



Psychological Factors Inhibiting the Completion of Final Projects: A Literature Review

Muhamad Uyun^{1*}, Renda Trinanda Nurbaiti²

¹Fakultas Psikologi, Universitas Islam Negeri Raden Fatah Palembang, Indonesia

*Co-email: muhamaduyun_uin@radenfatah.ac.id 2010901028@radenfatah.ac.id

ARTICLE INFO

Article History:

Received: 30-May-2024

Revised: 8-July-2024

Accepted: 25-Aug-2024

Available online: 30-Sep-2024

Keyword:

Psychological factors;

Inhibiting completion.

ABSTRACT

In higher education, the completion of a final thesis is a crucial stage that reflects a student's academic achievement. The process of completing a thesis is often faced with psychological challenges that can affect both the quality and the timing of its completion. This research aimed to explore and analyze the psychological factors that might have hindered students in completing their theses. This study employed a literature review method. The findings indicated that psychological factors such as motivation, anxiety, and self-efficacy could impede the completion of a thesis. Loss of motivation, feelings of anxiety, and a lack of confidence in one's ability to complete the thesis could lead students to procrastinate on their thesis work or even decide not to complete it at all. Additionally, these psychological factors also impacted students' academic abilities. This initial understanding opened the door for further investigation into how psychological intervention strategies could have assisted students in overcoming these obstacles.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



INTRODUCTION

In higher education, the completion of a final thesis is a crucial stage that reflects a student's academic achievement. The final project is a scholarly work prepared by students in each study program based on research results on a problem conducted in consultation with a supervisor (Ujang Hartatoe, 2016). The final project requires strong academic writing skills and language proficiency. In reality, many students feel burdened and experience various difficulties in completing this final project, which can lead to delays in completing their studies (Nurbaiti & Uyun, 2023). The process of completing the final project is often faced with psychological challenges that can affect the quality and timing of completion.

Psychology is defined as "the thoughts, feelings, and behaviors of individuals influenced by the presence of other people in actual, imagined, or indirectly present situations," while according to Titcheneer and Wundt in Carapeedia, "psychology is the human experience learned from a personal perspective" (Santoese & Purwanti, 2013). Purwantoe in (Ujang Hartatoe, 2016) revealed that psychological factors that can influence the process and results of learning are talent, interest, intelligence, motivation, and cognitive ability. Often, psychological factors can be obstacles in the process of completing this final project. Some students may experience anxiety, lack of motivation, or self-doubt that can hinder their productivity. Completing a thesis can be a challenging task influenced by various psychological factors. Factors such as perceptions of psychological capital, psychological well-being, job satisfaction (Kurt & Demirbolat, 2018), academic procrastination (Saman, 2017), moral beliefs (Kirchmair, 2017), perceptions of students and educators toward thesis completion (Coruth et al., 2019; Skeith et al., 2018; Behera et al., 2019; Ermia et al., 2021), and attitudes toward research (Osman, 2016; Achi et al., 2020) can impact the success of thesis completion. Furthermore, student experiences, including challenges faced during thesis completion, such as institutional factors, personal responsibilities, fatigue, and research barriers, can hinder progress (Skeith et al., 2018). Counseling services are recommended to support students in overcoming these challenges (Ermia et al., 2021).

Understanding these factors is important for developing supportive strategies that can enhance students' psychological well-being. Psychological well-being is closely related to the stress experienced by individuals. The presence of psychological well-being is expected to help students face academic demands and adapt adaptively (Purba & Munari, 2023). This literature review aims to explore and analyze the psychological factors that can be obstacles to the completion of students' final projects.

Based on the background above, the research problem in this study is to determine what psychological factors can be obstacles in completing students' final projects.

METHOD

This research used a literature review method. A literature review is a method used to gather data or sources related to the topic addressed in a study (Habsy, 2017). The search strategy for articles used Google Scholar and ScienceDirect. This literature review was limited to the years 2017-2023. The keywords used were psychological factors inhibiting the completion of the final project. The data collected was then analyzed using a descriptive analysis method. Descriptive analysis was done by describing the facts which were then followed by analysis, not only to describe, but also to provide sufficient understanding and explanation (Habsy, 2017).

FINDINGS**Table 1.** Articles review

No	Title	Source	Method	Findings
1	Analisis Faktor-Faktor Penghambat Penyelesaian Skripsi Mahasiswa UIN Raden Mas Said Surakarta	Academica Journal of Multidisciplinary Studies 6(1):169-188	Descriptive Qualitative	Two main factors hinder the completion of a thesis. First, internal factors include the physical and mental health as well as the academic ability of the students. Second, external factors include the quality of guidance from lecturers, availability of references, support from friends and family, as well as involvement in various other activities.
2	Emotional Dynamics of Postgraduate Students in Completing their Thesis: A Narrative Inquiry.	International Journal of Multicultural and Multireligious Understanding.	Descriptive Qualitative	This study found that the factors causing the emergence of student emotions, both positive and negative, consist of two factors: human and non-human factors. Human factors can be related to academic contexts (supervisors and classmates) and also family contexts (parents, partners, and relatives), while non-human factors are the timing and location of consultations, examinations, and resources to support student writing.
3	Analisis Faktor-Faktor Penghambat Penyelesaian Skripsi Mahasiswa Jurusan Bimbingan dan Penyuluhan Islam Fakultas Dakwah dan Komunikasi UIN Walisongo Semarang	At-Taquaddum Vol. 11 No. 2 (2019) pp 186-233	Descriptive Qualitative	This research suggests that the psychological factors that hinder the completion of the aforementioned final project include laziness, lack of motivation, difficulty concentrating, procrastination, feeling overwhelmed, and anxiety about the results of the thesis examination.
4	Analisis Faktor-Faktor	Academica Journal of	Descriptive Qualitative	Based on the data from the research results, physical and

	Penghambat Penyelesaian Skripsi Mahasiswa UIN Raden Mas Said Surakarta	Multidisciplinary Studies Vol. 6 No. 1, January - June 2022		mental health factors significantly influence the delay in completing the thesis. Mental factors include stress, pressure, depression, laziness, procrastination, and lack of motivation.
5	Faktor-Faktor Penghambat Mahasiswa Dalam Menyusun Skripsi	Academica Journal of Multidisciplinary Studies Vol. 6 No. 2, July - December 2022	Descriptive Qualitative	This research found that self-motivation and emotions influence the speed of completing the thesis. Students who conduct research on a topic that aligns with their interests tend to be more enthusiastic in working on their thesis.
6	Anxiety factors in students in completing thesis	Proceedings Series on Health & Medical Sciences, Volume 1	Descriptive Qualitative	This study suggests that in completing a thesis, students often encounter problems, leading to increased levels of anxiety and stress. The difficulties and obstacles faced during the thesis process are often seen as heavy burdens, which can ultimately cause anxiety and lead students to postpone the preparation of their thesis or even decide not to complete it.
7	Faktor-Faktor Yang Mempengaruhi Kecemasan Mahasiswa Dalam Menghadapi Tugas Akhir	Jurnal Keperawatan Silampari Volume 5, Nomor 2	Descriptive Quantitative	This study suggests that the anxiety experienced by students when faced with the final project can affect their performance and graduation rate, as in this condition, an individual will experience distorted information processing. Every student who experiences anxiety will be able to decrease their academic abilities because it will interfere with and decrease the performance of each individual when anxiety arises within the individual.
8	Self Efficacy Dan Kecemasan	Experientia Jurnal Psikologi	Descriptive Quantitative	The results of this study indicate that when students

Dalam Menghadapi Tugas Akhir Pada Mahasiswa UKWMS	Indonesia Volume 7 Nomor 1	have high self-efficacy, they can overcome the anxiety they face, and challenging or difficult situations can be likened to challenges that do not need to be avoided. In addition, the researcher also found a relationship between self-efficacy and students' academic performance, where the higher the self-efficacy of a student, the more they will feel capable of performing well, and this will help them perform well.
---	----------------------------	---

DISCUSSION

Psychological factors can be impediments in the process of completing the final project. The aforementioned psychological hindrance factors include laziness, lack of motivation, difficulty in concentrating, procrastination, feeling overwhelmed, and worries about the outcome (Umriana, 2019). Motivation for achievement is a significant predictor of academic performance (Witte et al., 2024). According to Giyarto's research in (Daawi & Nisa, 2021), stress experienced by final-year students in completing their final projects hurts the students. The difficulty of students in completing their thesis is the lack of enthusiasm or motivation (Khoeirunnisa et al., 2022). Motivation is crucial for a successful learning process (Tanja & Mathias, 2024). Andarani and Fatma (2013) found that negative feelings that arise when working on a thesis include tension, anxiety, stress, frustration, low self-esteem, loss of motivation, which can lead students to postpone their thesis preparation, and some even decide not to finish their thesis (Nurhindazah & Kustanti, 2017). Motivation is an important factor determining students' success. Motivation keeps students on the right track to achieve their goals.

Students perceive a thesis as a difficult final task to complete, so they are less confident in their abilities, and they feel burdened by the thesis course, which sometimes makes them lazy to work on it (Khoeirunnisa et al., 2022). Motivation is a psychological drive that consists of a set of attitudes that influence individuals to achieve specific goals, thus high motivation is needed for students to be able to complete the thesis on time (Untari et al., 2022). Another inhibiting factor according to (Untari et al., 2022) is anxiety. Anxiety when preparing the final project is a difficulty or obstacle perceived by students, both internally and externally. Anxiety disorders, defined as disproportionate worries or avoiding situations that trigger anxiety leading to functional mental disorders, are the most common mental illnesses worldwide

(Tomasi et al., 2024). Many students experience anxiety when dealing with bureaucracy, facing thesis supervisors, and examiners. Not all students are ready to face the final project. This phase often becomes a stressful time for students themselves. This happens not only because many believe that preparing the final project is difficult, but also because of the long process involved in preparing the final project. Such beliefs can cause some students to become anxious when faced with the final project (Malfasari et al., 2019).

Currently, one of the factors hindering students in preparing the final project is anxiety. The final project remains a stressor that can induce anxiety among students, especially final-year students (Sugiharno et al., 2022). Difficulties and obstacles during the completion of the thesis by students are often seen as a heavy burden, and these difficulties and obstacles can ultimately create anxiety, causing students to postpone their thesis preparation, and some even repeatedly delay or decide not to finish their thesis (Prabawati & Eestria, 2020). According to (Oektavy Budi Kusumawardhani, 2020), the difficulties experienced by students in working on the final project make students anxious, causing them to lose motivation, postpone working on the thesis, and even not complete the thesis. If these difficulties are not overcome, they can eventually lead to psychological disturbances such as stress, low self-esteem, frustration, loss of motivation, postponing the preparation of the thesis, and some deciding not to complete the thesis (Oektavy Budi Kusumawardhani, 2020). The lack of motivation in graduating on time, because of the lack of strong motivation, makes students lazy in completing their thesis on time (Sari et al., 2021). Many students do not complete their writing on time because they are not motivated to do so (Seekar Diasti & Laoes Mbatoe, 2020). Based on the research by (Umriana, 2019), the factors of laziness and lack of motivation are obstacles often experienced by students who are completing their thesis. This arises because when working on the thesis, there is no clear target, so often the time to work on it is postponed, until without realizing it, they have spent a long time to complete it.

According to Ramadhan (Sugiharno et al., 2022), anxiety experienced by students when facing the final project can affect performance and graduation rates, as in this condition, an individual will experience distorted information processing. This can disrupt the ability to concentrate, reduce memory function, and so on. According to Wahyudin in (Sugiharno et al., 2022), every student who experiences anxiety can reduce their academic ability because anxiety will disturb and reduce their performance when faced with challenges. Based on one of the factors that can influence anxiety, namely low self-efficacy. Self-efficacy, according to Ivancevich in (Siswati et al., 2017), refers to personal beliefs about one's competence in successfully completing a task.

CONCLUSION

Based on the literature review, it is evident that psychological factors such as motivation, anxiety, and self-efficacy can be obstacles in completing the final project. If these psychological factors are not properly addressed, they can ultimately affect the quality and timeliness of completing the final project. Losing motivation, feeling anxious, and lacking confidence in one's ability to complete the final project can lead students to postpone the preparation of their thesis or even decide not to complete it. Additionally, the aforementioned psychological factors can also affect students' academic abilities.

REFERENCES

- Achi, D., Hakim, L., Makki, M., Mokaddem, M., Khalil, P., Kaafarani, B., ... & Tamim, H. (2020). Perception, attitude, practice and barriers towards medical research among undergraduate students. *BMC Medical Education*, 20(1). <https://doi.org/10.1186/s12909-020-02104-6>
- Amin, M., Thohir, L., & Soepriyanti, H. (2023). Emotional Dynamics of Postgraduate Students in Completing their Thesis: A Narrative Inquiry. *International Journal of Multicultural and Multireligious Understanding*.
- Behera, S., Cherian, V., Rajoura, O., & Bhasin, S. (2019). Perceptions and attitudes of postgraduate students towards thesis work in a medical college in delhi.. *Journal of Comprehensive Health*, 7(2), 29-33. <https://doi.org/10.53553/jch.v07i02.006>
- Coruth, C., Boyd, L., August, J., & Smith, A. (2019). Perceptions of dental hygienists about thesis completion in graduate education. *Journal of Dental Education*, 83(12), 1420-1426. <https://doi.org/10.21815/jde.019.156>
- Daawi, M. M., & Nisa, W. I. (2021). Peengaruh Dukungan Soesial teerhadap tingkat Strees dalam Peenyusunan Tugas Akhir Skripsi. *Psikoedinamika - Jurnal Liteerasi Psikoeloegei*, 1(1), 67-75. <https://doi.org/10.36636/psikoedinamika.v1i1.556>
- Ermianti, E., Widiastih, R., Suryati, Y., & Murtianingsih, M. (2021). Student experience in completing thesis and its implications for international students in indonesia. *Open Access Macedonian Journal of Medical Sciences*, 9(T6), 45-51. <https://doi.org/10.3889/oamjms.2021.7367>
- Floereenceea, S., & Hapsari, Ee. W. (2019). Seelf Eefficacy Dan Keeceemasan Dalam Meenghadapi Tugas Akhir Pada Mahasiswa Ukwms. *Eexpeerieentia: Jurnal Psikoeloegei Indoeneesia*, 7(1), 55-68. <https://doi.org/10.33508/eexp.v7i1.2124>
- Habsy, B. A. (2017). Seeni Meemeehami Peeneelitan Kuliatatif Dalam Bimbingan Dan Koenseeling : Studi Liteeratur. *JURKAM: Jurnal Koenseeling Andi Matappa*, 1(2), 90. <https://doi.org/10.31100/jurkam.v1i2.56>

- Kirchmair, L. (2017). Morality between nativism and behaviorism: (innate) intersubjectivity as a response to John Mikhail's "universal moral grammar".. *Journal of Theoretical and Philosophical Psychology*, 37(4), 230-260. <https://doi.org/10.1037/teo0000067>
- Khoeirunnisa, A., Putri Rahmawati Peermatasari, D., Nisa, I., Ulfa Nahdiyana, M., Misbakhul Munir, M., & Aroefatul Jannah, U. (2022). Analisis Faktor-Faktor Penghambat Penyelesaian Skripsi Mahasiswa Uin Radeen Mas Said Surakarta. *Academica : Journal of Multidisciplinary Studies*, 6(1), 169-188. <https://doi.org/10.22515/academica.v6i1.5715>
- Kriswanti, I. D., Budiono, A. N., & Mutakin, F. (2020). Hubungan Self Efficacy dengan Tingkat Stres dalam Menyusun Tugas Akhir (SKRIPSI). *Jurnal Coensuleenza : Jurnal Bimbingan Konseling Dan Psikologi*, 3(2), 58-64. <https://doi.org/10.36835/jcbkp.v3i2.824>
- Kruskopf, M., Abdulhameed, R., Ranta, M., Lammassaari, H., & Loenka, K. (2024). Future teachers' self-efficacy in teaching practical and algorithmic ICT competencies—does background matter? *Teaching and Teacher Education*, 144, 104574.
- Kurt, N. and Demirbolat, A. (2018). Investigation of the relationship between psychological capital perception, psychological well-being and job satisfaction of teachers. *Journal of Education and Learning*, 8(1), 87. <https://doi.org/10.5539/jel.v8n1p87>
- Malfasari, E., Deevita, Y., Eerlin, F., & Fileer, F. (2019). Faktor-Faktor yang Mempengaruhi Keceemasan Mahasiswa Dalam Menyelesaikan Tugas Akhir Di Stikes Payung Negeri Pekanbaru. *Jurnal Neers Indonesia*, 9(1), 124. <https://doi.org/10.31258/jni.8.2.124-131>
- Meendoeza, L., Lindbloem-Ylänne, S., Lehtoeneen, T., & Hyytinen, H. (2023). Understanding master's thesis writers in a Finnish EMI context: Writing conceptions, apprehensions about grammar, self-efficacy for thesis writing and thesis grade. *International Journal of Educational Development*, 103, 102874.
- Nahdiyana, Munir M, & Jannah, A. U (2022). *Academica Journal of Multidisciplinary Studies*, 6(1):169-188.
- Nurbaiti, R. T., & Uyun, M. (2023). Impact of Self-Reward Understanding and Stress Coping Strategies on Student Success in Completing Final Project. *Psikoboerneoe: Jurnal Ilmiah Psikologi*, 11(4), 569. <https://doi.org/10.30872/psikoboerneoe.v11i4.13178>
- Nurhindazah, D., & Kustanti, E. R. (2017). Hubungan Antara Dukungan Sosial Orangtua Dengan Adversity Intelligence Pada Mahasiswa Yang Menjalani Mata Kuliah Tugas Akhir Di Fakultas Teknik Universitas Diponegoro.

Jurnal EeMPATI, 5(4), 645–652.
<https://doi.org/10.14710/eempati.2016.15422>

- Oektavy Budi Kusumawardhani. (2020). Gambaran Faktor Penyebab Kecemasan Mahasiswa Keperawatan Menghadapi Tugas Akhir Di Stikes 'Aisyiyah Surakarta. *Proceeding of The URECOEL*, 226–32.
- Osman, T. (2016). Medical students' perceptions towards research at a sudanese university. *BMC Medical Education*, 16(1). <https://doi.org/10.1186/s12909-016-0776-0>
- Prabawati, A. Y., & Eestria, S. R. (2020). Anxiety factors in students in completing thesis. *Proceedings Series on Health & Medical Sciences*, 1, 66–68.
- Purba, D. A., & Munari, M. (2023). Faktor-Faktor Penghambat Penyelesaian Tugas Akhir Skripsi (Studi Kasus Pada Mahasiswa Akuntansi Angkatan 2018 UPN "Veeteran" Jawa Timur). *Jurnal Syntax Fusioen*, 3(07), 680–694.
- Saman, A. (2017). Analisis prokrastinasi akademik mahasiswa (studi pada mahasiswa jurusan psikologi pendidikan dan bimbingan fakultas ilmu pendidikan). *Jurnal Psikologi Pendidikan Dan Konseling Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, 55. <https://doi.org/10.26858/jpkk.v0i0.3070>
- Santoese, D. T. T., & Purwanti, Ee. (2013). *Pengaruh Faktor Budaya, Faktor Sosial, Faktor Pribadi, Dan Faktor Psikologis Terhadap Keputusan Pemilihan Koosumen Dalam Memilih Produk Operatoer Seuler Indosat-M3 Di Kecamatan Pringapus Kab. Semarang*. 6(12), 112–129.
- Sari, N. N., salam, M., & Usmantoe, H. (2021). Civic Education Peerspective Joernal Prodi PPKn Universitas Jambi ANALYSIS OF FACTORS CAUSE STUDENTS' DELAY IN COMPLETING THE FINAL PROJECT (SCRIPTION) ON THE STUDENTS OF THE PPKn STUDY PROGRAM. *Civic Education Peerspective Joernal FKIP Universitas Jambi*, 1(1), 75–87.
- Seekar Diasti, K., & Laoes Mbatoe, C. (2020). Exploring Undergraduate Students' Motivation-regulation Strategies in Thesis Writing. *Language Circle: Joernal of Language and Literature*, 14(2). <http://joernal.unnes.ac.id/nju/index.php/LC>
- Skeith, L., Ridinger, H., Srinivasan, S., Givi, B., Youssef, N., & Harris, I. (2018). Exploring the thesis experience of master of health professions education graduates: a qualitative study. *International Journal of Medical Education*, 9, 113-121. <https://doi.org/10.5116/ijme.5abe.2209>
- Siswati, S., & Hadiyati, F. N. R. (2017). Hubungan Antara Self-Compassion dan Efikasi Diri pada Mahasiswa yang Sedang Menyelesaikan Tugas Akhir. *Mediapsi*, 03(02), 22–28. <https://doi.org/10.21776/ub.mps.2017.003.02.3>
- Sugiharnoe, R. T., Ari Susantoe, W. H., & Woepakrik, F. (2022). Faktor-Faktor yang Mempengaruhi Kecemasan Mahasiswa dalam Menghadapi Tugas Akhir.

Jurnal Keeepeerawatan Silampari, 5(2), 1189–1197.
<https://doi.org/10.31539/jks.v5i2.3760>

- Tanja, H., & Mathias, M. (2024). Studeents' moetivatioenal trajeectoeriees in voecatioenal eeducatioen: Eeffeects oef a seelf-reegulateed leearning eenviroenmeent. *Heeliyoen*.
- Toemasi, J., Zai, C. C., Zai, G., Heerbeert, D., Richteer, M. A., Moehiuddin, A. G., Tiwari, A. K., & Keenneedy, J. L. (2024). Inveestigating thee assoeciatioen oef anxieety disoerdeers with heeart ratee variability meeasureed using a weearablee deevicee. *Joeurnal oef Affeectivee Disoerdeers*, 351, 569–578.
- Ujang Hartatoe, Ee. S. dan M. (2016). Analisis Faktoer Peendoeroeng dan Peenghambat Peenyeeleesaian Tugas Akhir Skripsi (TAS) Mahasiswa Proedi Peendidikan Akuntansi FEE UNY Angkatan 2011. *Peelita - Jurnal Mahasiswa UNY*, XI(2), 107–119. <https://joeurnal.uny.ac.id/php/peelita/article/view/10934>
- Ulfah, Y. F., Alhasbi, F., & Bachtiar, F. (2024). The Language of Learning: Exploring How Family and Instructional Communication Drive English Education Context. *Utamax: Journal of Ultimate Research and Trends in Education*, 6(1), 44–54.
- Umriana, A. (2019). Analisis Faktoer-Faktoer Peenghambat Peenyeeleesaian Skripsi Mahasiswa Jurusan Bimbingan dan Peenyuluhan Islam Fakultas Dakwah dan Koemunikasi UIN Walisoengoe Seemarang. *Jurnal At-Taqaddum*, 11(2), 186–233.
- Untari, R., Alawiyah, N., Peermatasari, L., Sulistiyarini, F., & Quita Meelati, S. (2022). Faktoer-Faktoer Peenghambat Mahasiswa Dalam Meenyusun Skripsi. *Acadeemica: Joeurnal oef Multidisciplinary Studiees*, 6(2), 189–204. <https://doi.org/10.22515/acadeemica.v6i2.5712>
- Wittee, K., Spinath, B., & Zieegleer, M. (2024). Dissecting achieeveemeent moetivatioen: Eexploering thee link beetweeeen statees, situatioen peerceptioen, and trait-statee dynamics. *Leearning and Individual Diffeereencees*, 112, 102439.