effect of Academic Self-Concept on Academic Anxiety

The results of the t-test obtained a t count of $-4.312 <$ from t table 1.66298, a significance value of 0.001. If the significance value is $0.001 < 0.05$, Ho is rejected, and H1 is accepted. The partial results of hypothesis testing show that academic self-concept negatively and significantly affects academic anxiety. The results of research conducted by von Keyserlingk et al. (2019) where academic anxiety has a negative relationship with self-concept because academic anxiety is a form of anxiety, anxiety and the like. The higher the student's academic self-concept, the lower the academic anxiety. And conversely, the lower the student's academic self-concept, the higher the student's academic anxiety.

2. The Effect of Academic Interest on Academic Anxiety

The results of the t-test obtained a t count of $-2.274 <$ from t table 1.66298 and a significance value of 0.025. The significance value is $0.025 < 0.05$, then Ho is rejected, and H1 is accepted. The partial results of hypothesis testing show that academic interest negatively and significantly affects academic anxiety. If a student has a high interest in academics, then the student will pay attention to academics which will cause low anxiety that students feel. The results of research conducted by Gogol et al. (2017) explained that interest harms student anxiety because students who are not interested in academics will show an attitude of anxiety and fear.

3. The Effect of Parental Academic Expectations on Academic Anxiety

The results of the t-test obtained a t count of 0.790 < from t table 1.66298 and a significance value of 0.013. The significance value is $0.013 < 0.05$, then Ho is rejected, and H1 is accepted. The partial results of hypothesis testing show that parents' academic expectations positively and significantly affect academic anxiety. The results of this study are the results of research conducted by Chan & Li (2020) based on a simple correlation analysis (r). There is a positive correlation between relationship between parental expectations and anxiety. Parents' academic expectations make students feel pressured and afraid to complete the final project.

4. The Effect of Social Support on Academic Anxiety

The results of the t-test obtained a t count of $-3.164 <$ from t table 1.66298 and a significance value of 0.020. The significance value is $0.020 < 0.05$, then H_0 is rejected and H_1 is accepted. The partial results of hypothesis testing show that social support negatively and significantly affects academic anxiety. The results of this study are the results of research conducted by Priyanti et al. (2021). The results of this study concluded that social support has a significant negative effect on academic anxiety partially and simultaneously. If someone receives much social support from the people around them, they tend to experience lower academic anxiety.

5. The Effect of Academic Self-Concept, Academic Interest, Parental Academic Expectations, and Social Support on Academic Anxiety

The partial results of hypothesis testing show that the F table value is 2.48. So that F_{count} is $5.782 > F_{\text{table}}$ is 2.48, and a significance value is $0.000 < 0.05$, meaning H_0 is rejected, and H_a is accepted. So it can conclude that Academic Self-Concept, Academic Interest, Academic Expectations of Parents, and Social Support simultaneously influence academic anxiety.

CONCLUSION

Based on the results of the research analysis that has been carried out by researchers about the influence of academic self-concept, academic interest, parents' academic expectations, and social support on academic anxiety, the researcher can conclude that the results of partial hypothesis testing indicate that the academic self-concept variable (X_1) has an effect negative and significant impact on academic anxiety (Y) as evidenced by the $t_{\text{count}} < t_{\text{table}}$ ($-3.101 < 1.66298$), the academic interest variable (X_2) has a negative and significant effect on academic anxiety (Y) as evidenced by the $t_{\text{count}} < t_{\text{table}}$ ($-2.339 < 1.66298$), the variable parents' academic expectations (X_3) has a positive and significant effect on academic anxiety (Y) as evidenced by the $t_{\text{count}} < t_{\text{table}}$ ($0.690 < 1.66298$), social support variable (X_4) has a negative and significant effect on academic anxiety (Y) is proven by the value of $t_{\text{count}} < t_{\text{table}}$ ($-3.322 < 1.66298$) and simultaneous hypothesis testing shows that academic self-concept (X_1), academic interest (X_2), parents' academic expectations (X_3), and social support (X_4) simultaneously influence academic anxiety (Y) as evidenced by the value of $F_{\text{count}} > F_{\text{table}}$ ($5.782 > 2.48$).

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