

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS
(Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan dalam Psikologi Pendidikan



Oleh:
Rosita Febriyanti
NIM. 2208434

PROGRAM STUDI PSIKOLOGI PENDIDIKAN
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS
(Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Oleh
Rosita Febriyanti

S.Pd Universitas Muhammadiyah Prof. Dr. Hamka, 2021

Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Sekolah Pascasarjana Program Studi
Psikologi Pendidikan

© Rosita Febriyanti

Sekolah Pascasarjana Program Studi Psikologi Pendidikan

2025

Hak Cipta dilindungi Undang-Undang

LEMBAR PENGESAHAN TESIS
ROSITA FEBRIYANTI
DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS
(Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Disetujui dan Disahkan Oleh:

Pembimbing I,



Prof. Dr. Ilfiandra, M.Pd.

NIP. 19721124 199903 1 003

Pembimbing II,



Dr. Tina Havati Dahlan, S.Psi., M.Pd., Psikolog.

NIP. 19720419 200912 2 002

Mengetahui
Ketua Program Studi Psikologi Pendidikan
Sekolah Pascasarjana Universitas Pendidikan Indonesia



Prof. Dr. Mubiar Agustin, M.Pd.

NIP. 19770828 200312 1 002

Tesis ini telah diuji pada sidang tahap II
Hari/Tanggal : Rabu, 27 Agustus 2025
Tempat : Lantai 2 Ruang 22 A Gedung SPs UPI
Universitas Pendidikan Indonesia



Penguji I : Prof. Dr. Ilfiandra, M.Pd.
NIP. 19721124 199903 1 003



Penguji II : Dr. Tina Hayati Dahlan, S.Psi., M.Pd., Psikolog
NIP. 19720419 200912 2 002



Penguji III : Prof. Dr. Juntika Nurihsan, M.Pd.
NIP. 19660601 199103 1 005



Penguji IV : Dr. Idat Muqodas, M.Pd., Kons.
NIP. 19850123 201212 1 001

Mengetahui
Ketua Program Studi Psikologi Pendidikan
Sekolah Pascasarjana Universitas Pendidikan Indonesia



Prof. Dr. Mubiar Agustin, M.Pd.
NIP. 19770828 200312 1 002

PERNYATAAN KEASLIAN

Saya yang bertanda tangan di bawah ini:

Nama : Rosita Febriyanti

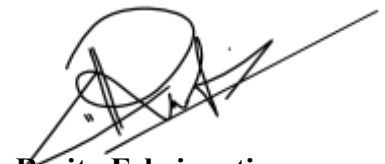
NIM : 2208434

Fakultas/Prodi : Sekolah Pascasarjana / Psikologi Pendidikan

Dengan ini saya menyatakan bahwa tesis dengan judul “Dinamika Pengalaman Kecemasan dalam Penulisan Tesis (Studi Fenomenologi pada Mahasiswa Magister Pendidikan di Bandung)” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Juli 2025

Pembuat Pernyataan



Rosita Febriyanti
NIM.2208434

KATA PENGANTAR

Segala puja dan puji syukur saya panjatkan kehadirat Allah Subhanahu Wa Ta'ala, Tuhan semesta alam, atas pemberian berkat dan rezeki-Nya yang tiada henti, berupa kesehatan fisik dan mental serta kemampuan berpikir sehingga saya dapat menyelesaikan dan mempertanggungjawabkan tesis ini.

Layaknya tugas akhir pada umumnya, tesis ini berisikan 5 bab yang dimulai dari pendahuluan studi, dukungan kajian pustaka yang digunakan, metodologi penelitian, hasil penelitian dan pembahasan, serta ditutup dengan simpulan dan rekomendasi. Bukan hanya sebagai persyaratan lulus dan memperoleh gelar Magister Psikologi Pendidikan, saya mendedikasikan tesis ini sebagai upaya untuk menggeser pemikiran dan narasi bahwa kecemasan dalam menulis tugas akhir harus "*dihindari*" menjadi kecemasan dapat "*dihadapi*" oleh penulis tugas akhir yang menghadapi lika-liku berbagai macam pikiran dan perasaan di dalam prosesnya. Upaya tersebut ditujukan untuk pihak-pihak yang terkait langsung dengan proses penulisan tesis pada mahasiswa magister, namun, tidak menutup kemungkinan bahwa kontribusi tesis ini juga dapat menyentuh dan bermanfaat bagi seluruh khalayak yang terkait untuk jenjang pendidikan lain seperti sarjana dan doktoral dalam menghadapi dinamika kecemasan tersebut.

Terkhusus untuk penulis tugas akhir, saya berharap bahwa substansi dari tesis ini dapat menjadi bahan refleksi diri sebagai seorang manusia yang terus berproses dalam kehidupannya dan dalam waktu yang sama sebagai akademisi yang memiliki tanggung jawab untuk menyelesaikan apa yang sudah dimulai. Sebagaimana kata pepatah umum para penulis tugas akhir, bahwa: "*tesis yang baik adalah tesis yang selesai*", maka, saya yakin bahwa saya, kamu, kita yang sedang dalam proses penulisan karya ilmiah ini, bisa menyelesaikan, mempertanggungjawabkan, dan mengambil makna serta pelajaran atas apa yang sudah dikerjakan dengan keras dan cermat.

Remember, we are not alone.

We can do this, because, this shall too pass!

UCAPAN TERIMA KASIH

Penulis tentu tak mampu menyelesaikan tesis ini guna mendapatkan gelar magister tanpa bantuan langsung dan dukungan dari orang-orang penting ini dari balik layar. Izinkan penulis menghaturkan syukur dan terima kasih nya kepada:

1. Prof. Dr. Juntika, M.Pd., Direktur Sekolah Pascasarjana Universitas Pendidikan Indonesia.
2. Prof. Dr. Mubiar Agustin, M.Pd., Ketua Program Studi Magister Psikologi Pendidikan, Universitas Pendidikan Indonesia.
3. Prof. Dr. Ilfiandra, M.Pd., dan Dr. Tina Hayati Dahlan, S.Psi., M.Pd., Psikolog., dosen pembimbing yang dengan kesabaran, kekayaan ilmunya, motivasi, arahan, dan penilaiannya, membimbing penulis untuk menyelesaikan penulisan tesis.
4. Seluruh dosen program studi Psikologi Pendidikan UPI yang sudah memberikan banyak ilmu, wawasan teoretis dan input praktikal.
5. Ibu Dwi Yunita Utami, S.Pd. dan Ibu Rullyanti Lestari, S.Pd., staf akademik program studi Psikologi Pendidikan, atas bantuan pengurusan administrasi penulis.
6. Ketiga partisipan penelitian ini, yang secara sukarela mendedikasikan pikiran, waktu, dan tenangnya dalam kelengkapan data. Semoga kontribusi *akang teteh* menjadi manfaat dan makna yang berkelanjutan untuk penelitian-penelitian dalam area ini di masa depan.

Bandung, Juli 2025

Penulis

Rosita Febriyanti

*Dear Ayah, Bunda, Sultan, and the writer's loved one, who unstoppably give all
types of support and companion miles away from home,*

*Thesis writers, along with their lengthy of unseen efforts, struggles, prayers and
endless helping hand in many kinds of way from the people behind...*

This is for you.

*Let anxiety be a friend who guides you to
an awakening and a truer version of yourself.
(Febriyanti, 2025).*

ABSTRAK

Penulisan tesis dianggap sebagai salah satu tugas akademik paling menantang bagi mahasiswa magister, seringkali disertai dengan tantangan internal dan eksternal. Studi ini bertujuan untuk mengeksplorasi dinamika kecemasan yang dialami selama proses penulisan tesis, mulai dari bagaimana mahasiswa menyadari sumber kecemasan mereka, mengalami naik turunnya kecemasan, menerima kecemasan dengan kesadaran, dan melakukan upaya untuk mengelola kecemasan mereka dalam proses penulisan tesis. Menggunakan desain fenomenologis kualitatif, wawancara mendalam dilakukan dengan 3 mahasiswa magister untuk mengungkap perjalanan dan pengalaman mereka dalam menghadapi kecemasan. Data dianalisis dengan menggunakan model analisis data interaktif dari Miles & Huberman (1994) yang mencakup pengumpulan, reduksi, penyajian data, dan konklusi. Temuan menunjukkan bahwa kecemasan dalam penulisan tesis muncul dari berbagai sumber, termasuk tuntutan akademik, faktor interpersonal, konflik peran dan tekanan waktu, kekhawatiran finansial, dan faktor intrapersonal (*self-related issues*). Meskipun menghadapi lika-liku pikiran dan perasaan dalam prosesnya, para mahasiswa juga terlibat dalam upaya mengelola kecemasan tersebut seperti istirahat dan relaksasi, mencari dukungan sosial, dan mengambil tindakan kecil dan bertahap. Studi ini memberikan wawasan tentang lanskap emosional yang kompleks dalam penulisan tesis dan menekankan pentingnya keseimbangan antara mahasiswa, dosen, dan lingkungan akademik yang mendukung untuk guna meningkatkan kesejahteraan mental mahasiswa khususnya dalam proses penulisan tesis.

Kata Kunci: Kecemasan, Mahasiswa Magister, Penulisan Tesis.

ABSTRACT

Writing a thesis is considered one of the most challenging academic tasks for master degree students, often accompanied by internal and external challenges. This study aims to explore the dynamics of anxiety experienced during the thesis writing process, starting from how students become aware of the sources of their anxiety, experiencing fluctuations in anxiety, accepting anxiety with awareness, and making efforts to reduce their anxiety during the thesis writing process. Using a qualitative phenomenological design, in-depth interviews were conducted with 3 master degree's students to uncover their journeys and experiences in dealing with anxiety. Data were analysed using the interactive data analysis model by Miles & Huberman (1994), which includes data collection, reduction, presentation, and conclusion. The findings indicate that anxiety in thesis writing arises from various sources, including academic demands, interpersonal factors, role conflicts and time pressure, financial concerns, and intrapersonal factors (self-related issues). Despite facing the ups and downs of thoughts and feelings during the process, the students also engage in efforts to reduce such anxiety, such as taking breaks and relaxing, seeking social support, and taking small and gradual steps. This study provides insights into the complex emotional landscape of thesis writing and emphasizes the importance of balance between students, faculty, and a supportive academic environment to enhance students' mental well-being, particularly during the thesis writing process.

Keywords: Anxiety, Master Degree Student, Thesis Writing

DAFTAR ISI

LEMBAR PENGESAHAN TESIS	i
PERNYATAAN KEASLIAN	iii
KATA PENGANTAR	iv
UCAPAN TERIMA KASIH	v
ABSTRAK	vii
ABSTRACT	viii
DAFTAR ISI	ix
DAFTAR TABEL	xi
DAFTAR GAMBAR	xii
LAMPIRAN	xiii
BAB I PENDAHULUAN	1
1.1 Latar Belakang Penelitian	1
1.2 Pertanyaan Penelitian	8
1.3 Tujuan Penelitian	9
1.4 Manfaat Penelitian	9
BAB II TINJAUAN PUSTAKA	11
2.1 Dinamika Pembelajaran pada Jenjang Magister	11
2.2 Kecemasan Akademik	20
2.3 Kerangka Berpikir	32
BAB III METODOLOGI PENELITIAN	35
3.1 Desain Penelitian	35
3.2 Tempat Penelitian	36
3.3 Partisipan Penelitian	37
3.4 Fokus Penelitian	40
3.5 Pengumpulan Data	40
3.6 Analisis Data	42
3.7 Validitas Data	44
3.8 Isu Etik Penelitian	44
3.9 Refleksivitas Peneliti	45
BAB IV TEMUAN PENELITIAN DAN PEMBAHASAN	47

4.1 Sumber-sumber Kecemasan Mahasiswa Magister dalam Proses Penulisan Tesis	47
4.2 Upaya Mengelola Kecemasan Mahasiswa Magister dalam Proses Penulisan Tesis	76
4.3 Dinamika Kecemasan Mahasiswa dalam Proses Penulisan Tesis	93
4.4 Keterbatasan Penelitian	109
BAB V SIMPULAN DAN REKOMENDASI.....	110
5.1 Simpulan	110
5.2 Rekomendasi	114
DAFTAR PUSTAKA.....	118
LAMPIRAN-LAMPIRAN	135

DAFTAR TABEL

Tabel 3. 1 Pedoman Wawancara Kecemasan Mahasiswa Magister dalam Menulis Tesis	41
Tabel 3. 2 Contoh Transkrip Wawancara	42
Tabel 3. 3 Contoh Proses Reduksi Data.....	43

DAFTAR GAMBAR

Gambar 4.1 Dinamika Kecemasan Mahasiswa Magister dalam Penulisan Tesis 103

LAMPIRAN

Lampiran 1 Surat Keputusan Dosen Pembimbing	136
Lampiran 2 Lembar Persetujuan Partisipan Penelitian	139
Lampiran 3 Transkripsi Wawancara dan Koding Data.....	142
Lampiran 4 Dokumentasi Penelitian.....	148

DAFTAR PUSTAKA

- Abusa'aleek, A. O., & Alenizi, A. (2023). Exploring EFL Supervisors' Feedback on Postgraduates' Research Proposals: Functions and Foci. *REGISTER JOURNAL*, 16(02), 207–223. <https://doi.org/10.18326/rgt.v16i2.207-223>
- Adarlo, G. M., Wang, Y., & King, R. B. (2025). Exploring the role of supervisors in supporting graduate students' psychological needs and well-being. *Journal of Further and Higher Education*. <https://doi.org/10.1080/0309877X.2025.2504008>
- Al-Ferhat, B. M., Jarwan, A. S., & Zuraikat, M. J. (2019). The role of self-discrepancy in generating future anxiety among university students. *Humanities and Social Sciences Reviews*, 7(6), 425–435. <https://doi.org/10.18510/hssr.2019.7668>
- Alfayumi-Zeadna, S., Froimovici, M., Rourke, N. O., Azbarga, Z., Okby-Cronin, R., Salman, L., Alkatnany, A., Grotto, I., & Daoud, N. (2021). Direct and indirect determinants of prenatal depression among Arab-Bedouin women in Israel: The role of stressful life events and social support. *Midwifery*, 96. <https://doi.org/10.1016/j.midw.2021.102937>
- Antes, A. L., & Maggi, L. B. (2021). How to Conduct Responsible Research: A Guide for Graduate Students. *Current Protocols*, 1(3). <https://doi.org/10.1002/cpz1.87>
- Ashford, T., Innes, P. A., Hands, K., Casey, S., & Blake, J. (2023). Exploring disruption through the lens of an adapted Five Senses Framework. *Journal of University Teaching and Learning Practice*, 20(7). <https://doi.org/10.53761/1.20.7.09>
- Astuti, E., & Isharijadi, I. (2019). Pengenalan Open Journal System (OJS) untuk Publikasi Ilmiah Mahasiswa. *Jurnal Pengabdian Pada Masyarakat*, 4(4), 409–414. <https://doi.org/10.30653/002.201944.189>
- Bastalich, W. (2017). Content and context in knowledge production: a critical review of doctoral supervision literature. *Studies in Higher Education*, 42(7),

- 1145–1157. <https://doi.org/10.1080/03075079.2015.1079702>
- Bowman, N. A., Logel, C., LaCosse, J., Jarratt, L., Canning, E. A., Emerson, K. T. U., & Murphy, M. C. (2022). Gender representation and academic achievement among STEM-interested students in college STEM courses. *Journal of Research in Science Teaching*, 59(10), 1876–1900. <https://doi.org/10.1002/tea.21778>
- BÜLBÜL, K., & ODACI, H. (2023). Analysis of Studies about Academic Anxiety: A Thematic Review. *Psikiyatride Güncel Yaklaşımlar*, 15(2), 370–384. <https://doi.org/10.18863/pgy.1124868>
- Buunk, A. P., & Gibbons, F. X. (2007). Social comparison: The end of a theory and the emergence of a field. *Organizational Behavior and Human Decision Processes*, 102(1), 3–21. <https://doi.org/10.1016/j.obhdp.2006.09.007>
- Cassady, J. C., & Finch, W. H. (2020). Revealing Nuanced Relationships Among Cognitive Test Anxiety, Motivation, and Self-Regulation Through Curvilinear Analyses. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01141>
- Cassidy, S. (2015). Resilience building in students: The role of academic self-efficacy. *Frontiers in Psychology*, 6(NOV). <https://doi.org/10.3389/fpsyg.2015.01781>
- Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313–335. <https://doi.org/10.1016/j.jslw.2004.07.001>
- Cranton, P., & Taylor, E. W. (2013). A theory in progress? *European Journal for Research on the Education and Learning of Adults*, 4(1), 35–47. <https://doi.org/10.3384/rela.2000-7426.rela5000>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design Qualitative, Quantitative, and Mixed Method Approaches* (Fifth). SAGE.
- Csikszentmihalyi, M. (2014). *Flow and the Foundations of Positive Psychology*. Springer Dordrecht Heidelberg.
- D’Mello, S., Lehman, B., Pekrun, R., & Graesser, A. (2014). Confusion can be beneficial for learning. *Learning and Instruction*, 29, 153–170.

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

<https://doi.org/10.1016/j.learninstruc.2012.05.003>

- Dennis, C.-L. (2003). The Effect of Peer Support on Postpartum Depression: A Pilot Randomized Controlled Trial. In *Can J Psychiatry* (Vol. 48, Issue 2).
- Deta, U. A., Mubarak, H., Mustar, Y. S., Kohar, A. W., & Ghofur, M. A. (2022). Study of Perceptions and Obstacles from Postgraduate Education Students About Scientific Publication as a Graduation Requirement. *International Journal of Current Educational Research*, 1(2), 135–144. <https://doi.org/10.53621/ijocer.v1i2.188>
- Dijkstra, P., Kuyper, H., Van Der Werf, G., Buunk, A. P., & Van Der Zee, Y. G. (2008). Social comparison in the classroom: A Review. *Review of Educational Research*, 78(4), 828–879. <https://doi.org/10.3102/0034654308321210>
- Elin Maulida Rahmawati, Ahman, Setiawati, Zeed Hamdy Rukman, & Dina Dwi Rahayu. (2024). Academic Anxiety Among College Students Reviewed From Gender, Age, and Academic Year Perspective. *G-Couns: Jurnal Bimbingan Dan Konseling*, 9(1), 603–618. <https://doi.org/10.31316/gcouns.v9i1.6124>
- Fakhriah, F., Aziz, A., Gheda, L. M., Hamid, S. A., Fizah, N., & Nusran, M. (2025). Exploring the Impacts of Work-related Stress on Master's Project and Completion Rates among Post Graduate Working Learners. *International Journal of Research and Innovation in Social Science (IJRISS)*. <https://doi.org/10.47772/IJRISS>
- Feizi, S., & Elgar, F. (2023). Satisfaction, research productivity, and socialization in doctoral students: Do teaching assistantship, research assistantship and the advisory relationship play a role? *Heliyon*, 9(9). <https://doi.org/10.1016/j.heliyon.2023.e19332>
- Fernandha, A., & Grasiawaty, N. (2021). Role Conflict and Well-Being Among Working Students: The Viewpoint of a Full-Timer. *Jurnal Educative: Journal of Educational Studies*, 6(2), 191. <https://doi.org/10.30983/educative.v6i2.4713>
- Firmansyah, D., Umar, W. R., & Rahayu, A. S. (2018). DAMPAK SISTEM KEBUT SEMALAM TERHADAP TINGKAT PLAGIARISME TUGAS MAHASISWA IKIP SILIWANGI. *Parole: Jurnal Pendidikan Bahasa Dan*

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Sastra Indonesia, 1.

- Flett, G. L., & Hewitt, P. L. (2024). Toward Person-Focused Assessment and Understanding the Human Need to Be Perfect: Commentary and Introduction to the Third Special Issue on Perfectionism. *Journal of Psychoeducational Assessment*, 42(6), 599–611. <https://doi.org/10.1177/07342829241245460>
- Fogg, B. J., & Euchner, J. (2019). Designing for Behavior Change—New Models and Moral Issues. *Research-Technology Management*, 62(5), 14–19. <https://doi.org/10.1080/08956308.2019.1638490>
- Fredrickson, B. L. (2013). *Chapter One - Positive Emotions Broaden and Build* (P. Devine & A. B. T.-A. in E. S. P. Plant (eds.); Vol. 47, pp. 1–53). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-12-407236-7.00001-2>
- Fu, Y., Wang, Q., Wang, X., Zhong, H., Chen, J., Fei, H., Yao, Y., Xiao, Y., Li, W., & Li, N. (2025). Unlocking academic success: the impact of time management on college students' study engagement. *BMC Psychology*, 13(1). <https://doi.org/10.1186/s40359-025-02619-x>
- G. Ferolino, W. J., M. Gattoc, J. P., Paradiang Jr., E. N., & C. Miranda, A. (2022). Factors on Thesis Writing Anxiety among Science, Technology, Engineering, and Math Students. *Psychology and Education: A Multidisciplinary Journal*, 1–10.
- Gerber, J. P., Wheeler, L., & Suls, J. (2018). A social comparison theory meta-analysis 60+ years on. In *Psychological Bulletin* (Vol. 144, Issue 2, pp. 177–197). American Psychological Association. <https://doi.org/10.1037/bul0000127>
- Goetama Saputro, G., Elisabeth, G., & Khansa, G. (2025). The Impact of Academic Load, Time Management, And Work-Study-Life Balance on Graduate Students' Anxiety Levels. *DIJEFA: Dinasti Internasional Journal of Economics, Finance & Accounting*, 6, 2208–2218. <https://doi.org/10.38035/dijefa.v6i3>
- Gollwitzer, P. M. (2014). Weakness of the will: Is a quick fix possible? *Motivation and Emotion*, 38(3), 305–322. <https://doi.org/10.1007/s11031-014-9416-3>
- Grohnert, T., Gromotka, L., Gast, I., Delnoij, L., & Beusaert, S. (2024). Effective

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- master's thesis supervision – A summative framework for research and practice. *Educational Research Review*, 42. <https://doi.org/10.1016/j.edurev.2023.100589>
- Gross, J. J. (2015). Emotion Regulation: Current Status and Future Prospects. *Psychological Inquiry*, 26(1), 1–26. <https://doi.org/10.1080/1047840X.2014.940781>
- Grunschel, C., Patrzek, J., & Fries, S. (2013). Exploring reasons and consequences of academic procrastination: An interview study. *European Journal of Psychology of Education*, 28(3), 841–861. <https://doi.org/10.1007/s10212-012-0143-4>
- Handayani, M., & Pandanwangi, D. E. (2021). PENGARUH KOMUNIKASI INTERPERSONAL DAN KUALITAS PELAYANAN AKADEMIK TERHADAP KEPUASAN MAHASISWA. *Jurnal Dinamika Ilmu Komunikasi*, 1(1), 9–15.
- Hayat, A. (2014). *KECEMASAN DAN METODE PENGENDALIANNYA*. 01.
- Heidegger, M. (1962). *BEING AND TIME*. Blackwell.
- Held, J., Vîslă, A., Zinbarg, R. E., Wolfer, C., & Flückiger, C. (2020). How do worry and clinical status impact working memory performance? An experimental investigation. *BMC Psychiatry*, 20(1). <https://doi.org/10.1186/s12888-020-02694-x>
- Hirano, H., Ishii, K., & Sato, M. (2025). Exploring the influence of self-esteem and self-compassion on daily psychological health: Insights from the experience sampling method. *Personality and Individual Differences*, 240. <https://doi.org/10.1016/j.paid.2025.113140>
- Hofmann, S. G., Asnaani, A., Vonk, I. J. J., Sawyer, A. T., & Fang, A. (2012). The efficacy of cognitive behavioral therapy: A review of meta-analyses. *Cognitive Therapy and Research*, 36(5), 427–440. <https://doi.org/10.1007/s10608-012-9476-1>
- Holmes, B., Waterbury, T., Baltrinic, A., & Davis, E. (2018). *Angst About Academic Writing: Graduate Students at the Brink*. <https://openriver.winona.edu/educationeddfacultyworks/5>

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Hong, J. C., Tai, K. H., Hwang, M. Y., & Lin, C. Y. (2022). Social comparison effects on students' cognitive anxiety, self-confidence, and performance in Chinese composition writing. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1060421>
- Honicke, T., & Broadbent, J. (2016). The influence of academic self-efficacy on academic performance: A systematic review. *Educational Research Review*, 17, 63–84. <https://doi.org/10.1016/j.edurev.2015.11.002>
- Huang, H., Ding, Y., Liang, Y., Wan, X., Peng, Q., Zhang, Y., Kong, D., & Chen, C. (2023). The association between perfectionism and academic procrastination among undergraduate nursing students: The role of self-efficacy and resilience. *Nursing Open*, 10(10), 6758–6768. <https://doi.org/10.1002/nop2.1922>
- Izza, A. Al, & Lailiyah, S. (2024). LITERATURE REVIEW: FACTORS AFFECTING FINAL YEAR STUDENTS' ANXIETY IN PREPARING A THESIS IN INDONESIA. *Journal of Community Mental Health and Public Policy*, 6(2), 114–125. <https://doi.org/10.51602/cmhp.v6i2.153>
- Jaber, L. Z., & Hammer, D. (2016). Learning to Feel Like a Scientist. *Science Education*, 100(2), 189–220. <https://doi.org/10.1002/sce.21202>
- Jouhari, Z., Haghani, F., & Changiz, T. (2017). *Factors affecting self-regulated learning in medical students: a qualitative study*. 2981(February). <https://doi.org/10.3402/meo.v20.28694>
- Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: understanding the mechanisms of student success. *Higher Education Research and Development*, 37(1), 58–71. <https://doi.org/10.1080/07294360.2017.1344197>
- Kashdan, T. B., & Rottenberg, J. (2010). Psychological flexibility as a fundamental aspect of health. *Clinical Psychology Review*, 30(4), 865–878. <https://doi.org/10.1016/j.cpr.2010.03.001>
- Kholija Sitompul, S., & Anditasari, A. W. (2022). CHALLENGES IN WRITING ACADEMIC RESEARCH: AN EXPLORATION OF MASTER'S STUDENTS' EXPERIENCES. *Getsempena English Education Journal*, 9(2),

- 136–148. <https://ejournal.bbg.ac.id/geej>
- Kim, D. H., Wang, C., Ahn, H. S., & Bong, M. (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and Individual Differences*. <https://doi.org/10.1016/j.lindif.2015.01.016>
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2005). *The Adult Learner (The Definitive Classic in Adult Education and Human Resource Development)* (6th ed.). Elsevier Butterworth Heinemann.
- Kurniawati, A., & Atmojo, A. E. P. (2022). EFL thesis writing anxiety: Causes, effects, and coping strategies. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 7(2), 137–151. <https://doi.org/10.26905/enjourme.v7i2.8004>
- Larsen, A., Horvath, D., & Bridge, C. (2019). 'Get Ready': Improving the transition experience of a diverse first year cohort through building student agency. *Student Success*, 10(2), 14–27. <https://doi.org/10.5204/ssj.v11i3.1144>
- Le, M., Pham, L., Kim, K., & Bui, N. (2021). The impacts of supervisor-PhD student relationships on PhD students' satisfaction: A case study of Vietnamese universities satisfaction. *Journal of University Teaching & Learning Practice*, 18(4), 2021. <https://ro.uow.edu.au/jutlp> Available at: <https://ro.uow.edu.au/jutlp/vol18/iss4/18>
- Lee, A. (2008). How are doctoral students supervised? Concepts of doctoral research supervision. *Studies in Higher Education*, 33(3), 267–281. <https://doi.org/10.1080/03075070802049202>
- Lei, W., Zhang, H., Deng, W., Wang, H., Shao, F., & Hu, W. (2021). Academic self-efficacy and test anxiety in high school students: A conditional process model of academic buoyancy and peer support. *School Psychology International*. <https://doi.org/10.1177/01430343211039265>
- Li, R. (2022). Understanding foreign language writing anxiety and its correlates. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1031514>
- Liang, Z., Zeng, Q., Zhang, M., Luo, H., Huang, S., Li, J., & Yi, D. (2022). How

- course support and academic support impact on chinese graduate students during the COVID-19: The multiple mediating roles of thesis writing and anxiety. *International Journal of Environmental Research and Public Health*, 19(1). <https://doi.org/10.3390/ijerph19010265>
- Liu, S., Song, M., & Teng, H. (2023). Postgraduates' time management disposition and mental health: mediating role of life satisfaction and moderating role of core self-evaluations. *BMC Psychology*, 11(1). <https://doi.org/10.1186/s40359-023-01349-2>
- Lorenzini, N., Fonagy, M. P. P., Phil, M., & Fonagy, P. (2013). *Attachment and Personality Disorders: A Short Review: Vol. XI* (Issue 2).
- Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). POSITIVE PSYCHOLOGICAL CAPITAL: MEASUREMENT AND RELATIONSHIP WITH PERFORMANCE AND SATISFACTION. In *PERSONNEL PSYCHOLOGY* (Vol. 60).
- Ma, Y., Yu, A., Ma, H., Zhao, Y., Liu, X., Zhai, H., & Gao, Y. (2024). A narrative review of anxiety regulation in PhD students based on Green model. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1351386>
- May, R. W., Bauer, K. N., Seibert, G. S., Jauregui, M. E., & Fincham, F. D. (2020). School burnout is related to sleep quality and perseverative cognition regulation at bedtime in young adults. *Learning and Individual Differences*, 78, 101821. <https://doi.org/10.1016/j.lindif.2020.101821>
- McAdams, D. P. (2001). The Psychology of Life Stories. *Review of General Psychology*, 5(2), 100–122. <https://doi.org/10.1037/1089-2680.5.2.100>
- Menaghan, E. G. (1989). Role Changes and Psychological Well-Being: Variations in Effects by Gender and Role Repertoire. *OXFORD JOURNALS*, 67(3), 693–714.
- Misra, R., & Castillo, L. G. (2004). Academic stress among college students: Comparison of American and international students. *International Journal of Stress Management*, 11(2), 132–148. <https://doi.org/10.1037/1072-5245.11.2.132>
- Mohamadkhani Ghiasvand, A., Naderi, M., Zagheri Tafreshi, M., Ahmadi, F., &

- Hosseini, M. (2017). Relationship between time management skills and anxiety and academic motivation of nursing students in Tehran. *Electronic Physician*, 9(1), 3678–3684. <https://doi.org/10.19082/3678>
- Monalisa, M., Stevani, H., Oktasari, M., & Dewi, E. R. (2024). WORK-FAMILY CONFLICT AMONG WORKING STUDENTS: STRATEGIES, CHALLENGES, AND IMPLICATIONS FOR ACADEMIC SUCCESS. *Research and Development Journal of Education*, 10(2), 967. <https://doi.org/10.30998/rdje.v10i2.23485>
- Moran, T. P. (2016). Anxiety and Working Memory Capacity: A Meta-Analysis and Narrative Review. *Psychological Bulletin*, 142(8), 831–864. <https://doi.org/10.1037/bul0000051.supp>
- Morrison, K. (2015). Educational research: contemporary issues and practical approaches (second edition). *Educational Research and Evaluation*, 21(4), 371–372. <https://doi.org/10.1080/13803611.2015.1061249>
- Moylan, J. R. (2009). *Self-Regulation: Where Metacognition and Motivation Intersect*.
- Mushtaq, I., Nawaz, S., Mohammad, K., Jinnah, A., & Khan, S. N. (2012). Factors Affecting Students' Academic Performance. *Type: Double Blind Peer Reviewed International Research Journal Publisher: Global Journals Inc*, 12.
- Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. *Social and Personality Psychology Compass*, 5(1), 1–12. <https://doi.org/10.1111/j.1751-9004.2010.00330.x>
- Neff, K. D., & Germer, C. K. (2013). A Pilot Study and Randomized Controlled Trial of the Mindful Self-Compassion Program. *Journal of Clinical Psychology*, 69(1), 28–44. <https://doi.org/10.1002/jclp.21923>
- Nguyen, H. A., Duong, B. C., Le, A. T., Le, C. A., Huynh, T. Q., Tran, V. N., Nguyen, P. T., Nguyen, T. T. H., Thu, T., & Nguyen, H. (2025). Factors influencing Stress, Anxiety, and Depression in Students regarding The Thesis Process. *J Ment Health Clin Psychol*, 001, 30–41. www.mentalhealthjournal.org
- Nicklin, J. M., Meachon, E. J., & McNall, L. A. (2019). Balancing Work, School,

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- and Personal Life among Graduate Students: a Positive Psychology Approach. *Applied Research in Quality of Life*, 14(5), 1265–1286. <https://doi.org/10.1007/s11482-018-9650-z>
- Nicol, D., & MacFarlane-Dick, D. (2006). Formative assessment and selfregulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218. <https://doi.org/10.1080/03075070600572090>
- Nicoletti, M. do C. (2019). Revisiting the Tinto's Theoretical Dropout Model. *Higher Education Studies*, 9(3), 52. <https://doi.org/10.5539/hes.v9n3p52>
- Nirmalasari, L., & Minai, M. (2023). Role conflict and performance of part time students in Indonesia: The effect of burnout, coping behavior and spiritual intelligence. *Annals of Management and Organization Research*, 4(3), 239–249. <https://doi.org/10.35912/amor.v4i3.1645>
- Paltridge, B., & Starfield, S. (2020). Change and continuity in thesis and dissertation writing: The evolution of an academic genre. *Journal of English for Academic Purposes*, 48. <https://doi.org/10.1016/j.jeap.2020.100910>
- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. In *Frontiers in Psychology* (Vol. 8, Issue APR). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2017.00422>
- Pekrun, R., Frenzel, A. C., Goetz, T., & Perry, R. P. (2007). The Control-Value Theory of Achievement Emotions: An Integrative Approach to Emotions in Education. *Emotion in Education*. <http://nbn-resolving.de/urn:nbn:de:bsz:352-opus-99861>
- Pekrun, R., Lichtenfeld, S., Marsh, H. W., Murayama, K., & Goetz, T. (2017). Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. *Child Development*, 88(5), 1653–1670. <https://doi.org/10.1111/cdev.12704>
- Pekrun, R., & Linnenbrink-Garcia, L. (2014). International handbook of emotions in education. In *International Handbook of Emotions in Education*. <https://doi.org/10.4324/9780203148211>
- Phillips, E. M., & Pugh, D. S. (2015). *How to Get a PhD (A Handbook for Students*

and Their Supervisors).

- Prochaska, J. O., Velicer, W. F., & Velicer, W. F. (1997). The Transtheoretical Model of Health Behavior Change. In *J Health Promot* (Vol. 12, Issue 1).
- Pulford, B. D., Woodward, B., & Taylor, E. (2018). Do social comparisons in academic settings relate to gender and academic self-confidence? *Social Psychology of Education*, 21(3), 677–690. <https://doi.org/10.1007/s11218-018-9434-1>
- Putwain, D., & Daly, A. L. (2014). Test anxiety prevalence and gender differences in a sample of English secondary school students. *Educational Studies*, 40(5), 554–570. <https://doi.org/10.1080/03055698.2014.953914>
- Putwain, D., Sander, P., & Larkin, D. (2013). Academic self-efficacy in study-related skills and behaviours: Relations with learning-related emotions and academic success. *British Journal of Educational Psychology*, 83(4), 633–650. <https://doi.org/10.1111/j.2044-8279.2012.02084.x>
- Putwain, D., & Symes, W. (2018). *Does Increased Effort Compensate for Performance Debilitating Test Anxiety?* <http://researchonline.ljmu.ac.uk/>
- Putwain, D. W., Gallard, D., Beaumont, J., Loderer, K., & von der Embse, N. P. (2021). Does Test Anxiety Predispose Poor School-Related Wellbeing and Enhanced Risk of Emotional Disorders? *Cognitive Therapy and Research*, 45(6), 1150–1162. <https://doi.org/10.1007/s10608-021-10211-x>
- Putwain, D. W., Jansen in de Wal, J., & van Alphen, T. (2023). Academic Buoyancy: Overcoming Test Anxiety and Setbacks. *Journal of Intelligence*, 11(3). <https://doi.org/10.3390/jintelligence11030042>
- Putwain, D. W., & Symes, W. (2011). Teachers' use of fear appeals in the Mathematics classroom: Worrying or motivating students? *British Journal of Educational Psychology*, 81(3), 456–474. <https://doi.org/10.1348/2044-8279.002005>
- Pychyl, T. A., & Flett, G. L. (2012). Procrastination and Self-Regulatory Failure: An Introduction to the Special Issue. *Journal of Rational - Emotive and Cognitive - Behavior Therapy*, 30(4), 203–212. <https://doi.org/10.1007/s10942-012-0149-5>

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Pyhältö, K., Vekkaila, J., & Keskinen, J. (2015). Fit matters in the supervisory relationship: doctoral students and supervisors perceptions about the supervisory activities. *Innovations in Education and Teaching International*, 52(1), 4–16. <https://doi.org/10.1080/14703297.2014.981836>
- Quvanch, Z., & Kew, S. N. (2022). Evaluating Afghanistan University students' writing anxiety in English class: An empirical research. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2040697>
- Rand, K. L., Shanahan, M. L., Fischer, I. C., & Fortney, S. K. (2020). Hope and optimism as predictors of academic performance and subjective well-being in college students. *Learning and Individual Differences*, 81. <https://doi.org/10.1016/j.lindif.2020.101906>
- Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the online component of blended learning: A systematic review. *Computers and Education*, 144. <https://doi.org/10.1016/j.compedu.2019.103701>
- Rodríguez, G., Pérez, N., Núñez, G., Baños, J. E., & Carrió, M. (2019). Developing creative and research skills through an open and interprofessional inquiry-based learning course. *BMC Medical Education*, 19(1). <https://doi.org/10.1186/s12909-019-1563-5>
- Rofé, Y. (2010). The Rational-Choice Theory of Neurosis: Unawareness and an Integrative Therapeutic Approach. *Journal of Psychotherapy Integration*, 20(2), 152–202. <https://doi.org/10.1037/a0019767>
- Rohmah, N., & Muslim, A. B. (2020). Writing Anxiety in Academic Writing Practice: Insights from EFL Learners' Perspectives. *Advances in Social Science, Education and Humanities Research Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*.
- Roick, J., & Ringeisen, T. (2017). Self-efficacy, test anxiety, and academic success: A longitudinal validation. *International Journal of Educational Research*, 83, 84–93. <https://doi.org/10.1016/j.ijer.2016.12.006>
- Rossanti, T. (2025). Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan). *Studi Pengarus Utama Gender Dan Anak*, 4(1), 164–174. <https://doi.org/10.22460/quanta.v9i2.6009>

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Salmela-Aro, K., Upadyaya, K., Ronkainen, I., & Hietajärvi, L. (2022). Study Burnout and Engagement During COVID-19 Among University Students: The Role of Demands, Resources, and Psychological Needs. *Journal of Happiness Studies*, 23(6), 2685–2702. <https://doi.org/10.1007/s10902-022-00518-1>
- Salsabila, B., & Susilawati, N. (2024). Self-Afficacy Akademik Mahasiswa Berprestasi yang Kuliah Sambil Bekerja di Universitas Negeri Padang. *Jurnal Perspektif*, 7(3), 388–397. <https://doi.org/10.24036/perspektif.v7i3.985>
- Samoila, M. E., & Vrabie, T. (2023). First-year seminars through the lens of Vincent Tinto's theories of student departure. A systematic review. *Frontiers in Education*, 8. <https://doi.org/10.3389/educ.2023.1205667>
- Santrock, W. J. (2010). *Life-Span Development* (13th ed., Vol. 13). The McGraw Hill Companies.
- Sari, N. N., Salam, M., & Usanto, H. (2022). ANALISIS FAKTOR-FAKTOR PENYEBAB KETERLAMBATAN MAHASISWA DALAM MENYELESAIKAN TUGAS AKHIR (SKRIPSI) PADA MAHASISWA PRODI PPKn. *Civic Education Perspective Journal FKIP Universitas Jambi*, 2(1).
- Schneiderman, N., Ironson, G., & Siegel, S. D. (2005). Stress and health: Psychological, Behavioral, and Biological Determinants. *Annual Review of Clinical Psychology*, 1, 607–628. <https://doi.org/10.1146/annurev.clinpsy.1.102803.144141>
- Schunk, D. H., & Greene, J. A. (2018). *Handbook of Self-Regulation of Learning and Performance* (P. A. Alexander (ed.); 2nd ed.). Routledge.
- Seely Brown, J., Collins, A., & Duguid, P. (1989). *Situated Cognition and the Culture of Learning*.
- Sefotho, M. P., & Makalela, L. (2017). Translanguaging and orthographic harmonisation: A cross-lingual reading literacy in a Johannesburg school.

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Southern African Linguistics and Applied Language Studies*, 35(1), 41–51.
<https://doi.org/10.2989/16073614.2016.1272423>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. In *Flow and the Foundations of Positive Psychology: The Collected Works of Mihaly Csikszentmihalyi* (Vol. 9789401790888, pp. 279–298). Springer Netherlands. https://doi.org/10.1007/978-94-017-9088-8_18
- Shobari, R., Qalyubi, I., & Widiastuty, H. (2025). *Academic Writing Anxiety on Undergraduate Thesis Writing*. 8(3).
- Sirois, F. M. (2014). Procrastination and Stress: Exploring the Role of Self-compassion. *Self and Identity*, 13(2), 128–145.
<https://doi.org/10.1080/15298868.2013.763404>
- Sirois, F. M., & Tosti, N. (2012). Lost in the Moment? An Investigation of Procrastination, Mindfulness, and Well-being. *Journal of Rational - Emotive and Cognitive - Behavior Therapy*, 30(4), 237–248.
<https://doi.org/10.1007/s10942-012-0151-y>
- Sirois, F., & Pychyl, T. (2013). Procrastination and the Priority of Short-Term Mood Regulation: Consequences for Future Self. *Social and Personality Psychology Compass*, 7(2), 115–127. <https://doi.org/10.1111/spc3.12011>
- Soares, I., Dias, D., Monteiro, A., & Proença, J. (2017). LEARNING OUTCOMES AND EMPLOYABILITY: A CASE STUDY ON MANAGEMENT ACADEMIC PROGRAMMES. *INTED2017 Proceedings*, 1, 6588–6594.
<https://doi.org/10.21125/inted.2017.1518>
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. In *Psychological Bulletin* (Vol. 133, Issue 1, pp. 65–94). <https://doi.org/10.1037/0033-2909.133.1.65>
- Steel, P., & Klingsieck, K. B. (2016). Academic Procrastination: Psychological Antecedents Revisited. *Australian Psychologist*, 51(1), 36–46.
<https://doi.org/10.1111/ap.12173>
- Sukardi, Burhanuddin, & Wardana, L. A. (2019). PELATIHAN DAN PENDAMPINGAN SWASUNTING ARTIKEL ILMIAH UNTUK MAHASISWA MAGISTER BIDANG PENDIDIKAN PASCASARJANA

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

UNIVERSITAS MATARAM. *Jurnal Pendidikan Dan Pengabdian Masyarakat*.

- Sverdlik, A., Hall, N. C., McAlpine, L., & Hubbard, K. (2018). The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, 13, 361–388. <https://doi.org/10.28945/4113>
- Syarif, N. Q. (2022). An Analysis of Determinant Factors Influencing Students' Anxiety Levels During the Thesis Writing Process. *Naufal Qadri Syarif 34 Journal of Teaching and Education for Scholars (JOTES)*, 1(1), 34–40.
- Tikkanen, L., Anttila, H., & Pyhältö, K. (2025). How does supervision influence a doctoral supervisor's occupational wellbeing? *European Journal of Higher Education*, 15(2), 263–281. <https://doi.org/10.1080/21568235.2024.2314470>
- Van Deurzen, E., Craig, E., Längle, A., Schneider, K. J. ., Tantam, D., & Plock, S. du. (2022). *The Wiley world handbook of existential therapy*. Wiley Blackwell, Credo Reference.
- Wamsley, E. J. (2022). Offline memory consolidation during waking rest. *Nature Reviews Psychology*, 1(8), 441–453. <https://doi.org/10.1038/s44159-022-00072-w>
- Widodo, B. (2021). Gambaran Penyesuaian diri Mahasiswa Baru Universitas Katolik Widya Mandala Surabaya Kampus Kota Madiun Tahun Akademik 2020/2021. *JHIP-Jurnal Ilmiah Ilmu Pendidikan*, 4, 899–907. <http://jiip.stkipyapisdompui.ac.id>
- Wolters, C. A., & Hussain, M. (2015). Investigating grit and its relations with college students' self-regulated learning and academic achievement. *Metacognition and Learning*, 10(3), 293–311. <https://doi.org/10.1007/s11409-014-9128-9>
- Wu, S., Oubibi, M., & Bao, K. (2024). How supervisors affect students' academic gains and research ability: An investigation through a qualitative study. *Heliyon*, 10(10). <https://doi.org/10.1016/j.heliyon.2024.e31079>
- Yang, L., Liu, Z., Shi, S., Dong, Y., Cheng, H., & Li, T. (2023). The Mediating Role of Perceived Stress and Academic Procrastination between Physical

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Activity and Depressive Symptoms among Chinese College Students during the COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, 20(1). <https://doi.org/10.3390/ijerph20010773>
- Yani Lature, P., Marta, R., Mursyida, L., & Dwinggo Samala, A. (2025). An Analysis of Inhibiting Factors Affecting Thesis Completion among Students in the Informatics Engineering Education Program. *Jurnal Vokasi Informatika (JAVIT)*, 5(2), 190–206. <https://doi.org/10.24036/javit.v5i2.252>
- Yildirim, M. (2019). Mediating role of resilience in the relationships between fear of happiness and affect balance, satisfaction with life, and flourishing. *Europe's Journal of Psychology*, 15(2), 183–198. <https://doi.org/10.5964/ejop.v15i2.1640>
- Yunus, M., Bachtiar, B., Syafruddin, S., Juhana, J., & Rachmaningsih, D. M. (2023). Students' Conceptions of Challenges in Writing Thesis: A Case of Postgraduate Context. *AL-ISHLAH: Jurnal Pendidikan*, 15(4). <https://doi.org/10.35445/alishlah.v15i4.4095>
- Zeidner, M., & Mendel, G. (2007). Test Anxiety in Educational Contexts: Concepts, Findings, and Future Directions. In *Emotion in Education*.
- Zembylas, M. (2007). Theory and methodology in researching emotions in education. *International Journal of Research and Method in Education*, 30(1), 57–72. <https://doi.org/10.1080/17437270701207785>
- Zeng, Q., & Huang, N. (2018). Reconstruction of Postgraduate Education Teacher-Student Relationship from the View of Postmodern. *2018 2nd International Conference on Social Sciences, Arts and Humanities (SSAH 2018)*.
- Zhang, J., Wu, M., & Zhang, G. (2024). The Influence of Supervisor–Postgraduate Relationship on Master's Students' Research Learning Engagement—The Mediating Effect of Academic Aspiration. *Behavioral Sciences*, 14(4). <https://doi.org/10.3390/bs14040334>
- Zimmerman, B. J. (2000). Attaining Self-Regulation: A Social Cognitive Perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of Self-Regulation* (p. 816). Academic Press.
- Zuber-Skerritt, O., & Knight, N. (1986). Problem Definition and Thesis Writing:

Rosita Febriyanti, 2025

DINAMIKA PENGALAMAN KECEMASAN DALAM PENULISAN TESIS (Studi Fenomenologi Pada Mahasiswa Magister Pendidikan di Bandung)

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Workshops for the Postgraduate Student. *Higher Education*, 15(1/2), 89–103.
<http://www.jstor.org/stable/3446744>