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Relationship Self-Disclosure With Anxiety In Compiling Student Thesis Study Program Primary School Teacher Education

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Abstrak

Masalah kecemasan yang di alami mahasiswa semester akhir yakni menyelesaikan skripsi perlu untuk di atasi. Mengungkapkan informasi diri kepada orang lain dalam rangka menyelesaikan tugas akhir yang di lakukan oleh mahasiswa merupakan tindakan yang sengaja ataupun tidak sengaja yang di lakukannya. *Self-disclosure* ini merupakan proses membuat diri mahasiswa untuk diketahui orang lain yang menghasilkan pengetahuan antara dirinya dan orang lain. Tujuan penelitian ini untuk menjelaskan hubungan *self disclosure* dan kecemasan mahasiswa dalam menyelesaikan tugas akhir, apalagi nantinya akan menjadi seorang guru sehingga mampu mengendalikan kecemasan dalam dirinya. Dimana subjek penelitian 110 mahasiswa PGSD Universitas Widya Gama Mahakam Samarinda dengan teknik pengambilan sampel yakni *purposive sampling*. *Self-disclosure* mahasiswa masuk dalam kategori sedang dengan rata-rata 114,15 dan kecemasan mahasiswa dalam menyelesaikan skripsi masuk dalam kategori sedang dengan rata-rata 93,53. Hasil penelitian menunjukan bahwa diperoleh koefisien korelasi yakni $r_{xy} = -0,192$. Nilai korelasi menunjukan arah negatif yang bermakna bahwa semakin rendah *self-disclosure* maka semakin tinggi kecemasan mahasiswa dalam menyusun skripsi. Dapat pula dikatakan bahwa semakin tinggi *self-disclosure* maka semakin rendah kecemasan mahasiswa dalam menyusun skripsi.

Kata Kunci: *self-disclosure*, kecemasan, menyusun Skripsi.

Abstract

Anxiety problems in natural semester students who finish the thesis need to be overcome. Disclosing personal information to others to complete the final assignment performed by the student is an intentional or accidental act in action. This Self-disclosure is a process of making students be known by others who generate knowledge between themselves and others. The purpose of this research is to explain the self-disclosure and anxiety relationship of students in completing the final task, moreover, will be a teacher so that it can control anxiety in him. Where the research subjects of 110 PGSD students widya gama mahakam Samarinda university with sampling techniques, namely purposive sampling. Self-disclosure students are in the moderate category with an average of 114.15 and student anxiety in completing the thesis is in the medium category with an average of 93.53. The results showed that the correlation coefficient was $r_{xy} = -0.192$. The correlation value indicates a negative direction which means that the lower self-disclosure then, the higher the student's anxiety in composing the thesis. It can also be said that the higher the self-disclosure, the lower the student's anxiety in composing the thesis.

Keywords: *self-disclosure, anxiety, composing the thesis.*

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INTRODUCTION

Lectures are conducted from semester 1 to semester 7, then in semester eight, the students do the final task, namely thesis. The final task (thesis) is mandatory for students to be done in obtaining a bachelor's degree. Writing a final project (thesis) requires a lot of reading literacy. Reading literacy is the ability to understand, use, and meditate on the reading through direct engagement to earn knowledge to achieve goals certain (Dafit et al., 2020). However, students need to do well and be able to beat the sense of laziness and eliminate anxiety in doing their final task.

Every human being must have faced anxiety because anxiety is as unpleasant a state or emotional condition characterized by subjective feelings of tension, fear, and worry, and by activation or arousal of the autonomic nervous system (Spielberger (Hilliard et al., 2020). Usually, anxiety is characterized as a negative emotion and is often considered to have a negative and weak impact. Develop a positive sense of self; individuals must grow up in an environment. When there is any inconsistency between the behaviour shown and the individual's self-feelings, then anxiety arises. As stated (Ümmet, 2015) when there is any inconsistency between the behaviour exhibited and the individual's self-feeling, anxiety arises. (Ümmet, 2015) further said that if someone deceives someone, the level of anxiety will increase.

Freud (Spielberger, 1972) argues that anxiety is something to be felt, where unpleasant affective circumstances and anxiety can be distinguished from other unpleasant affective states, such as anger, sadness, or sadness, with a unique combination of experience and physiological qualities. The quality of the experience is related to anxiety that gives him "character displeasure" such as a sense of *taku* or *tense*.

(Holmes, 1991) divided anxiety into four parts, namely (1) the emotional (psychological) component, which explains the emotional symptoms of worry, tension, panic, and fear. The emotions of people who feel anxious can manifest themselves as anxiety, anxiety, anxiety, fear, stress, tension, and insecurity. A person cannot feel calm and irritable, thus making himself depressed. (2) The cognitive component, which explains a person's anxiety, he is continually worrying about various problems that may occur, making it difficult to concentrate or make decisions, confused and difficult to remember; (3) Description of body composition Anxiety disorders are divided into two parts, the first being direct symptoms, among others easy sweating, shortness of breath, rapid heartbeat, increased blood pressure, dizziness, and strained muscles. Second, if feeling anxious for a long time will continue to increase blood pressure, headaches, strained muscles, and nausea. (4) The exercise component explains that anxiety can be seen in a person's physical discomfort, such as shaking hands, choking sounds, and hasty attitudes.

The anxiety present to the student will not hurt himself. As Spielberger (1972), state anxiety is temporary, and this anxiety is causing by stimulated individuals who can self-harm. Anxiety traits will lead to more stable personality differences in anxiety tendencies. Anxiety traits are not directly seen in individual behaviour but can be seen from the frequency of individual anxiety states.

As students both students and students that anxiety is an underlying source of students' fears during their study process (Vitasari et al., 2011). Students must be able to overcome their anxiety, because the students are the future leaders of the nation, especially for students who attend the faculty of teacher and education (FKIP) is a prospective successor to the nation's educators who will direct the sons of the nation's daughters at the age of 7-12 years to be able to survive and be able to develop their abilities so that the successors of the country can compete in the world. If these students later have excessive levels of anxiety, it will result in a disruption of the learning process. Thus, the student at the time of the final task should be able to overcome the anxiety in him.

The final task is not as easy as turning the palm to complete, but the need for a lot of literacy done by students in perfecting the theory study materials of the problem to be studied. Also, students need to consult with advisers or discussions with their colleagues who are in the process of preparing the final task. In the consultation process and discussions with the advisers, the students will share information on what problems are faced in the completion of the final task. As stated by Chelune) (Derlega & Berg, 1987) that self-disclosure is the process of disclosing personal information about yourself to others.

Communication conducted by students to friends, family, or guidance lecturers to overcome difficulties in completing final tasks that aim to allow students to share so as not to experience stress. As (Zhang, 2017) said, research has found that most lifelong mental disorders have the first onset at ages 18-24. Events in a stressful life as a trigger for acute mental illness such as severe illnesses of depressive disorder and anxiety. Stressful life events can evoke adaptive efforts by the wrong human organism in shape or duration, lowering 'body resistance' and increasing the likelihood of disease occurring.

People express themselves in different ways. While a variety of speeches may include correct information about themselves, they often seek to present themselves favourably. When communicating with others, they strive to achieve specific goals that sometimes require them to present themselves differently from their actual self. As Ajzen (Rajendran, 2019) points out, self-disclosure plays an essential role in initiates and maintains relationships, when the level of self-disclosure, depth and breadth of information, results in deeper relationships as well as direct disclosure related to likes and beliefs.

Disclosing personal information to others to complete the final task carried out by the student is a deliberate or accidental act that he did. As reported by (Masur, 2019) self-disclosure as an intentional communication of information about themselves to another person or group.

(Masur, 2019) self-disclosure is behaviour directed at the purpose and thus serves several functions. As self-disclosure should be considered a social phenomenon, it helps to initiate, develop, or maintain relationships in most cases. That said, certain circumstances make other goals stand out, such as self-expression, social validation, identity clarification, or social control. Self-disclosure is the process of making yourself known to others who generate knowledge among others (Joinson, et al., 2011: 36).

(Cameron et al., 2009: 217) say that self-disclosure is a process of disclosing personal information to others, an essential component of building intimacy and trust. Furthermore, in his journal that self-disclosure is credit with improving the quality of relationships as well as physical and psychological health. (Masur, 2019) discloses that self-disclosure is a deliberate communication of information about oneself, orally or in written form to another person or a group of people. Derlega (Rajendran, 2019) furthermore, that self-disclosure is an interaction between at least two individuals in which one intends to divulge something personal to another intentionally.

(Leung, 2002) discloses five aspects of self-disclosure including:

1. Control of depth in the form of disclosure of personal things and expressing feelings when communicating.;
2. Accuracy is about sincerity, openness, and honesty about respondents' feelings, emotions, and experiences when speaking;
3. Amount of disclosure, i.e. how much an individual reveals themselves to others;
4. Valence reflects whether the individual will express more positive and desirable things, or more hostile and unwanted when expressing about themselves;
5. The intent of disclosure is whether the individual is aware of what he or she has disclosed.

At the level of self-disclosure, (Masur, 2019) states the level of self-disclosure can be assessed concerning the breadth, depth, and length of self-disclosure. The high level of self-disclosure depends on the individual and the assessment of several factors related to specific disclosure actions. For example, sharing information about a person's income can be considered highly sensitive (e.g., following a high level of self-disclosure) by some who fear such disclosures could make them vulnerable or that information could be misused. Others, who see less value in money, may see such disclosures as less problematic (e.g., according to low levels of self-disclosure).

Students who later graduate to become educators must be able to overcome the anxieties they face because anxiety is an unpleasant emotion for yourself. As (Hilliard et al., 2020) that anxiety is considered an unpleasant emotion and has been of great interest to educational researchers for decades because anxiety has a potentially adverse impact on academic performance and the learning process.

Moreover, teaching is a physically and mentally challenging job. As stated by (Desouky, D., & Allam, 2017) that the teacher uses a lot of energy which is a physically and mentally demanding job in his day-to-day work in the classroom. In addition to personal and family commitments, which are a source of continuous stress and lead to emotional discomfort as depression and anxiety that damage the teacher's ability to function at work or cope with daily life. Therefore, researchers are interested in researching the relationship of self-disclosure with anxiety in compiling student thesis Program Primary School Teacher Education Widya Gama Mahakam Samarinda University where the benefits that this research wants to achieve are to provide information for students and lecturers to know the relationship of self-disclosure with student anxiety in completing the final task.

METHODE

Participants in this study were all students of the final semester of PGSD Universitas Widya Gama Mahakam Samarinda in the 2019/2020 school year who compiled a thesis of 110 students. Sampling with saturation sampling techniques. The process of filling out questionnaires conducted by students online using google form.

This research is a correlational quantitative to determine the relationship between self-disclosure and student anxiety in completing the thesis. Azwar (2001) explains that a quantitative approach is an approach that emphasizes its analysis of numerical data or numbers, which is then calculated by the statistical method. Furthermore, Azwar (2001) expressed used correlational research to investigate the extent to which variations in one variable relate to variations in one or more other variables.

The data collection instruments in the study consist of non-test instruments. Non-test instruments in the form of self-disclosure questionnaires and anxiety questionnaires. The self-disclosure scale model and anxiety poll used in this study is the Likert scale. The sheer scale of Likert consists of four: strongly agree, agree, disagree, and strongly disagree.

The instrument can be said to be valid if the intrusion actually measures what should be measured, meaning a measuring instrument is said to be valid or has a high validity value if the instrument can indeed measure what we want to measure (Iskandar, 2013:97). Then the polls that have been created are tested through a construct validity test. The construct validity test will refer to the theory of what is used by a researcher, not the number of expert opinions about the attributes or variables studied (Idrus, 2009: 126). This study uses the type of construction validity so that this validity test uses the Product Moment Correlation formula.

Reliability estimates of tests and questionnaires are carried out to see how many instruments are used. For reliability, estimation is carried out against the results of instrument trials. To estimate the reliability of the instrument is done by looking for the reliability coefficient of the questionnaire by using the alpha coefficient formula (α). The analysis was done using the help of the SPSS 20 program. An instrument is said to be reliable, according to Nunnally (Ghozali,2011:48) that a constructor variable is said to be reliable if the value of Cronbach Alpha $>$ is 0.70.

The results of the student anxiety questionnaire compiled a thesis that initially 52 statements into 41 statements on the aspect of anxiety. The anxiety aspect uses the components expressed by Holmes (Hartoni, 2016: 6), namely psychological (mood components), cognitive compound, motor component, and somatic compound. Then in the results of the self-disclosure questionnaire trial, which initially 63 details of the statement into 43 details of the statement. Aspects of self-disclosure are breadth, time, depth, target, and accuracy based on Joseph A. Devito (2010).

The data analysis techniques were used in this study use inference statistical analysis, (i.e. pre-condition tests in the form of normality tests, homogeneity tests, and linearity tests). Then, followed by an analysis of correlation with product-moment correlation.

RESULTS AND DISCUSSION

This research, there are two variables: the variable self-disclosure and anxiety of students compiling the thesis. The explanation is as follows.

Student self-disclosure data can be described and drawn conclusions based on the specified criteria. The determination of criteria refers to a formula developed by (Azwar, 2007). The score range for self-disclosure against mathematics is obtained as follows.

Table 1. PGSD Student Self-Disclosure in completing the thesis

Many Students	Score Range	Category	Percentage (%)
6	$X > 136,5$	Very High	5,45
39	$115,5 < X \leq 136,5$	Height	35,45
62	$94,5 < X \leq 115,5$	Medium	56,36
3	$73,5 < X \leq 94,5$	Low	2,73
0	$X \leq 73,5$	Very Low	0
Average	114,15	Medium	

Based on the data in the table above, that self-disclosure students are in the moderate category. Where many students in the category are very high as many as six students, 39 students, a moderate category of 62 students, low category as many as three students, and no students in the very low category.

Table 2. PGSD Student Anxiety in Completing the Thesis

Many Students	Score Range	Category	Percentage (%)
3	$X > 136,5$	Very High	2,73%
9	$115,5 < X \leq 136,5$	Height	8,18%
37	$94,5 < X \leq 115,5$	Medium	33,64%
47	$73,5 < X \leq 94,5$	Low	42,73%

14 Average	$X \leq 73,5$ 93,53	Very Low Low	12,73%
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Based on the data in the table above, student anxiety is in the moderate category, where many students in the category are very high as many as three students, the high category as many as nine students, the middle category as many as 37 students, the low category as many as 47 students, and 14 students in the very low category.

Normality tests are carried out to see if the population is distributed normally or not. Analysis of normality is done against the score of 2 measurement variables, namely self-disclosure and student anxiety, in completing the thesis. In this study, normality testing used the Kolmogorov Smirnov test. Based on the test results using IBM SPSS 20, the derived significance score of self-disclosure is 0.398, and the significance value of student anxiety compiling the thesis is 0.136. Due to the significance of self-disclosure and student anxiety, compiling a thesis of more than 0.05, then the data is distributed normally.

Then do a homogeneity test. This homogeneity test is performed to determine whether the variants of both populations are the same. The test used was the Fisher test. The test results for each variable, using the ms excel 2013, were obtained a value of $F_{county} = 1.36$ and a value of $F_{county} = 1.372$. If compared between F_{count} and F_{table} then $F_{count} = 1.36 < F_{table} = 1.372$. Thus, H_0 means the variance of self-disclosure is the same as the anxiety of students in composing a thesis or being said to be homogeneous.

The linearity test of the relationship between self-disclosure variables and anxiety of completing the thesis resulted in a deviation from linearity value of 0.695. Since the sig value $= 0.695 > 0.05$, then the results show the relationship between self-disclosure variables and student anxiety compiling the thesis is linear.

Correlation analysis, using the correlation coefficient test to find out the degree of relationship between variable X (self-disclosure) and variable Y (anxiety). This correlation coefficient is calculated by product-moment correlation with the help of IBM SPSS 20 software obtained a value obtained $r_{xy} = -0,192$. It can be said that there is a negative and significant relationship of -0.192 between self-disclosure and student anxiety in compiling the thesis. Also, the signification value is $0.044 < 0.05$; then the two variables have a significant relationship.

Based on research that has been done, that there is a significant relationship between self-disclosure variables and anxiety variables of late semester students in compiling a thesis. If you pay attention to the product-moment correlation value $r_{xy} = -0.192$, then the relationship between self-disclosure variables and anxiety indicates a negative relationship. That means that the lower the self-disclosure, the higher the student's anxiety in composing the thesis.

(Green et al., 2016) states that self-disclosure is the disclosure of personal and confidential information about one's self to the targeted individual, essential part of the development, and maintenance of friendships by disclosing personal and in-depth information about one's self, resulting in one being able to contribute to feelings of closeness, and intimacy with friends. The student self-disclosure category is in the moderate category with an average score of 114.5, which is that the student conducts communication activities with others in sharing information about him or her. As stated by (Masur, 2019) reveals that self-disclosure is a deliberate communication of information about oneself, orally or in written form to another person or a group of people.

Individual attempts to disclose personal information about themselves to others are an essential part of the development and maintenance of friendships, one can contribute to feelings of closeness and intimacy

with friends, and the amount of self-disclosure is a predictor of an increase in one's likeness from the first impression to the subsequent meeting (Green et al., 2016). Then finally, with self-disclosure has the potential to encourage the disclosure of other people that will occur reciprocal, giving, and accepting in establishing relationships with others (Danzer, 2019: 17). As revealed by Jourard (Farber, 2006: 11) that self-disclosure is a mental health centre, and the self-disclosure process is essential for the development of deep relationships with others. Do not let the final project stress students, (Seto et al., 2020: 738) research, that is there is a relationship between motivation for students' stress levels in writing final project (thesis).

Students college when telling stories with friends, parents/family or lecturers will build and maintain relationships and benefit the health of the student. As (Coker & McGill, 2020) states that when someone reveals personal thoughts, feelings, and personal details about their lives to others, it can increase bonding when building and maintaining relationships and may be beneficial for psychological health. Similarly, Cameron et al., (2009) says that self-disclosure is a process of disclosing personal information to others, is an essential component of building closeness and trust where self-disclosure is associated with improving the quality of physical and psychological health.

Socially anxious individuals tend to disclose it to lower people as far as individuals who are not worried (Gee et al., 2013). In this study, the anxiety category of the final students, who compiled the thesis, entered a low category with an average of 93.53. Spielberger (Hilliard et al., 2020) states that anxiety is an unpleasant state or emotional condition characterized by subjective feelings of tension, fear, and worry. It says that when a person has anxiety, then the person will experience tension, fear, and worry.

Student respondents who completed the thesis had an age range of 21-26 years. At that age, students enter early adulthood, where according to Hurlock (1996) that the early adulthood is 18 years to about the age of 40 which is a time filled with emotional tension that often seen through the collapsing and concerns of the problems faced, whether successful or failing to be experienced.

This means that PGSD students are worried about their final assignments, so the role of the guidance lecturer has a considerable role in overcoming the anxieties of the students. Lecturers should be able to classify the symptoms of anxiety experienced by students. As (Jeffery et al, 2005: 164) divides the symptoms of anxiety into three categories, among them: 1) Physical symptoms of anxiety, namely: anxiety, shaking limbs, excessive sweating, difficulty breathing, heartbeat, weak feelings, Chills, irritability or irritation 2) Symptoms of anxious behaviour, namely: avoiding, shaking, clinging and hanging; (3) Anxious cognitive symptoms, namely: worrying about something, feeling uncomfortable worrying about something in the future, believing that something is about to happen, worrying about not being able to solve the problem, thinking confused or confused, and having trouble concentrating.

To overcome this, lecturers also need to ask students to make self-disclosure and for the proposed idea to assess the depth the information that has been disclosed. Where this self-disclosure function will reveal emotions or feelings when experiencing an event, either a pleasant event and a disappointing affair, self clarification, social validation, and social control. It is providing information restrictions in the process of self-disclosure to maintain the assessment of others against the kit, and the development of relationships (relationship development) Delrega & Grzelak (Dayakisni, T. & Hudaniah., 2009).

Later students who graduate will become teachers should be able to have emotional maturity in work. As Danzer (2019: 160) says, utilizing self-disclosure can serve to grow and emotional maturity at work. Because as Jourard (Farber, 2006: 11) revealed, self-disclosure is an individual mental health centre and as a prerequisite for communicating with others.

CONCLUSION

Based on the results of research that has been done that there is a negative relationship between self-disclosure and student anxiety compose a thesis. This results, shown from the correlation coefficient of $r_{xy} = -0.192$. The research hypothesis accepted that the lower self-disclosure, the higher the anxiety of students in compiling the thesis. It can also be said that the higher self-disclosure, the lower the anxiety of students in composing the thesis.

The advice for further research is to increase the number of research samples to get a bigger and broader picture, not just elementary students, so that later in obtaining data that can describe in general students in completing the final task.

This research wants to know the relationship of self-disclosure with student anxiety composing a thesis is still limited. Therefore, this can be done research related to student development, especially students in completing the final task and broader coverage is not just students on elementary school teacher study program. Because, in completing the final task in the form of a thesis, the role of parents, family, and guidance lecturers is indispensable. In order, for students to be able to control trait anxiety and state anxiety.

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