JURNAL KAJIAN PENDIDIKAN DAN CAKRAWALA PEMBELAJARAN

THE RELATIONSHIP BETWEEN WRITING ANXIETY AND ACADEMIC SELF-CONFIDENCE AMONG UNIVERSITY STUDENTS IN WRITING SCHOLARLY JOURNAL ARTICLES

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Author Information

Anita Candra Dewi
anitacandradewi@unm.ac.id
Universitas Negeri Makassar

Author Correspondence.
Name: Anita Candra Dewi
Email: anitacandradewi@unm.ac.id
Phone: +6285146198581

Abstract

Background: *Writing scholarly journal articles requires university students to develop academic arguments, communicate ideas systematically, and respond to academic feedback. However, these demands may generate writing anxiety and affect students' confidence in their academic abilities.* ***Objective:*** *This study examined the relationship between writing anxiety and academic self-confidence among university students in writing scholarly journal articles.* ***Method:*** *A quantitative correlational study with a cross-sectional design was conducted involving 30 students from the Indonesian Language and Literature Education Study Program at Universitas Negeri Makassar. Participants were selected using purposive sampling. Data were collected through five-point Likert-scale questionnaires measuring writing anxiety and academic self-confidence. Data analysis involved descriptive statistics, validity and reliability testing, assumption testing, and Pearson correlation analysis using IBM SPSS Statistics.* ***Results:*** *Writing anxiety had a mean score of 67.40 (SD = 10.85), while academic self-confidence had a mean score of 61.20 (SD = 11.42), indicating moderate levels for both variables. Pearson correlation analysis revealed a strong, negative, and statistically significant relationship between writing anxiety and academic self-confidence ($r = -0.628$, $p < 0.001$). The coefficient of determination ($R^2 = 0.394$) indicated 39.4% shared variance between the variables.* ***Novelty:*** *This study specifically investigates the relationship between writing anxiety and academic self-confidence in the context of scholarly journal article preparation, highlighting the psychological factors associated with students' academic writing experiences.* ***Conclusion:*** *Writing anxiety was significantly and negatively related to academic self-confidence. Students experiencing higher writing anxiety tended to report lower academic self-confidence. These findings emphasize the importance of structured writing guidance, constructive feedback, and supportive academic environments to strengthen students' confidence in producing scholarly journal articles. Because this study used a correlational design, the findings indicate an association and do not establish a causal effect.*

Keywords: *Writing Anxiety; Academic Self-Confidence; Scholarly Journal Articles; University Students; Academic Writing.*

INTRODUCTION

Writing scientific journal articles is an essential academic competency that university students must develop in response to the demands of higher education and the growing emphasis on scholarly publication. This activity requires not only language proficiency, critical thinking, and information-processing skills but also psychological readiness to articulate ideas and substantiate intellectual contributions through scholarly arguments. However, the writing process often generates emotional pressure, including fear of making mistakes, concerns about evaluation, and doubts about one's own abilities. Morali and Boran (2021) and Li (2022) have demonstrated that writing anxiety and beliefs about one's writing abilities are psychological factors associated with students' writing experiences and performance.

Research on academic writing skills has increasingly highlighted that students' writing performance is not determined solely by linguistic competence and research methodology knowledge but is also influenced by their emotional conditions throughout the writing process. Writing anxiety may arise when students encounter difficulties in selecting research topics, developing coherent arguments, incorporating scholarly references, and meeting the academic standards required for journal publication. Mitsui et al. (2022) found that academic mentoring, tutorials, and peer feedback can help alleviate anxiety associated with academic writing. Similarly, Ro'ufiyati and Mahbub (2023) identified inadequate writing skills, low self-confidence, and limited self-efficacy as contributing factors to students' anxiety when undertaking academic writing tasks.

Conceptually, writing anxiety refers to a psychological condition characterized by feelings of worry, fear, pressure, and discomfort when individuals engage in writing activities. Such experiences may negatively affect concentration, willingness to develop ideas, and persistence in completing written work. In contrast, academic self-confidence refers to students' beliefs in their ability to undertake academic tasks, overcome challenges, and produce scholarly work. Mitchell et al. (2023) emphasized the importance of self-efficacy in supporting the development of students' writing abilities in higher education. Furthermore, Busse et al. (2023) demonstrated associations among writing quality, writing self-efficacy, and anxiety in the context of writing instruction.

In higher education settings, composing journal articles remains a considerable challenge for students, particularly when they are required to integrate theoretical perspectives, research findings, scholarly arguments, and appropriate referencing practices. Students with adequate academic abilities may nevertheless struggle to complete manuscripts effectively when they experience fear of criticism, manuscript rejection, or unfavorable reviewer evaluations. Dewi (2025), in a study on transforming writing instruction through interactive visual media, highlighted the importance of instructional strategies that support the development of writing skills. Furthermore, Dewi (2025) emphasized the contribution of visual media to idea development, creativity, and text composition skills. Although these studies primarily address pedagogical

approaches, they provide a broader perspective on the importance of instructional support in writing activities.

Writing anxiety should also be examined in relation to students' experiences of academic productivity demands, limited publication experience, and insufficient confidence in articulating scholarly ideas. Within the broader context of literacy development, Saputra et al. (2025) examined the enhancement of Indonesian language literacy competencies through the integration of local wisdom, whereas Saputra et al. (2025) investigated the development of narrative writing skills through digital comic-based instructional media. Although these studies focus on literacy instruction, their findings and research orientations underscore the importance of instructional support in developing language skills. Nevertheless, the psychological dimensions of students' experiences when composing scholarly journal articles warrant further investigation.

Previous studies have provided insights into the factors influencing writing anxiety and individuals' beliefs about their academic capabilities. Vania et al. (2025) investigated the role of self-efficacy in predicting writing anxiety, while Shen and Tao (2025) examined the relationships among metacognitive strategies, AI-assisted writing self-efficacy, and writing anxiety. These studies indicate that psychological factors and self-regulated learning strategies play important roles in shaping individuals' writing experiences. However, the relationship between writing anxiety and academic self-confidence in the specific context of university students composing scholarly journal articles remains insufficiently explored.

A review of the existing literature reveals a research gap concerning the limited number of studies specifically examining the relationship between writing anxiety and academic self-confidence among university students producing scholarly journal articles, particularly within Indonesian higher education institutions. Farooqi and Golzar (2025) identified several factors contributing to writing anxiety, including language-related difficulties, time constraints, and concerns about evaluation. Meanwhile, Zakaria et al. (2024) investigated the relationships among metacognitive strategies, writing self-efficacy, and writing anxiety across different instructional modalities. Although these studies reinforce the relevance of examining the relationships among psychological constructs, they do not specifically explain how these factors interact in the context of university students' journal article writing.

In light of these issues, the present study seeks to provide empirical insights into the relationship between writing anxiety and students' academic self-confidence when composing scholarly journal articles. The novelty of this study lies in its specific focus on the association between these two psychological dimensions within the context of students' scholarly writing production, rather than on general writing proficiency or foreign language learning. The findings are expected to contribute to research in educational psychology and academic literacy while providing a foundation for developing scholarly writing support programs that are more responsive to students' psychological needs. Specifically, this study aims to examine the levels of writing anxiety and academic self-confidence among university students and analyze the relationship

between these two variables in the process of composing scholarly journal articles. In this study, academic self-confidence refers to a broader belief in one's ability to manage academic tasks, whereas writing self-efficacy refers more specifically to perceived capability in writing activities; therefore, the two constructs are related but not interchangeable.

METHODS

This study employed a quantitative approach with a correlational research design to examine the relationship between writing anxiety and academic self-confidence among university students in composing scholarly journal articles. Specifically, the study adopted a cross-sectional correlational design, in which data were collected at a single point in time without introducing any intervention or manipulating the research variables. This design was selected because the study aimed to measure students' levels of writing anxiety and academic self-confidence, as well as determine the strength and direction of the relationship between these two variables under actual conditions.

The study was conducted at Universitas Negeri Makassar (UNM), Indonesia, in July 2026. The research participants were students enrolled in the Indonesian Language and Literature Education Study Program who had completed or were currently engaged in scholarly journal article writing activities. A total of 30 students were selected using purposive sampling based on the following criteria: active enrollment in the study program, previous experience in composing scholarly articles, and willingness to participate in the study. Participant characteristics considered in this research included academic semester, experience in scholarly article writing, and previous involvement in journal publication activities. These selection criteria were established to ensure that the collected data were relevant to the research objectives.

Data were collected through questionnaires using a five-point Likert scale, ranging from strongly disagree to strongly agree. Primary data were obtained directly from the responses of 30 participants to two research instruments: a writing anxiety scale and an academic self-confidence scale. The writing anxiety scale measured three dimensions: cognitive, emotional, and behavioral. Meanwhile, the academic self-confidence scale covered students' beliefs in their ability to complete academic tasks, confidence in expressing scholarly ideas, and resilience in dealing with academic difficulties. Secondary data were obtained through documentation and relevant scholarly literature. Data collection was conducted after participants had been informed of the research objectives and had provided their informed consent. The final analyses used the items that met the validity criteria: 18 writing-anxiety items and 19 academic self-confidence items. The reported Cronbach's alpha coefficients were 0.894 and 0.912, respectively.

Data analysis involved descriptive and inferential statistical procedures using SPSS software. Descriptive statistics were employed to examine response distributions, means, standard deviations, frequencies, and percentages for each research variable. Before hypothesis testing, the research instruments were subjected to validity and reliability assessments to establish their measurement adequacy. Subsequently, the Shapiro–Wilk test was performed to

assess data normality, while a linearity test was conducted to determine whether the data met the assumptions required for correlational analysis. The relationship between writing anxiety and academic self-confidence was examined using Pearson's product-moment correlation when the relevant parametric assumptions were satisfied. Alternatively, Spearman's rank-order correlation was applied when these assumptions were not met. All statistical tests were conducted at a significance level of 0.05. Pearson correlation was used to interpret the direction, strength, and significance of the association, not to establish a causal effect.

The research was carried out through several systematic stages, including instrument development based on the operational indicators of each variable, expert validation, instrument pilot testing, participant selection, data collection, and statistical analysis. The collected data were checked for completeness, classified according to the research variables, and subsequently processed and interpreted to determine the direction, strength, and statistical significance of the relationship between the variables. To ensure the objectivity and trustworthiness of the findings, the study adhered to ethical principles, including the confidentiality of participants' identities, voluntary participation, consistency in data collection procedures, and accurate reporting of empirical findings without data manipulation.

RESULTS AND DISCUSSION

RESULTS

1. Overview of the Research Implementation

The study was conducted in July 2026 and involved 30 students from the Indonesian Language and Literature Education Study Program at Universitas Negeri Makassar (UNM), Indonesia. A quantitative correlational approach was employed to identify the levels of writing anxiety and academic self-confidence, as well as examine the relationship between these two variables in the process of composing scholarly journal articles. Data were collected using a structured questionnaire consisting of five-point Likert-scale items. The research instruments comprised 20 statements measuring writing anxiety and 20 statements assessing academic self-confidence. The data were analyzed using IBM SPSS Statistics through descriptive statistical analysis, instrument quality testing, assumption testing, and correlation analysis.

2. Characteristics of the Research Participants

The characteristics of the participants provide an overview of their academic backgrounds and experiences in composing scholarly articles. A total of 30 students were selected through purposive sampling based on their involvement in academic writing activities.

Table 1. Characteristics of the Research Participants

Characteristics	Category	Frequency	Percentage
Academic semester	Fourth semester	6	20.0%
	Sixth semester	16	53.3%
	Eighth semester	8	26.7%
Article-writing experience	Yes	21	70.0%
	No	9	30.0%
Journal publication experience	Yes	7	23.3%

	No	23	76.7%
Total participants		30	100%

Source: Processed primary research data (2026).

As presented in Table 1, the majority of participants were in their sixth semester (16 students, 53.3%), followed by eighth-semester students (8 students, 26.7%) and fourth-semester students (6 students, 20.0%). Regarding article-writing experience, 21 students (70.0%) had previously composed scholarly articles, whereas 9 students (30.0%) had no prior experience. However, only 7 students (23.3%) had experience publishing articles in academic journals, while 23 students (76.7%) had never published an article. These findings indicate that experience in composing academic manuscripts does not necessarily translate into actual experience in scholarly journal publication.

3. Analysis of Writing Anxiety

Writing anxiety was the first variable examined in this study. Its measurement encompassed three main dimensions: cognitive anxiety, somatic or emotional anxiety, and avoidance behavior. The cognitive dimension concerned concerns about academic evaluation and idea organization. The emotional dimension involved tension and discomfort during the writing process, while the avoidance dimension reflected students' tendencies to postpone or avoid completing scholarly journal manuscripts.

Table 2. Descriptive Statistics of Writing Anxiety

Statistical Parameter	Value
Number of participants	30
Minimum score	44.00
Maximum score	86.00
Mean	67.40
Standard deviation	10.85
Category	Moderate

Source: SPSS data analysis (2026).

As shown in Table 2, students' writing anxiety yielded a mean score of 67.40, with a standard deviation of 10.85. The minimum score of 44.00 and maximum score of 86.00 indicate considerable variation in anxiety levels among the participants. Based on the classification criteria applied in this study, the mean score falls within the moderate category and approaches the threshold of the high category. These findings suggest that students continue to experience psychological pressure when composing scholarly journal articles, particularly when organizing ideas, facing academic evaluations, and completing manuscripts in accordance with scholarly writing standards.

4. Analysis of Academic Self-Confidence

Academic self-confidence was the second variable examined in this study. Its measurement was based on three indicators: confidence in the ability to develop scholarly arguments, willingness to express ideas in written form in accordance with journal conventions, and resilience in responding to revisions and technical writing difficulties. These indicators provide an overview of students' confidence in their ability to complete scholarly article-writing tasks.

Table 3. Descriptive Statistics of Academic Self-Confidence

Statistical Parameter	Value
Number of participants	30
Minimum score	41.00
Maximum score	84.00
Mean	61.20
Standard deviation	11.42
Category	Moderate

Source: SPSS data analysis (2026).

As presented in Table 3, students' academic self-confidence yielded a mean score of 61.20, with a standard deviation of 11.42. The minimum score of 41.00 and maximum score of 84.00 indicate differences in academic confidence among the participants. Based on the classification criteria used in this study, the mean score falls within the moderate category. This finding indicates that students have developed a basic level of confidence in performing academic tasks; however, they continue to face challenges in constructing scholarly arguments, independently developing ideas, and maintaining confidence when responding to journal article revisions.

5. Validity and Reliability of the Research Instruments

Validity and reliability testing was conducted to ensure that the research instruments measured the intended variables accurately and consistently. The results indicated that not all questionnaire items met the established validity criteria. Meanwhile, the reliability analysis demonstrated the internal consistency of the instruments in measuring writing anxiety and academic self-confidence.

Table 4. Results of Instrument Validity and Reliability Testing

Variable	Initial Items	Valid Items	Range of Calculated r	Cronbach's Alpha
Writing anxiety	20	18	0.412–0.768	0.894
Academic self-confidence	20	19	0.395–0.782	0.912

Source: SPSS data analysis (2026).

As shown in Table 4, the writing anxiety instrument contained 18 valid items out of 20 statements, whereas the academic self-confidence instrument contained 19 valid items out of 20 statements. Two items in the first instrument and one item in the second instrument did not meet the validity criteria. The reliability coefficients were 0.894 and 0.912, respectively, indicating high levels of internal consistency. Therefore, both instruments demonstrated satisfactory reliability and were considered suitable for measuring the research variables using the items that met the validity requirements.

6. Normality and Linearity Tests

The normality test was conducted to examine the distribution of data for each variable, while the linearity test was performed to determine whether the relationship between writing anxiety and academic self-confidence followed a linear pattern. These tests provided the basis for determining the appropriateness of applying parametric correlation analysis.

Table 5. Results of the Shapiro–Wilk Normality Test

Variable	Statistic	Sig.	Interpretation
Writing anxiety	0.964	0.392	Normally distributed
Academic self-confidence	0.958	0.275	Normally distributed

Source: SPSS data analysis (2026).

The results showed that writing anxiety had a significance value of 0.392, while academic self-confidence had a significance value of 0.275. Both values exceeded the significance threshold of 0.05. Therefore, the data for both variables satisfied the normality assumption. These findings indicated that the data could proceed to the subsequent analysis of the relationship between the variables using a parametric statistical technique.

Table 6. Results of the Linearity Test

Test Component	F	Sig.	Interpretation
Linearity	9.420	**<0.001**	Significant
Deviation from Linearity	0.856	0.612	Linear

Source: SPSS data analysis (2026).

As presented in Table 6, the significance value for deviation from linearity was 0.612, which exceeded 0.05. This result indicates that the relationship between writing anxiety and academic self-confidence satisfied the linearity assumption. Furthermore, the linearity component yielded a significance value of 0.000, indicating a statistically significant linear component. Given that the normality and linearity assumptions were satisfied, the relationship between the two variables was subsequently examined using Pearson's product-moment correlation.

7. Correlation Between Writing Anxiety and Academic Self-Confidence

Correlation analysis was conducted to determine the direction, strength, and statistical significance of the relationship between writing anxiety and academic self-confidence among students composing scholarly journal articles. Pearson's product-moment correlation was applied to the data obtained from 30 participants.

Table 7. Results of Pearson's Correlation Analysis

Variable Pair	Correlation Coefficient (r)	Coefficient of Determination (r^2)	Sig.	N
Writing anxiety and academic self-confidence	-0.628	0.394	**<0.001**	30

Source: SPSS data analysis (2026).

As shown in Table 7, the correlation coefficient was -0.628, with a significance value of $p < 0.001$. This result indicates a strong and statistically significant negative relationship between writing anxiety and academic self-confidence among students. The negative direction suggests that higher levels of writing anxiety are associated with lower levels of academic self-confidence when composing scholarly journal articles. Conversely, students experiencing lower levels of writing anxiety tend to demonstrate higher levels of academic self-confidence. The coefficient of determination (r^2) of 0.394 indicates that 39.4% of the variance is shared between the two variables in the context of their observed linear relationship, while the remaining 60.6% represents variance not accounted for by this bivariate association. The coefficient of

determination represents shared variance in the observed relationship and should not be interpreted as the proportion of academic self-confidence caused by writing anxiety.

8. Hypothesis Testing

Hypothesis testing was conducted to determine the statistical significance of the relationship between writing anxiety and academic self-confidence among students. The null hypothesis (H_0) stated that there was no statistically significant relationship between the two variables, whereas the alternative hypothesis (H_1) stated that a statistically significant relationship existed.

Table 8. Summary of Hypothesis Testing Results

Component	Result
Number of participants	30 students
Statistical technique	Pearson's correlation
Correlation coefficient	-0.628
Significance value	**<0.001**
Significance level	0.05
Statistical decision	Reject H_0
Conclusion	Strong and significant negative relationship

Source: SPSS data analysis (2026).

The hypothesis testing results revealed a **significance value of p < 0.001**, which was below the predetermined significance level of 0.05. Accordingly, the null hypothesis was rejected, and the alternative hypothesis was supported. These findings demonstrate a strong and statistically significant negative relationship between writing anxiety and academic self-confidence among students in the Indonesian Language and Literature Education Study Program at Universitas Negeri Makassar. This suggests that writing anxiety is a psychological factor associated with students' levels of confidence when facing the demands of scholarly journal article composition.

DISCUSSION

1. Writing Anxiety and Academic Self-Confidence Among University Students in Journal Article Writing

The findings indicate that students' writing anxiety was at a moderate level, while their academic self-confidence was also classified as moderate. These results suggest that although students have acquired basic experience in composing scholarly work, they have not yet developed sufficient psychological readiness to cope with the complexities of academic journal publication. Limited publication experience may be one of the factors contributing to students' uncertainty when dealing with academic writing standards, scholarly evaluation, and the possibility of manuscript rejection. This finding is consistent with Morali and Boran (2021), who identified moderate levels of writing anxiety among university students.

These findings also demonstrate that experience in completing university coursework does not necessarily translate into readiness to produce journal articles that meet publication standards. Li (2022) found a negative association between students' writing self-efficacy and writing anxiety. Similarly, Putri and Falasifah (2025) demonstrated that writing self-efficacy plays

an important role in students' academic writing abilities. Therefore, technical competence, writing experience, and confidence in one's academic capabilities need to be developed simultaneously to enable students to respond more confidently to the demands of scholarly writing.

2. The Relationship Between Writing Anxiety and Academic Self-Confidence Among University Students

The negative relationship identified in this study indicates that higher levels of writing anxiety tend to be associated with lower levels of academic self-confidence among university students. From a psychological perspective, anxiety may generate doubts about one's ability to construct arguments, fear of making mistakes, and concerns about academic evaluation. Such conditions may undermine students' willingness to develop ideas and defend scholarly arguments. This finding is consistent with Li (2022), who identified a significant negative relationship between writing self-efficacy and students' psychological anxiety. Morali and Boran (2021) also examined the relationship between these psychological constructs in writing activities. This pattern may reflect an association between concerns about writing demands and students' broader confidence in handling academic tasks; however, the cross-sectional data cannot determine the direction of influence.

The findings are further supported by Mitchell et al. (2023), who demonstrated that writing self-efficacy is associated with anxiety, writing performance, and the learning environment. Busse et al. (2023) likewise highlighted the importance of understanding the relationships among writing quality, self-efficacy, and writing anxiety. Nevertheless, academic self-confidence encompasses a broader range of beliefs than writing self-efficacy. Consequently, these two constructs should not be regarded as entirely interchangeable. The present findings extend this understanding by suggesting that students' broader academic confidence is also associated with their emotional experiences when producing scholarly work.

3. Pedagogical Implications, Scholarly Contributions, and Research Limitations

The findings highlight the need to develop journal article writing instruction that addresses not only technical writing skills but also students' psychological readiness. Dewi (2026a) explained that a genre-based approach helps students understand writing structures through systematic instructional stages. Furthermore, Dewi et al. (2026b) demonstrated that a deep-learning approach to argumentative writing can support the development of critical thinking skills and the quality of rhetorical organization. These studies provide a pedagogical foundation for developing structured and gradual writing instruction supported by constructive feedback.

Strengthening reading and writing literacy is also essential for developing students' academic readiness. Saputra et al. (2025) demonstrated an association between critical reading skills and Indonesian language learning achievement, while Saputra (2026) examined the relationship between critical literacy and writing skills. These studies offer complementary perspectives on the importance of information comprehension and idea development in writing activities. The scholarly contribution of the present study lies in its emphasis on the psychological

dimensions of students' academic writing experiences. However, several limitations should be acknowledged, including the relatively small sample size, reliance on questionnaire-based data, and the use of a correlational research design. Future research should involve larger and more diverse samples and consider longitudinal or intervention-based designs to investigate the development of writing anxiety and academic self-confidence over time and evaluate the effectiveness of psychological and pedagogical support strategies. The findings provide context-specific evidence from students preparing scholarly journal articles, although the small sample from one study program requires caution when extending the results to other institutions or disciplines.

CONCLUSION

Main Findings: This study found a strong and statistically significant negative relationship between writing anxiety and students' academic self-confidence in preparing journal articles. The findings indicate that students experiencing higher levels of writing anxiety tend to demonstrate lower academic self-confidence, particularly in developing academic ideas, constructing scientific arguments, and completing scholarly manuscripts. Conversely, lower writing anxiety is associated with stronger academic self-confidence. These findings confirm that psychological factors are important aspects of students' experiences in academic writing. **Research Contribution:** This study contributes to higher education research by providing empirical evidence of the relationship between writing anxiety and academic self-confidence in the specific context of journal article preparation. Unlike studies focusing primarily on general writing skills or language proficiency, this research emphasizes the psychological dimensions associated with students' academic writing experiences. It highlights the importance of considering emotional readiness and confidence when developing students' scientific writing competencies. **Theoretical and Practical Implications:** The findings reinforce the importance of psychological factors in academic writing development, particularly the relationship between writing anxiety and academic self-confidence. Practically, universities and lecturers should provide structured academic writing support through scientific writing workshops, individual consultations, constructive feedback, and gradual writing assignments. Such activities may help students manage writing-related anxiety, strengthen their academic confidence, and improve their readiness to prepare journal articles. **Research Limitations:** This study was limited to 30 students from the Indonesian Language and Literature Education Study Program at Universitas Negeri Makassar (UNM). Its quantitative correlational design and questionnaire-based data collection restrict the generalizability of the findings and do not establish a causal relationship between writing anxiety and academic self-confidence. Furthermore, the study examined only two psychological variables, while other factors, including academic writing experience, research competence, lecturer support, and motivation, were not directly investigated. **Future Research Directions:** Future studies should involve larger and more diverse student populations across different universities and academic disciplines. Further research could examine additional factors associated with writing anxiety and academic self-

confidence, including writing self-efficacy, academic motivation, research literacy, and supervisory support. Longitudinal and intervention-based studies are also recommended to investigate how structured academic writing assistance influences students' psychological readiness, confidence, and ability to produce publishable scientific articles. Accordingly, the findings support the relevance of psychologically supportive writing instruction, but the effectiveness of specific interventions should be evaluated through future experimental or longitudinal research.

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