

## The Relationship Between Self-Regulation and Anxiety In Facing The World of Work In Final Year Students In The Sidoarjo Area

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### ABSTRACT

**Objective:** This study aims to investigate the relationship between self-regulation and anxiety among final-year students in Sidoarjo as they prepare to enter the increasingly competitive job market. **Method:** Using a quantitative approach with purposive sampling, the research involved 204 final-year students who met specific inclusion criteria. Data were collected through validated instruments: a self-regulation scale ( $\alpha = 0.975$ ) and an anxiety scale ( $\alpha = 0.977$ ). The Pearson product-moment correlation analysis was conducted using SPSS version 25. **Results:** The analysis revealed a strong negative correlation between self-regulation and anxiety, with a correlation coefficient of  $-0.727$  and a significance level of  $0.000$ . The coefficient of determination ( $R^2$ ) was  $0.529$ , indicating that self-regulation contributes to 53% of the variance in anxiety levels. **Novelty:** This study contributes to the limited empirical evidence in the Indonesian context, specifically in Sidoarjo, highlighting the psychological readiness of final-year students in relation to workforce entry. It emphasizes the need for educational institutions to support students' self-regulation development as a preventive strategy to reduce anxiety and improve career preparedness.

### INTRODUCTION

Final year students are people who are in emerging adulthood, related to the age range of 18 to 25 years old, and have characteristics such as unstable, optimistic, free, self-concentration, and high expectations [1]. Currently, emerging adulthood is transitioning from university to job search and career development. At a very young age of final year students, job search preparation and career building are obstacles in themselves that need to be faced with good personal skills to maintain student well-being. How a person assesses their well-being can be influenced by the transitions and work demands that students face during emerging adulthood [2].

Based on information from the Central Statistics Agency (BPS), the Unemployment Rate in Indonesia from 2022 to 2023 at the university level increased in August in 2022 by 673485, while in 2023 there was an increase in the number of 787973, which means that there was an increase of 5.30% from August 2022 to August 2023, this data I took from the Central Statistics Agency (BPS), Open Unemployment Rate at the University Level. Meanwhile, according to data on the Open Unemployment Rate (TPT) that occurred in the Sidoarjo district, namely 8.80% to 8.05%, which means that there was a decrease in the number of unemployed people in Sidoarjo. Based on the data obtained at the University in Indonesia has increased, but at the University in Sidoarjo based on these data has decreased in the number of unemployed at the undergraduate level. That way,

final year students certainly have a sense of anxiety that arises when they will face the world of work in the future [3].

Anxiety towards facing the world of work according to Spielberg is an emotional condition characterized by erratic emotions, panic, and increased autonomic nervous system activity. In the context of the world of work, this anxiety can take the form of anticipatory anxiety, which is the fear of future work situations, or performance anxiety in the form of fear of the ability to carry out job duties [4]. Feeling anxiety in facing the world of work in final year students because they are not sure of their abilities. This causes final year students to be afraid and worried about the possibility of getting a job. Anxiety makes people feel unfree and lose balance which can disturb them. This anxiety can appear and the signs are among others fear, tension, anxiety, nervousness, and sweating, and the like [5].

Based on the results of an initial survey that has been carried out by researchers by conducting a pre-survey through distributing questionnaires to 30 respondents of final year university students in Sidoarjo district, which was carried out in December 2024, the results of the pre-survey show that there is high anxiety in final year students in facing the world of work in the Sidoarjo area, namely in the form of anxiety and anxiety about their ability to face future world of work competition.

Aspects of Anxiety of final year students in facing the world of work based on Nevid are described based on the physical anxiety component, including restlessness, nervousness, trembling hands, sweaty palms, dizziness, difficulty breathing and speaking, heart beats quickly, experiencing fatigue, cold, and anger. Behavioral anxiety is anxiety that includes shaken behavior, depending on other individuals, and avoidance behavior. While cognitive anxiety is anxiety that includes worrying about aspects that can affect a person's feelings, making them afraid, or worrying about what can happen in the future, believing that something terrible can happen in the near future without a clear basis, feeling threatened by individuals or events that usually do not get enough attention, and thinking that everything is very confusing and cannot be resolved [6].

The factors influencing student anxiety about facing the world of work described by Duran and Barlow include internal factors, namely lack of self-confidence, students who feel less competent or doubt their abilities will be more anxious, lack of knowledge about the world of work, lack of information about the recruitment process, work environment, and job requirements can increase uncertainty and anxiety, academic pressure, the burden of final assignments and other academic demands can make students feel stressed and find it difficult to focus on career preparation, lack of skills, students who feel they do not have enough hard skills and soft skills needed in the world of work tend to experience higher anxiety. The ability to organize oneself in managing time, emotions, and motivation also plays an important role in readiness to face the world of work or commonly referred to as self-regulation. Meanwhile, external factors are student anxiety in facing the world of work, namely economic conditions, a difficult economic situation, such as high unemployment rates or fierce job competition, can

increase student anxiety. parental pressure high parental expectations for children's success can be a psychological burden for students. social support lack of support from family, friends, or the surrounding environment can make students feel alone in facing the transition to the world of work, technological changes rapid technological developments require students to continue learning and adjusting, which can be a source of anxiety if they feel left behind [7].

Research conducted by Mu'arifah (Rosliani & Ariati, 2016) confirms that unresolved anxiety can lead to behavioral disorders, namely avoidance behavior. If someone experiences anxiety that cannot be overcome and causes avoidance behavior, the results will be poor in the workplace. One way to cope with worry is to use accurate internal strategies to anticipate possible futures; this is known as self-regulation [8].

The definition of self-regulation is the human ability to control their thoughts, feelings, and behavior. Simply put, self-regulation is included in an individual's emotional intelligence. The more self-regulation a person has, the more they will be able to empower and direct their future in a more productive direction. That is, individuals who can know themselves and express things correctly. For example, they have the ability to bounce back from failure and remain calm under pressure, which allows them to learn from what has happened around them to make decisions related to the future. Bandura defines self-regulation as the ability to regulate parts of behavior to achieve goals as expected [9]. The purpose of this is to provide assistance to final year students to overcome anxiety when facing the world of work. Self-regulation is the ability of people to change responses, such as controlling behavioral impulses (behavior assistance), restraining desires, controlling thoughts, and changing emotions [10].

Aspects of self-regulation based on Zimmerman include metacognitive aspects are people who instruct themselves as needs during the process of their behavior, such as learning, organizing, improving performance, and monitoring themselves. The motivational aspect is the result of the basic need for control and skill-relatedness found in all people; having help and high confidence in their skills to carry out what is needed to achieve goals. The behavioral aspect is a person's actions to maximize the achievement of their activities, including self-regulation, selecting and utilizing the environment, and creating an environment that helps their activities [11].

Research that discusses high self-regulation results in low student anxiety towards facing the world of work, proven using Ulfa's research indicates that regarding final students of UIN Ar-Raniry Banda Aceh, there is an important correlation between anxiety facing the world of work and self-regulation. The results indicate a correlation coefficient of  $r = -0.944$  through  $p = 0.000$ , indicating that more self-regulation, less anxiety facing the world of work, Conversely, it increases if they do not have strong self-regulation [12].

Research presented by Rachmat and Rusmawati found that high self-regulation is due to the ability of students to control emotions, thoughts, and behavior in achieving certain goals, so that student anxiety in facing the world of work is very low by tending to focus on solutions, utilizing available resources, and remaining optimistic in facing

obstacles in the world of work [12]. Furthermore, research that discusses that regulation is low, so student anxiety in facing the world of work is very high is in accordance with research conducted by Azhari and Mirza revealed that the low self-regulation possessed by students will make it difficult for them to regulate their thoughts and actions so that they fail to achieve their goals. The failure experienced will have a negative impact, namely experiencing anxiety in entering the world of work [13].

Research on anxiety in final year students in facing the world of work is important to know, especially in the Sidoarjo area. Final year students with low self-regulation will certainly experience anxiety when facing the world of work. In addition, this research is still minimal in the Sidoarjo area so this research is important to study. The purpose of this study is to see if there is a positive and important relationship between self-regulation and anxiety in students in facing the world of work. The hypothesis related to this research is that there is a relationship between self-regulation and anxiety in final year students in facing the world of work.

## RESEARCH METHOD

The research is quantitative research which is correlational in nature. Based on Azwar, the quantitative approach is an approach that emphasizes analysis in quantitative data, or numbers, obtained in size and processed using statistical analysis. Correlational research is a type of research whose purpose is to identify the relationship and its level between more than two variables without action to change the variables, known as "variable manipulation". This type of research is to relate two variables, namely self-regulation as the independent variable (X) while student anxiety in facing the world of work as the dependent variable (Y) [14].

Population is a general area that includes objects or subjects through the total and characteristics that researchers identify during research and draw conclusions from them. The study involved final year students living in the Sidoarjo district. The accurate total of people involved in this research is still unknown. The sample is a small part of the larger population or a small part of the population with the whole, based on the research mechanism that can be used as research material. In the overall population that is not known with certainty, the number of samples can be calculated using the sample calculation method using the Jacob Cohent formula. Jacob Cohen's formula obtained a sample measurement of  $N = 19.76 / 0.1 + 5 + 1 = 203.6$  and rounded it up to 204, so the sample for the study was 204 respondents [14].

The data collection technique in this study used two types of Likert scales to obtain empirical and variable data on the variables of self-regulation and anxiety related to final year students. The scale uses a Likert scale as a measurement instrument. The statements in this scale include two types of items, namely positive items and negative items. Each provides 4 answer options including Strongly disagree (STS), Disagree (TS), Agree (S), and Strongly Agree (SS) whose purpose is to collect the data needed by researchers.

The anxiety scale for students in facing the world of work was adopted from research conducted by Ulfa, with aspects according to Nevid, namely physical, behavioral, and cognitive aspects. Physical aspects include restlessness, nervousness, sweaty hands, beating heart, feeling dizzy, trembling hands, difficulty speaking and breathing, feeling fatigue, and irritability. Behavioral aspects of anxiety include avoidance behavior, dependence on other individuals, and shaken behavior. Cognitive aspects include worrying about what will happen, feeling disturbed, feeling threatened, and confusion. This scale consists of 48 questions. 24 favorable questions and 24 unfavorable questions. The findings of data analysis for the anxiety scale obtained a Cronbach alpha reliability value of 0.977, based on the results of the validity test obtained on the SME assessment, the data obtained that all CVR coefficients indicate a value exceeding zero (0), so that each item is essential and considered valid [5].

The self-regulation scale was adopted from research conducted by Ulfa, with aspects of self-regulation based on Zimmerman, namely metacognition, motivation, and behavior. Metacognitive aspects include planning self-performance, monitoring, improving self-performance, organizing oneself as a necessity, and instructing oneself as a requirement during one's actions. Motivational aspects include help to get things done, confidence in skills, creating a good environment, and expending all the effort required to achieve goals. Behavioral aspects include controlling oneself in an environment that helps one's activities, environmental selection, utilizing the environment, and creating activities that support one's activities. The statements on this scale total 56 items consisting of 29 favorable items and 27 unfavorable items. The results of data analysis on the self-regulation scale obtained a Cronbach alpha value of 0.975 based on the findings obtained on the SME value in the self-regulation scale indicate that the value exceeds zero (0), so that each item is essential and considered valid. [15]. In the study, the data analysis method used was product moment correlation, which was carried out with the support of the SPSS program for Windows version 25.

## **RESULTS AND DISCUSSION**

### ***Results***

Researchers conducted an assumption test before carrying out hypothesis testing. Assumption test before carrying out hypothesis testing. The assumption test carried out is a normality and linearity test. Based on the findings of the normality test that has been carried out, namely by using the Shapiro-Wilk technique  $> 0.05$  for all variables. The self-regulation variable (X) has a significance value of 0.146 and the Anxiety Variable (Y) has a significance value of 0.773. Thus it can be concluded that the data from both variables are normally distributed. Furthermore, researchers conducted a linearity test with the ANOVA technique.

**Table 1.** Normality Test

	Shapiro-Wilk	Sig.
Self Regulation	0,990	0,146
Anxiety	0,995	0,773

Based on the results of the linearity test that has been carried out using the ANOVA technique, it is known that the self-regulation variable (X) and the anxiety variable (Y) have a significance value of 0.001, this value is less than 0.05, thus it can be concluded that the self-regulation variable (X) and anxiety (Y) have a linear relationship. Furthermore, the researcher conducted a Pearson correlation test analysis technique.

**Table 2.** Linearity Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35603.300	1	35603.300	226.483	.001
	Residual	31754.597	202	157.201		
	<b>Total</b>	<b>67357.897</b>	<b>203</b>			

Based on the results of the Pearson Correlation Test, it is known that the variables of self-regulation (X) and anxiety (Y) have a correlation of -0.727 through  $p = 0.000$  indicating that there is an important negative relationship between self-regulation and anxiety towards final year students in facing the world of work in the Sidoarjo area.

**Table 3.** Pearson Correlation Test

Variable	Pearson Correlation	Sig.
Self Regulation - Anxiety	-0,726	0,000

The coefficient of determination R Square of the relationship between self-regulation through anxiety is 0.529. This shows that Self-Regulation has a contribution related to final student anxiety in facing the world of work in the Sidoarjo area reaching 53%.

**Table 4.** R Square Test

Model	R	R Square	Adjusted R Square
1	0,727	0,529	0,526

Based on the results of the study, the majority of final year students in the Sidoarjo area had a high level of self-regulation, which amounted to 75.98%. However, although the self-regulation of most students is high, the level of anxiety experienced by the majority of respondents is in the moderate category, which amounted to 88.73%. Only a small proportion of students experienced high anxiety (7.84%) or low anxiety (3.43%). In addition, no students with low levels of self-regulation were found in this research sample.

**Table 5.** Data Categorization

Level	Self- Regulation		Anxiety	
	Frequency	Percentage	Frequency	Percentage
High	155	75.98	16	7.84
Medium	49	24.02	181	88.73
Low	0	0.00	7	3.43
Total	204	100%	204	100%

### Discussion

The categorization results in this study showed that the level of self-regulation owned by final year students in the Sidoarjo area ranged from the high category, which was around 75.98%. This shows that many final year students have a high level of self-regulation, so that the anxiety level of final year students in the Sidoarjo area has a moderate categorization of 88.73%. This means that the higher the self-regulation of final year students so that it can reduce anxiety in facing the world of work.

The research is aligned through research according to Laili Hypothesized variable self-regulation through anxiety facing the world of work through the findings of the correlation coefficient  $R = -0.187$  at  $p = 0.025$  ( $p < 0.05$ ) indicates that self-regulation has an important negative effect on anxiety towards the world of work. Consequently, the third hypothesis is accepted: more regulation means less anxiety towards the world of work [16]. In addition, research conducted by Ulfa showed that there is a significant negative relationship through a correlation coefficient of  $-0.944$  with a significance of  $0.000$ . The results of this study indicate that individuals with high self-regulation so that anxiety in students in facing the world of work is lower [15].

According to Clark said that thoughts that cause fear and anxiety can cause anxiety to people [17]. This study found that most final year students in facing the world of work in the Sidoarjo area have a moderate level of anxiety, this moderate level of anxiety is due to the readiness of final year students in facing the challenges of the world of work that will be faced later, although the anxiety level of final year students in the Sidoarjo area is moderate this is influenced by good self-regulation in overcoming anxiety. This can be proven from the results of the categorization of the data that has been presented.

According to Durand and Barlow, a person's worries about the future can cause anxiety [18]. Carver also added that fear and anxiety are related to lack of progress towards goals and avoidance of unfavorable outcomes [19]. Carrying out self-evaluation can help students understand how far they have achieved or progressed on previously set goals. Carrying out self-regulation can help people understand the shortcomings of the process being carried out, which can help reduce anxiety at work [20].

Based on Heatherthon & Baumeister, self-regulation is a way used by a person to manage feelings, thoughts and ideas. Students can control their anxiety by producing goals, planning, and maintaining their own expertise. High self-regulation allows a

person to evaluate their skills in the world of work and control their emotions, thoughts, and behavior to achieve their goals [21].

Based on this description, it can be concluded that self-regulation has a significant role in dealing with student anxiety in facing the world of work that can be faced later. In this case students will feel more prepared in facing the challenges that will be faced in the future, especially in facing the world of work. The limitations of this study are the research time and the quantitative approach used which cannot see the psychological dynamics in the field during the research process. Instead, the approach is only interpreted in the form of numbers and percentages which are then explained based on the findings obtained.

## CONCLUSION

**Fundamental Finding** : This study reveals a significant negative correlation between self-regulation and anxiety among final-year students in Sidoarjo, with a correlation coefficient of -0.727 and a significance level of 0.000, indicating that higher levels of self-regulation are associated with lower levels of anxiety when facing the world of work. **Implication** : These findings underscore the critical role of self-regulation in preparing students for post-graduate transitions and suggest that educational institutions should incorporate self-regulatory skill development into career readiness programs to enhance student resilience and confidence. **Limitation** : However, the study's reliance on a quantitative approach limits its capacity to capture the nuanced psychological experiences of students, and the short research duration may restrict the depth of insights gained. **Future Research** : Subsequent studies should consider employing qualitative or mixed-method approaches to explore the emotional and cognitive dynamics underlying self-regulation and anxiety, and extend the research to diverse educational and regional contexts to increase the generalizability and practical applicability of the findings.

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