



# The Relationship Between Confidence and Anxiety in Facing the Workforce Among Final-Semester Students

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## Abstract

This study aims to determine the relationship between self-confidence and anxiety in facing the world of work in final semester students at the Faculty of Technologies, South East Technological University. The method used in this study is the person correlation research method. Data collection techniques using the scale method. The self-confidence scale and anxiety scale in dealing with the world of work are measured using the Likert scale model. On the self-confidence scale, there are 40 items and on the anxiety scale in dealing with the world of work, there are 40 items. The reliability coefficient for the self-confidence scale is 0.447 and the reliability coefficient for the anxiety scale in facing the world of work is 0.408. To find out the relationship between self-confidence and anxiety in facing the world of work in final semester students, the Pearson correlation technique was used. The results of this study's data analysis showed a significant value of the relationship between anxiety and self-confidence of  $0.000 < 0.05$  which indicates that there is no relationship between self-confidence and anxiety. The result of obtaining the Pearson correlation between the two variables is  $-0.002$ . This can be interpreted that the relationship between anxiety and self-confidence has a negative direction and is not significant. This means that the research hypothesis is accepted. In other words, there is a negative relationship between self-confidence and anxiety in facing the world of work in final semester students at the Faculty of Psychology, South East Technological University.

**Keywords:** Confidence, Anxiety, Final Semester Students.

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## INTRODUCTION

The workforce is an aspect of life that every individual, particularly those transitioning into adulthood, will inevitably face. However, it is not uncommon for individuals of all ages to be confronted with the world of work. One of the main goals of employment is to achieve something and to hope that the job will lead to a better situation than before. However, securing the desired job is not easy, as the number of job vacancies is not proportional to the number of job seekers [1]. Despite rapid development, finding a job remains a challenge. This is because the pace of development is not aligned with an increase in job opportunities, even though the number of job seekers continues to rise over time. Therefore, job hunting becomes a distinct issue, even for highly educated individuals. When the number of graduates from various educational institutions increases without corresponding stable job opportunities, a stringent job selection system is created. This situation makes final-year students anxious about entering the workforce. Given the fierce competition in the professional world, higher education institutions are expected not only to educate students correctly and accurately according to the evolving times but also to prepare them thoroughly so that when they graduate, they are qualified, competitive, and capable of facing the rapidly changing world [2]. The anxiety experienced by students ultimately impacts their self-confidence as they prepare to enter the workforce. The decrease in self-confidence results from anxiety that is not well managed by the individual, thus disrupting their thoughts. The pressures faced by final-year students often stem from societal or family environments, which further amplify their anxiety and affect their confidence in facing the job market.

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Anxiety is a common concern about future events where it is unclear when and how they will occur. Anxiety can also arise when an individual faces greater realities and responsibilities in their life. On the other hand, anxiety related to the workforce [3] can be defined as a temporary unpleasant feeling towards the world of work, caused by uncertainty about future possibilities, which makes individuals feel anxious. As people age, they engage in job hunting, thinking about and organizing career opportunities, and competing with other job seekers. This leads to many confusing and unpleasant feelings associated with physical and behavioral changes. The anxiety arises from the individual themselves, as they feel threatened. The anxiety experienced by someone can manifest in various situations, including anxiety about the future [4]. Concerns about the future usually arise because the workforce is an important factor. Baker and Clark [5] explains that anxious individuals are often dissatisfied with what they have done. People with high anxiety tend to lack confidence in their effective skills and are more likely to be pessimistic about whether what they are doing is right, good, or beneficial. Individuals with high anxiety who face working life with chronic illness are more likely to give up, especially when they experience failures in life. Engeness [6] explains that unresolved anxiety can lead to certain behaviors, such as avoidance behavior. Avoidance behavior often has a significant impact on progress and can become an obstacle for final-year students in their development.

Based on the explanation above, the researcher is interested in discussing and studying the level of anxiety among psychology students at Unmer Malang in facing the workforce. The researcher conducted a preliminary study using a survey questionnaire, which was distributed to 21 students. The results of the initial survey can be seen in **Table 1**.

**Table 1. Anxiety about facing the world of work**

Aspect 1	F	%
Anxious when thinking about work	19	90%
Not anxious when thinking about work	2	10%
Total	21	100%
Aspect 2	F	%
No job ideas after graduation	15	71%
Have job ideas after graduation	6	29%
Total	21	100%
Aspect 3	F	%
Choosing not to talk about work	14	67%
No problem talking about work	7	33%
Total	21	100%
Aspect 4	F	%
Feeling uncomfortable when people talk about work	16	76%
It doesn't matter if someone talks about work	5	24%
Total	21	100%
Aspect 5	F	%
Feeling unwell when talking about work	10	48%
Feeling okay when talking about work	11	52%
Total	21	100%

**Table 1** illustrates the anxiety level of SETU students who have filled out the initial survey questionnaire distributed by the researcher. Respondents in this survey were active students in their final semester and a total of 21 respondents. The survey results stated that 19 people (90%) stated that they felt anxious when thinking about what work or where to work after graduating from college, while 2 (10%) stated that they did not feel anxious when thinking about what work or where to work after graduating from college, 15 people (71%) stated that they had no ideas when asked about work after graduating from college, while 6 people (29%) stated that they had no ideas when asked about work after graduating from college, 14 people (67%) stated that they had no ideas when asked about work after graduating from college, while 7 people (33%) stated that they had no ideas when asked about work after graduating from college, 16 people (76%) stated that they had no ideas when asked about jobs after college, while 5 people (24%) stated that they felt comfortable when someone talked about jobs after college, and 10 people (48%) stated that they felt unpleasant symptoms in the body when talking about jobs after college, while 11 people (52%) stated that they did not feel unpleasant symptoms in the body when talking about jobs after college.

The survey results show empirical facts that students should be able to cognitively understand, process information, solve problems, and know something. But in reality students are still unable to understand, process and solve problems properly. In general, students should also be better able to understand themselves and control themselves better. The anxiety of final semester students in facing the world of work can be caused by several factors. Hagedorn et al. [7] states that factors that can influence the development of anxiety in the world of work are: a) religion. b) Lack of professional knowledge and experience. In addition, by Hertog and Boshuizen [8] stated in their research that one of the internal factors that hypnotize anxiety is self-concept, while the external factor is social support. Subjects with positive self-image tend to have low anxiety, while subjects using high social support tend to have low anxiety.

Based on some of the factors mentioned above, researchers are usually more interested in studying self-confidence than the effects of anxiety when facing work life. Based on Abdullah et al. [9] revealed that self is a basic psychological requirement for achieving success in biological tasks as needed. Bandura added that one of the characteristics of a self-actualized person is self-confidence, which is a sense of confidence to be able to realize one's abilities as expected based on self-esteem, positive self-concept, optimism, independence, not comparing oneself with others. In addition, they are flexible, courageous, assertive and spontaneous. According to Bernales-Turpo et al. [10], self-confidence can affect anxiety, in this case self-confidence is included among the behavioral factors that anxiety focuses on how the symptoms of anxiety disorders increase or improve. This means that when someone experiences anxiety about the world of work, a lack of self-confidence can strengthen the anxiety felt because one of the things related to anxiety is the level of self-confidence [11]. From some of the explanations above, the researcher has an interest in focusing research on how the relationship between self-confidence and anxiety in facing the world of work in final semester students. To prove whether or not there is anxiety possessed by final semester students in facing the world of work. The research began with an initial survey conducted using Google Forms, which was distributed to students who are either working on their final projects or have recently completed them. Based on the results of this preliminary survey, the researcher aims to analyze the relationship between self-confidence and anxiety in facing the workforce among final-semester students.

## METHOD

This study involves two main variables: self-confidence as the independent variable (X) and anxiety as the dependent variable (Y). According to Malik et al. [12] variables in research are concepts related to the attributes of research subjects that can vary. The operational definition of the self-confidence variable in this study, as explained by Abdullah et al. [13], is the belief that a person has to live life optimistically, creatively, and has self-esteem. This self-confidence is usually influenced by childhood experiences and plays an important role in one's personal development. Meanwhile, anxiety, according to Guan et al. [14], is defined as a feeling of uneasiness, worry and fear of something unclear. Anxiety is often accompanied by a lack of self-confidence, a sense of inadequacy, and an inability to solve problems. This study also determined the research population as final year students at SETU, which was sampled using purposive sampling technique. From a total population of 1,667 students, a sample of 94 students was calculated with an error rate of 10%. Data were collected using the Likert scale method, which measures attitudes and perceptions related to self-confidence and anxiety. This scale consists of items that are scored based on answer choices that reflect the respondent's level of agreement, with different scoring systems for favorable and unfavorable items.

### a) Anxiety Scale

Anxiety variables will be measured using a scale based on aspects of anxiety according to the theory of Guan et al. [14]. The following is a blue print of the anxiety scale:

**Table 2. Distribution of Anxiety Variables, Indicators, and Items**

Variable	Indicator	Item		Total
		F	UF	
Anxiety	<b>Mood</b> is the feeling of irritability and tension in a person.	1,2	3,4	4
	<b>Thoughts</b> refer to feelings of worry about something unclear, difficulty concentrating, exaggerating the significance of a problem, perceiving oneself as a highly sensitive individual, feeling helpless, and experiencing a blank mind.	5,6	7,8	4
	<b>Motivation</b> is a feeling of wanting to escape from a problem, avoiding a situation that can cause feelings of anxiety and fear, and a high sense of dependence.	9,10	11,12	4

Variable	Indicator	Item		Total
		F	UF	
	<b>Behavior</b> is an exaggerated feeling of anxiety, nervousness, and wariness about something.	13,14	15,16	4
	<b>Biological symptoms</b> are changes that occur biologically to a person such as the body will produce more sweat than usual, trembling, nausea, heart beat faster, feel dizzy, and the mouth will feel dry.	17,18	19,20	4
Total		10	10	20

### b) Self-Confidence scale

**Table 3. Distribution of Self-Confidence Variables, Indicators, and Items**

Variables	Aspects	Indicator	Item		Total
			F	UF	
Self-confidence	Believe in your own abilities	An individual's belief in his or her ability to do something according to his or her ability	1,2	3,4	4
	Optimistic	A positive attitude of individuals who always have a good view in dealing with everything about themselves and their abilities.	5,6	7,8	4
	Objective	Individuals who view problems or things according to the truth, not according to personal truth or according to themselves.	9,10	11,12	4
	Responsible	an individual's willingness to bear everything that has become a consequence	13,14	15,16	4
	Rational and realistic	analysis of a problem, a thing and an event by using thoughts that can be accepted by reason and in accordance with reality.	17,18	19,20	4
Total			10	10	20

This study uses an explanatory quantitative approach which aims to test the hypothesis regarding the relationship between the variables of self-confidence as the independent variable and anxiety as the dependent variable. This quantitative approach involves the use of numbers in the collection, interpretation of data, and display of research results. In this context, researchers focus on the cause-and-effect relationship between self-confidence and anxiety in final year students at South East Technological University (SETU). Data analysis in this study was carried out using the Pearson correlation technique with the help of the SPSS v.25 for Windows program. Pearson correlation, also known as Product Moment correlation, is a method for measuring the closeness of a linear relationship between two variables with normal data distribution. Before conducting hypothesis testing, researchers will conduct several assumption tests. The normality test will ascertain whether the variable data follows a normal curve distribution using the Kolmogorov-Smirnov test, where significance greater than 0.05 indicates a normal distribution. The linearity test will be conducted to determine whether there is a significant linear relationship between the dependent and independent variables, where a linearity significance value  $\leq 0.05$  indicates a linear relationship. After the assumption test, hypothesis testing will be carried out to determine whether there is a relationship between self-concept, self-confidence, and anxiety in final year students at SETU. In this study, hypothesis testing uses Product Moment correlation with the Pearson formula [15]. This hypothesis is interpreted as a prediction regarding the expected results of the study, which aims to identify the correlation between the variables studied in final year students at SETU.

## RESULT AND DISCUSSION

### Subject Description

The subjects in this study were 94 active students who were studying in the final semester at SETU. In this study, researchers determined SETU in taking subjects.

**Table 4. Number of Student Respondents in Malang City**

Research Subject	Description	Number of Respondents	Percentage (%)
Age	22th	24	25.6%
	23th	33	35.1%
	24th	21	22.3%
	25th	16	17%
Total		94	100%

Research Subject	Description	Number of Respondents	Percentage (%)
Semester	7	38	40.4%
	9	56	59.6%
<b>Total</b>		<b>94</b>	<b>100%</b>
Gender	Female	62	66%
	Male	32	34%
<b>Total</b>		<b>94</b>	<b>100%</b>

The table above illustrates the results of the research scale questionnaire for students of SETU. Based on the research results from the table above, which have been carried out by researchers, it can be concluded that the 96 samples studied have an age range of 22 years as many as 24 respondents, 23 years as many as 33 respondents, 24 years as many as 21 respondents, and 25 years as many as 16 respondents. There are 38 respondents who are active students studying in semester 7 and 56 respondents who are studying in semester 9.

## Description of Data Validity and Reliability

### 1. Data Description

Based on the results of the descriptive statistical analysis of SPSS, the average, standard deviation, and minimum and maximum scores of the subject's answers to the measuring scale can be known. The data will be used to determine the categorization of the data obtained into several levels. Categorization itself is useful for knowing the percentage of subjects in a particular category. The following is data from descriptive analysis:

**Table 5. Descriptive Analysis**

Variabel	Hypothetical Score				Empirical Score			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Self-Confidence	19	76	48	10	48	57	52	2
Anxiety	19	76	48	10	40	51	46	2

The data from the subjects in the table above is used for the use of categorization of data obtained from a level. Grouping and separating subjects in their placement with levels from a continuum such as from low to high is called categorizing. The interpretation of anxiety and self-confidence scores uses three categories, namely high, medium, and low, which refer to [16] theory. Awaludin et al. [16] argues that categorization has a relative nature, so it can be divided according to the level of differentiation desired by the researcher. The following are the three categories:

**Table 6. Standard Score Formula**

Guidelines	Category
$X \geq M + 1. SD$	High
$M - 1. SD \leq X < M + 1. SD$	Medium
$X < M - 1. SD$	Low

**M:** hypothetical mean or theoretical mean obtained from  $\frac{1}{2} \times (\text{minimum score} + \text{maximum score})$ ; **SD:** Theoretical standard deviation obtained from  $\frac{1}{6} \times (\text{maximum score} - \text{minimum score})$

Explanation of categorization on each scale as follows:

#### a. Self-Confidence Scale Categories

After the trial was carried out on the self-confidence scale, 19 valid items were obtained with a range of answer scores of 1-4 (very inappropriate, inappropriate, appropriate, very appropriate). So that the hypothetical minimum value is calculated as  $(19 \times 1 = 19)$ , and the hypothetical maximum value is  $(19 \times 4 = 76)$ . The hypothetical mean or average value is  $\frac{1}{2} (76 + 19) = 48$ . Then the standard deviation obtained a value of  $\frac{1}{6} (76 - 19) = 2$ . Based on the data obtained, the following is the categorization of the self-confidence variable:

**Table 7. Self-confidence Variable Score Categorization**

Category	Guidelines	Total	Percentage (%)
Low	$X < 48$	70	74.5%
Medium	$48 \leq X < 72$	23	24%
High	$X \geq 72$	1	1.1%

Based on **Table 7**, it shows that subjects who have self-confidence anxiety in the high category are 1 subject, 23 subjects in the medium category, and 70 subjects in the low category. It can be concluded that students have low self-confidence in active students who are in their final year.

### b. Anxiety Scale Categories

After the trial was carried out on the self-confidence scale, 19 valid items were obtained with a range of answer scores of 1-4 (very inappropriate, inappropriate, appropriate, very appropriate). So that the hypothetical minimum value is fairly large ( $19 \times 1 = 19$ ), and the hypothetical maximum value is ( $19 \times 4 = 76$ ). The hypothetical mean or average value is  $\frac{1}{2} (76 + 19) = 47.5$ . Then the standard deviation obtained a value of  $\frac{1}{6} (76 - 19) = 9.5$ . Based on the data obtained, the following is the categorization of self-confidence variables:

**Table 8. Self-confidence Variable Score Categorization**

Category	Guidelines	Total	Percentage (%)
Low	$X < 48$	0	0%
Medium	$48 \leq X < 72$	15	16%
High	$X \geq 72$	79	84%

Based on **Table 7**, 79 subjects have Anxiety in the high category, 15 subjects in the medium category, and 0 subjects in the low category. So it can be concluded that many students have Anxiety in the high category in active students in the final semester.

## 2. Scale Validity

Validity is the accuracy of a measuring instrument when performing its measuring function [17]. In this study, aitem selection was carried out on the Anxiety and Self-Confidence scale with the help of the SPSS v.26 for windows program. The critical limit of the coefficient used is  $> 0.30$ . It can be said to be valid if a test tool has a significant correlation value  $> 0.30$  on the contrary, it is said to be invalid if the test tool has a significant value  $< 0.30$ . Aitem whose total aitem correlation coefficient value is carried by the standard used, then the aitem is invalid or invalid [18]. The following are the results of the trial and scoring of the validity of the items given to the subject:

**Table 9. Validity of Trial Scale**

Variables	Test Items	Validity Test		Correlation Coefficient
		Valid	Fall	
Self-Confidence	40	24	16	0,308-0,734
Anxiety	40	24	16	0,408-0,739

**Table 10. Item Distribution of Anxiety Test Scale**

Variable	Aspects	Indicator	Item		Total
			F	UF	
Anxiety	Mood	Irritability and feelings of tension in a person	1*,2*,21*,22*	3*,4,23*,24*	8
	Mind	Feeling worried about something that is not clear, difficulty concentrating, making a big deal out of a problem, feeling that they are a very sensitive individual, feeling helpless and empty-minded.	5*,6*,25,26	7*,8*,27*,28	8
	Motivation	Feelings of wanting to escape from a problem, avoiding a situation that can cause feelings of anxiety and fear, and a high sense of dependence	9*,10*,29,30	11*,12*,31,32	8
	Behavior	Feelings of restlessness, nervousness, and excessive vigilance about something	13,14,33*,34	15*,16*,35,36	8
	Biological Symptoms	Changes that occur biologically to a person such as the body will produce more sweat than usual, trembling, nausea, heart beat faster, feel dizzy, and the mouth will feel dry.	17*,18*,37,38	19,20*,39,40	8
Total			20	20	40

Based on the calculation table of an anxiety scale validity test of 40 items, there are 24 valid items. 16 invalid items, which means that these items cannot be used for research.

**Table 11. Distribution of Self-confidence Test Scale Items**

Variable	Aspects	Indicator	Item		Total
			F	UF	
Self-confidence	Believe in your own abilities	An individual's belief in his or her ability to do something according to his or her ability	1*,2*,21 *,22*	3*,4,2 3,24	8
		A positive attitude of individuals who always have a good view in dealing with everything about themselves and their abilities.	5*,6*,25 ,26	7*,8,2 7*,28*	8
	Optimistic	Individuals who view problems or things according to the truth, not according to personal truth or according to themselves.	9*,10*,2 9*,30	11*,12 *,31,3 2*	8
		Responsible	an individual's willingness to bear everything that has become a consequence	13,14,33 *,34*	15*,16 *,35*, 36
	Rational and realistic	analysis of a problem, a thing and an event by using thoughts that can be accepted by reason and in accordance with reality.	17,18,37 ,38	19*,20 *,39*, 40	8
	<b>Total</b>			20	20

Based on the calculation table of a 40-item Self-Confidence scale validity test, there are 24 valid items. 16 invalid items mean that these items cannot be used for research.

### 3. Scale Reliability

Reliability tests on the Anxiety and Self-confidence scales using SPSS v.25 using Cronbach's Alpha formula. Scale reliability uses a coefficient that is in the range of 0.00 to 1.00 significance. If the reliability coefficient is getting higher close to 1.00, so it can be said that the scale measurement is increasingly reliable [19]. The following is explained in **Table 12**, the reliability obtained on the Anxiety and Self-confidence scales.

**Table 12. Reliability Test of Anxiety and Self-Confidence Scale**

Scale	Total A items	Alpha	Description
Self-confidence	40	.447	Reliable
Anxiety	40	.408	Reliable

Based on the results of the calculation of the table above, it shows that both scales have a reliability that is close to the significant number 1.00, so it can be concluded that both scales have very reliable reliability in the Alpha Cronbach reliability index or coefficient criteria.

### Classical Analysis Results

In a study to determine whether the variables have normality in each item or not, a normality test is carried out. In addition, the normality test also aims to see the significant level of distribution in each variable. This study tests normality using the SPSS v.25 application with the Kolmogorov-Smimov test. The variables of a distribution are considered normal if the results obtained are  $p > 0.05$ . Conversely, it is considered abnormal if  $p < 0.05$ . The results of the anxiety and self-confidence scale normality test are described in the following table:

**Table 13. Normality Test of Anxiety and Self-Confidence Scale**

Variables	Significance	Description	Conclusion
Self-confidence	0.200	$> 0.05$	Normal
Anxiety	0.200	$> 0.05$	Normal

Based on the results of the normality test above, it can be concluded that both data from anxiety and self-confidence are normally distributed. A significance value of 200 is obtained, which is greater than 0.05 so that the distribution is said to be normal. The linearity test is carried out to determine the effect of a variable on other variables. The linearity test also aims to see whether or not the model specifications used are correct, whether or not the function used in the study is linear or not. A distribution can be said to be linear significant  $p > 0.05$ . Here are the results of the linearity test on the anxiety and self-confidence scale.

**Table 14. Linearity Test Results**

Variables	Significance	Description
Self-confidence	0.773	Linier
Anxiety	0.934	Linier

Based on the results of the statistical calculations in the **Table 14**, it can be seen that the linearity test conducted shows a linear relationship. This is because the anxiety variable and the self-confidence variable meet the linearity requirements which can be seen from the linearity and deviation from linearity significance values. Hypothesis testing aims to determine whether there is an effect of anxiety on the level of confidence of final year students in facing the world of work at South East Technological University (SETU). The hypothesis test used is simple linear regression test. If the sig. p value  $<0.05$ , it can be said that there is a significant influence between the two variables. However, if the sig.  $p > 0.05$  then there is no significant influence between the two variables [20]. The results of the hypothesis test can be seen from the table below:

**Table 15. Results of Significant Level or Linearity and Pearson Correlation**

Variables	Pearson Correlation	Sig. (2-tailed)	Description
Self-confidence	-0.002	0.981	No Correlation
Anxiety	-0.002	0.981	No Correlation

Based on the **Table 15**, the significance value of the relationship between anxiety and self-confidence is  $0.000 < 0.05$  which indicates that there is no relationship between self-confidence and anxiety. The result of pearson correlation between the two variables is  $-0.002$ . This can be interpreted that the relationship between anxiety and self-confidence has a negative and insignificant direction, if the higher the self-confidence, the lower the anxiety. And vice versa, if the lower the self-confidence, the higher the individual's anxiety. based on these results, it can be concluded that the hypothesis in this study can be accepted.

### Discussion

This study aims to determine the relationship between self-confidence and anxiety in facing the world of work in final semester students. The research was conducted with 94 active students who are in their final semester at SETU as the subjects in this study. Referring to the results of hypothesis testing, it can be seen that based on the table of Significant Level Results or Linearity and Pearson Correlation, the significance value of the relationship between anxiety and self-confidence is  $0.000 < 0.05$  which indicates that there is no relationship between self-confidence and anxiety. The result of the Pearson correlation between the two variables is  $-0.002$ . This can be interpreted that the relationship between anxiety and self-confidence has a negative direction and is not significant. This answers the hypothesis of the study, where the higher the self-confidence score obtained by the subject, the higher the anxiety of final semester students in facing the world of work. Conversely, if the lower the self-confidence score obtained by the subject, the anxiety felt by final semester students is also lower in facing the world of work. This is supported by previous research conducted by Cusi et al. [21], this study shows a significant negative relationship between self-confidence and anxiety in facing the world of work in final semester students at the Faculty of Psychology, University X in Indonesia. The results of data analysis in this study indicate that the distribution of existing data is normal and follows a linear function. The correlation coefficient obtained in this study is  $r = -0.499$  with  $p < 0.05$ . The reliability coefficient for the self-confidence scale is  $0.9016$ , and the reliability coefficient for the anxiety scale in facing the world of work is  $0.9226$ .

Aguiar-Quintana et al. [22] in his research explains that anxiety arises due to a lack of confidence in one's own abilities. It depends on the individual's ability to control his or her personality. Individuals can experience anxiety if they have low self-confidence in completing final assignments and are unprepared to face the world of work in the future. Whereas individuals who have good or high self-confidence, these individuals will not experience anxiety or anxiety experienced tends to be low. This is in line with by Flick et al. [23], who suggests that anxiety is caused by low confidence in the individual. Rational thoughts that individuals are unable to deal with situations, feel that they will be evaluated by others, and worry if they do not achieve success as expected, trigger anxiety [24]. Lauster in Surya defines self-confidence as an attitude or belief in one's own abilities, so that in his actions he is not too anxious, feels free to do things according to his wishes and is responsible for his actions, polite in interacting with others, has a sense of achievement and can recognize his own strengths and weaknesses. The formation of self-confidence is a process of learning how to respond to various stimuli from outside himself through interaction with his environment.

According to Hartman and Barber [25], a career is interpreted as something that chooses their future, a job or livelihood, a symbol of success, an original part of self-development, using experience and a life process that is important and must be lived. The meaning of this career provides that they have placed the career as an important part and there is awareness to think about the future career. Individuals who have career maturity are characterized using individual characteristics of increasing knowledge about self, increasing

knowledge about work, increasing the ability to determine work, increasing the ability to plan steps towards the required career [26].

Based on Gati and Kulcsár [27] career maturity will have an impact on a person's readiness to make career choices including those about further study. Students using low career maturity will feel confused about making the right career choices. According to Tonga et al. [28] explains that by having good abilities (skills), it can reduce individual anxiety levels. The limitations in this study are that the subjects are limited to the criteria of final year students who are facing work so that the results cannot be generalized to students who are still continuing their studies or working on their theses. Further limitations, this study uses quantitative methods so that there are limitations in conducting further interviews and observations, of final students who are facing work. Future researchers are expected to use qualitative methods in order to conduct in-depth observations and interviews regarding the factors that cause anxiety and the factors that cause students to have high or low self-confidence.

## CONCLUSION

Based on the results of data analysis, it can be concluded that the significance value of the relationship between anxiety and self-confidence is  $0.000 < 0.05$ , indicating that there is no significant relationship between self-confidence and anxiety, with a Pearson correlation value of  $-0.002$ , which means that the relationship between anxiety and self-confidence is negative and insignificant. Based on the results of this study, it is recommended for students who experience anxiety in facing the world of work to try to manage their anxiety through self-control, adequate rest, support from people around, listening to music, and positive thinking, while for future researchers it is expected to conduct more in-depth research by considering other factors that affect self-confidence and anxiety, using a broader qualitative approach, and including a more diverse population and additional relevant variables.

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