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

This study aims to determine the effect of academic self-concept, academic interest, parents' academic expectations, and social support on academic anxiety. The population is 111 students and the sample is 87 respondents. The sampling technique used proportional stratified random sampling with a significance level of 5%. Based on the results of testing the hypothesis using the T-test, it shows that there is a negative and significant effect between academic self-concept on academic anxiety, there is a negative and significant effect between academic interest and academic anxiety, there is a positive and significant effect between parents' academic expectations on academic anxiety, and there is a negative and significant effect of social support on academic anxiety. While using the F-test it can be concluded that academic self-concept, academic interest, parents' academic expectations, and social support simultaneously influence academic anxiety as evidenced by the value of Fcount > Ftable (5.782 > 2.48). This study has a contribution of 21.3% to predict academic anxiety with empirical evidence experienced by students. This study concludes that empirically and theoretically, students with high self-concept, academic interest, and social support tend to have high levels of academic anxiety. And when the academic expectations of each student's parents are high, the student's academic anxiety is also high. Researchers realize the importance of studying academic anxiety experienced by students, and they suggest that research on academic anxiety can be developed more broadly, both in terms of the topic and the population used. Thus, academic anxiety research can provide a positive impetus in the field of academic education.
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 is a reflection of the progress of the nation and state. If there is no education, a nation and state will be left behind. In the future, the Indonesian government must create individuals who are able to develop education following the development of science and technology. But in reality the condition of education in Indonesia is very lagging behind. 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, 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 which give rise 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 something that is considered normal. However, for some other students, thesis can be something that can trigger academic anxiety.

Academic anxiety has effects that occur on students, such as impaired concentration, disturbed attention, excessive anxiety, tension, fear of being late and avoidance of assignments in the academic field so that it can also have an impact on academic achievement (Agustiani & Savira, 2022). The effect of academic anxiety is caused by internal factors and external factors. 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 that has been 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 demands and obligations that must be met by students. The demands and obligations that must be met 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 fulfill these demands. According to Priyanti et al., (2021) stated that academic anxiety is a feeling of 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) states that academic anxiety arises because of concerns arising from learning failures in students. According to Vye in Rahmawaty & Zulkiflli, (2021) revealed that indicators of academic anxiety can be identified through three components, namely the cognitive component, the physical component, and the behavioral component. Meanwhile, according to Nevid in Kartika, (2020) argues that indicators of academic anxiety are first, physical anxiety includes anxiety, nervousness, shaking hands, sweaty palms, fast beating heart, trembling voice. Second, behaviorial anxiety includes avoidance behavior and shaken behavior. And third, cognitive anxiety includes worrying about something, 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 and the result of individual learning through interaction with others. 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 is everything that refers to individual perceptions and feelings about himself, which is related to the academic field which universally has three main aspects, namely 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) there are 4 indicators that play a role in the formation of academic self-concept, namely competence ability factors, self-confidence factors, achievement factors, strength factors.

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 is called academic interest. Academic interest according to Lee & Durksen, (2018) 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 defined as a student's relatively enduring tendency or general emotional orientation when dealing with their assignments.

Academic interest is very domain specific and its domain specificity increases over time which is 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) there are several indicators used to measure academic interest, namely attention, interest, pleasure and involvement. Meanwhile, according to Slameto in Gogol et al., (2017) students who have an interest 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 by the activity 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) the academic expectations of parents are the demands of parents on their children to achieve high academic achievement. The demand itself comes from the hope that parents have for their children to succeed in their academic field. According to von Keyserlingk et al., (2019)parents' academic expectations are when parents have high expectations for their children by assessing the importance of academics, and this 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, feel tense and restless. That is, parents' demands for their children to achieve high academic achievements can cause students to experience fear of failure, then students will respond to that fear by staying away from the source of fear (Chan & Li, 2020).

Parents certainly expect everything that is good for their children. According to 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, according to Chan & Li, (2020) in their research also stated that parents' expectations are divided into four dimensions, namely personal expectations, academic expectations, career expectations, and parental ambitions.

Social Support

According to Perera & Digiacomo, (2016) social support is a form of behavior that fosters feelings of comfort and makes individuals believe that they are respected, valued, loved and that other people 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 providing assistance to 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, namely emotional support, esteem support, instrumental support, informational support, and social network support (companionship support). According to Amseke et al., (2021) indicators in social support are emotional support, appreciation support, instrument support, and information support. Meanwhile, according to Sarafino in Dewi & Muslikah, (2021) stated indicators of social support namely emotional support, appreciation support, instrumental support, and information support.

RESEARCH METHODS

The research approach that will be 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, totaling 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
RESULTS
1.   Multiple Regression Test

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

		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	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: Y								

Coefficients[a]

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, score (b2) -0.292, score (b3) 0.132 and score (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, namely the normality test, linearity test, multicollinearity test, and heteroscedasticity test.

a. Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		87
Normal Parameters[a,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 with the aim of seeing whether the data is normally distributed or not. Based on the calculation results from the Kolmogorov-Smirnov test with the SPSS program, it can be concluded that the five variables are normally distributed. This is 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) or not. The linearity test in this study can be seen

from the results of the Test of Linearity output at a significance level of 0.05 in the SPSS program. Based on the test results, it can be seen that the academic self-concept variable has a Deviation From Linearity value of 0.783 > 0.05. So it can be concluded 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 Linearity value of 0.718 > 0.05. So it can be concluded that the variable Academic Interest and Academic Anxiety has a linear relationship. The test results show that the variable of parents' academic expectations has a Deviation From Linearity value of 0.398 > 0.05. So it can be concluded that the variable Parents' Academic Expectations and Academic Anxiety has a linear relationship. The test results show that social support has a Deviation From Linearity value of 0.228 > 0.05. So it can be concluded that the variable Social Support with Academic Anxiety has a linear relationship.

c.   Multicollinearity Test

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 (X1) of 2.603, academic interest (X2) of 3.200, academic expectations of parents 4.289, and social support 5.258. Furthermore, if the Tolerance value > 0.10, namely academic self-concept of 0.485, academic interest of 0.313, academic expectations of parents of 0.233 and social support of 0.190. So it can be concluded that the data in this study did not occur multicorrelation because the VIF value was less than 10 and the tolerance value was . 0.10, it can be stated that there is no multicollinearity.

d.   Heteroscedasticity Test

The heteroscedasticity test has the objective of testing whether a regression model has an unequal variance of the residuals from one observation to another. It can be concluded 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 does the independent variable (X) affect the dependent variable (Y).

Coefficients[a]							
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	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 was obtained for the academic self-concept variable (X1) of 0.003 <0.05 with t count -3.101, so that the academic self-concept has a negative effect on academic anxiety, the significant value on the academic interest variable (X2) is 0.022 <0. 05 with t count -2.339, academic interest has a negative effect on academic anxiety, a significant value on the variable parents' academic expectations (X3) 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 (X4) of 0.001 <0.05 with t count -3.322, social support has a negative effect on 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:

ANOVAᵃ						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4352,731	4	1088,183	5,441	,001ᵇ
	Residual	16398,258	82	199,979		
	Total	20750,989	86			
a. Dependent Variable: Academic Anxiety (Y)						
b. Predictors: (Constant), Social Support (X4), Academik Self-Concept(X1), Academik Interest (X2), Academik Expectations of Parents (X3)						

Source: Data processed by researchers

From the calculation above, the calculated F value is 5.441. Table F values can be found 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 be seen that the F table value is 2.48. So that F count is 5.782 > F table is 2.48 and a significance value is 0.000 <0.05 which means Ho is rejected and Ha is accepted. So it can be concluded that Academic Self-Concept, Academic Interest, Academic Expectations of Parents, and Social Support simultaneously influence academic anxiety.

4.   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. Error of the Estimate
1	,458[a]	0,213	0,171	14,14138
a. Predictors: (Constant), Social Support (X4), Academik Self-Concept(X1), Academik Interest (X2), Academik Expectations of Parents (X3)				
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 R^2 in the model summary table of 0.213. This can be calculated from the results of the analysis with the equation below: **D = 0.213 x 100% = 21.3%** Thus, it can be concluded 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 t count of -4.312 < from t table 1.66298 a significance value of 0.001. The significance value is 0.001 <0.05, then Ho is rejected and H1 is accepted. The partial results of hypothesis testing show that academic self-concept has a negative and significant effect on 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. If the higher the student's academic self-concept, the lower the student's 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 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 has a negative and significant effect on 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 has a negative effect on 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 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 have a positive and significant effect on academic anxiety. The results of this study are in accordance with the results of research conducted by Chan & Li, (2020) based on a simple correlation analysis (r) there is a positive correlation between the relationship between parental expectations and

anxiety. Parents' academic expectations make students feel pressured and feel afraid in completing the final project.

4. The Effect of Social Support on Academic Anxiety

The results of the t test obtained 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 Ho is rejected and H1 is accepted. The partial results of hypothesis testing show that social support has a negative and significant effect on academic anxiety. The results of this study are in accordance with 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 a lot of social support from the people around them, then 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 table is 2.48 and a significance value is 0.000 <0.05 which means Ho is rejected and Ha is accepted. So it can be concluded 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 (X1) has an effect negative and significant impact on academic anxiety (Y) as evidenced by the tcount < ttable (-3.101 <1.66298), the academic interest variable (X2) has a negative and significant effect on academic anxiety (Y) as evidenced by the tcount < ttable (-2.339 < 1.66298), the variable parents' academic expectations (X3) has a positive and significant effect on academic anxiety (Y) as evidenced by the tcount < ttable (0.690 <1.66298), social support variable (X4) has a negative and significant effect on academic anxiety (Y) is proven by the value of tcount < ttable (-3.322 <1.66298) and simultaneous hypothesis testing shows that academic self-concept (X1), academic interest (X2), parents' academic expectations (X3), and social support (X4) simultaneously influence academic anxiety (Y) as evidenced by the value of Fcount > Ftable (5.782 > 2.48).

From this study it was concluded that empirically and conceptually, that is, students with high self-concept, academic interest, and social support tend to experience high academic anxiety. And if the academic expectations of each student's parents are high, the academic anxiety felt by students is also high. Recognizing how important it is to conduct research on academic anxiety experienced by students, researchers suggest that research on academic anxiety can be developed more broadly, both in terms of the topic and the population used. Thus, research on academic anxiety can make a positive contribution to the field of academic education.

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