

## **THE RELATIONSHIP BETWEEN *MINDFULNESS* AND *FEAR OF FAILURE* IN STUDENTS WHO ARE WORKING ON A THESIS AT PADANG STATE UNIVERSITY**

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### **A B S T R A K**

Fear of failure is an emotional reaction that causes fear when in a situation that might cause failure. The phenomenon of fear of failure can be related to mindfulness, where mindfulness can reduce fear of failure. This study aims to determine the relationship between mindfulness and fear of failure in students who are working on a thesis at Padang State University. This study uses a correlational quantitative research design. The targets of this study were students who were working on a thesis at Padang State University using proportional sampling technique totalling 236 people. The mindfulness measuring instrument in this study used The Kentucky Inventory of Mindfulness Skills (KIMS) and the fear of failure scale using the Performance Failure Appraisal Inventory (PFAI). Based on the data analysis that has been done, the correlation value is obtained  $r = -0.298$  and  $p = 0.000$  ( $p < 0.05$ ), which indicates that there is a significant negative relationship between mindfulness and fear of failure of students who are working on their thesis at Padang State University.

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**Keywords:** Mindfulness, fear of failure, thesis students

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### **INTRODUCTION**

Final students have a certain period of time in the process of completing their education. The period and learning load for the implementation of the education programme is a maximum of 7 (seven) academic years for undergraduate programmes, with a student learning load of at least 144 (one hundred and forty-four) SKS (Kemendikbud, 2020). If students are unable to complete the thesis within the specified time frame, then there is a threat of dropping out (DO) to the student concerned. Obstacles and difficulties in the thesis process can result in the thesis becoming an academic burden for some students. Some of these students feel that they are given a heavy burden so that they can lose motivation in working on the thesis. (Utami & Karyanta, 2014).

The problems felt during the process of working on the thesis and the demands felt by students make students have feelings of fear. This fear can be in the form of irrational thinking that can make individuals feel worried and anxious so that it can reduce the individual's confidence in doing something. This phenomenon is known as the fear of failure phenomenon. Fear of failure is defined as the tendency to assess something as a threat and

feel anxious about situations that involve the possibility of failure (Conroy et al., 2007). (Conroy et al., 2007).

Mujahidah & Mudjiran (2019) suggested that the fear of failure found in students includes the fear of disappointing important people for final students who are working on the thesis, the fear of experiencing humiliation and embarrassment, the fear of future uncertainty, the fear of decreasing self-estimation if they fail to complete the thesis and the fear of losing social influence. Then, Mujahidah & Mudjiran (2019) also found other types of fear of failure in completing the thesis, namely, fear of failure not being able to complete the thesis on time and fear of failure in completing the thesis with good quality.

Based on the results of the questionnaire distributed to students who were working on the thesis that the researchers conducted on 11 April 2023, it was found that there were fears felt during the preparation of the thesis, including fear of not being able to complete the thesis according to the target, fear of disappointing the closest people because of the demands to graduate quickly, fear of falling behind others when graduating late, fear of being hampered in the world of work because they have to race with age, and fear of negative judgments from others if they are late in working on the thesis. In addition, there is pressure and anxiety when other people's progress is faster, but some also feel encouraged to catch up.

Conroy suggests factors that influence fear of failure include early childhood experiences, environmental characteristics, learning experiences, subjective and contextual factors. Another factor that can influence fear of failure is mindfulness. Sujana and Wulan (1994) suggest that one of the factors of fear of failure in students is due to a wrong view of their abilities and lack of mindfulness or full awareness of a good self.

Baer et. al (2006) define mindfulness as an increase in mindfulness that focuses on present moment experience and acceptance without judgement. Hjeltnes et al (2015) suggests that mindful people can shift fear into curiosity, and can accept themselves in various difficult situations and so on, so that from this a person will avoid the fear of failure. In addition, research by Baer (2003) also found that mindfulness-based interventions can help alleviate various mental health problems and improve psychological functioning. Neff et. al (2005) explained that the emotional balance provided by the mindfulness component of self compassion allows individuals to perform or reframe failure situations so that the potential for growth is recognised, not over-identifying with failure and exaggerating it.

Discussions related to mindfulness and fear of failure in students who are working on a thesis have not been found. Previous research related to mindfulness and fear of failure is the latest research by Lanula (2023) which explains that there is an effect of mindfulness with fear of failure in final year students. Other research related to fear of failure is more often associated with academic procrastination, then there is research from Murdafasmi et al (2020) who found that there is a negative relationship between fear of failure and social support in foodpreneurs. Therefore, in this study, researchers are interested in conducting research related to "The Relationship between Mindfulness and Fear of Failure in Students who are Working on Thesis at Padang State University.

## **RESEARCH METHODS**

This study uses quantitative research methods with a correlational approach that aims to determine the extent to which variations in one variable are related to variations in one or more other variables based on the correlation coefficient (Azwar, 2017). The population in this study were all students who were working on a thesis at Padang State University. The sampling technique in this study used proportional sampling technique. Winarsunu (2009) explains that the proportional sample technique is a sample technique taken if the population characteristics consist of categories, groups, or groups that are equal or equal which are thought to strongly influence the results of the study. The number of samples in this study was 236 people.

Researchers used a research scale, namely the mindfulness scale using a scale from Baer et al (2004) which the researcher adapted from previous researchers, namely Fidella (2021) with the scale name The Kentucky Inventory of Mindfulness Skills (KIMS). The fear of failure scale uses the Conroy et al (2002) scale adapted from previous researchers, namely Anwar (2022) with the name Performance Failure Appraisal Inventory (PFAI) scale, which totals 35 items. Researchers use five choices in the responses that will be given by the subject, namely Strongly Disagree (STS), Disagree (TS), Undecided (R), Agree (S) and Strongly Agree (SS) for the mindfulness scale. Then, researchers also used five response options, namely Strongly Disagree (STS), Disagree (TS), Neutral (N), Agree (S), and Strongly Agree (SS) for the fear of failure scale. The reliability value on the mindfulness scale is 0.930 and the fear of failure scale is 0.901.

This research aims to see the relationship between mindfulness and fear of failure, so researchers use data analysis techniques in the form of product moment correlation test techniques and the data analysis process uses the help of the SPSS program.

## RESULTS AND DISCUSSION

This study discusses the relationship between mindfulness and fear of failure in students who are working on a thesis at Padang State University, with a total of 236 subjects. All subjects filled out the questionnaire online via googleform. The following is an overview of the condition of the subjects in this study:

Table 1. Respondent Data Based on Gender

No.	Gender	Frequency (F)	Percentage (%)
1.	Male	46	19,5%
2.	Women	190	80,5%
<b>Total</b>		<b>236</b>	<b>100%</b>

Based on the table above, it can be seen that the total number of subjects is 236 people, consisting of 46 (19.5%) people who are male and 190 (80.5%) people who are female.

Table 2. Respondent data based on age

No.	Age	Frequency (F)	Percentage (%)
1.	20	2	0,8%
2.	21	25	10,6%
3.	22	134	56,8%
4	23	66	28,0%
5.	24	9	3,8%
<b>Total</b>		<b>236</b>	<b>100%</b>

Based on the table above, it can be seen that the 236 subjects in this study consisted of various age ranges, namely 2 (0.8%) people aged 20 years, 25 (10.6%) people aged 21 years, 134 (56.8%) people aged 22 years, 66 (28%) people aged 23 years, and 9 (3.8%) people aged 24 years.

Table 3. Respondent Data Based on Faculty

No.	Faculty	Frequency (F)	Percentage (%)
1.	FIP	34	14,4%
2.	FBS	31	13,1%
3.	FMIPA	37	15,7%
4.	FIS	36	15,3%
5.	FT	28	11,9%
6.	FIK	24	10,2%
7.	FEB	20	8,5%
8.	FPP	16	6,8%
9.	FPK	10	4,2%
<b>Total</b>		<b>236</b>	<b>100%</b>

Based on table 3. above, it can be seen that 236 research subjects came from all Faculties at Universitas Negeri Padang, namely 34 people (14.4%) from the Faculty of Education (FIP), 31 people (13.1%) from the Faculty of Language and Arts (FBS), 37 people (15.7%) from the Faculty of Mathematics and Natural Sciences (FMIPA), 36 people (15.3%) came from the Faculty of Social Sciences (FIS), 28 people (11.9%) came from the Faculty of Engineering (FT), 24 people (10.2%) came from the Faculty of Sport Science (FIK), 20 people (8.5%) came from the Faculty of Economics and Business (FEB), 16 people (6.8%) came from the Faculty of Tourism and Hospitality (FPP), and 10 people (4.2%) came from the Faculty of Psychology and Health.

In this study, descriptive research data was carried out which aims to describe the research data. Descriptive research data can consist of scores and empirical scores. Hypothetical and empirical scores in this study were obtained based on the mindfulness scale and fear of failure scale. The hypothetical mean was obtained manually, while the empirical mean was obtained with the help of the IBM SPSS Statistic version 23 programme.

Table 4. Hypothetical Score and Empirical Score of Mindfulness and Fear of Failure  
(n=236)

Variables	Hypothetical Mean				Empirical Mean			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Mindfulness	38	190	114	25,33	91	145	118,42	10,373
Fear of Failure	35	175	105	23,33	50	134	91,05	15,758

Based on the table above, it can be seen that the empirical mean of mindfulness is 118.42 and the hypothetical mean is 114, in general the empirical mean score is greater than the hypothetical mean score, so it can be interpreted that the level of mindfulness in this study is higher than the research assumption or is in the high tendency category. Furthermore, it can also be seen that the empirical mean of fear of failure is 91.05 and the hypothetical mean is 105.

Table 4.5 Mindfulness Scale Categorisation Criteria

Formula	Score	Category	F	%
$X < M - 1.5 SD$	$X \leq 76,005$	Very Low	0	0%
$M - 1.5SD < X \leq M - 0.5SD$	$76,005 < X \leq 101,335$	Low	14	5,9%
<b><math>M - 0.5SD &lt; X \leq M + 0.5SD</math></b>	<b><math>101,335 &lt; X \leq 126,665</math></b>	<b>Medium</b>	<b>168</b>	<b>71,2%</b>
$M + 0.5SD < X \leq M + 1.5 SD$	$126,665 < X \leq 151,995$	High	54	22,9%
$X > M + 1.5SD5$	$X < 151,995$	Very High	0	0%
Total			236	100%

Based on table 5. it can be seen that the subjects in this study had a level of mindfulness in the moderate category, with 168 subjects (71.2%). Then, as many as 14 people (5.9%) were in the low category, and 54 people (10.0%) were in the high category. 3 people (1.2%) So it can be concluded that the subject category on the mindfulness scale is in the moderate category.

Table 6. Fear of Failure Scale Categorisation Criteria

Formula	Score	Category	F	%
$X < M - 1.5 SD$	$X \leq 70,005$	Very Low	24	10,2%
<b><math>M - 1.5SD &lt; X \leq M - 0.5SD</math></b>	<b><math>70,005 &lt; X \leq 93,33</math></b>	<b>Low</b>	<b>106</b>	<b>44,9%</b>
$M - 0.5SD < X \leq M + 0.5SD$	$93,33 < X \leq 116,665$	Medium	94	39,8%
$M + 0.5SD < X \leq M + 1.5 SD$	$116,665 < X \leq 139,995$	High	12	5,1%
$X > M + 1.5SD5$	$X < 139,995$	Very High	0	0%
Total			236	100%

Based on table 4.8 categorisation above, it can be seen that the subjects in this study had a fear of failure in the low category with a total of 106 subjects (44.9%). Then, 24 people (10.2%) tend to be in the very low category, 94 people (39.8%) tend to be in the medium category, 12 people (5.1%) tend to be in the high category and there is no fear of failure in the very high category.

This study analyses data with normality test, linearity test and hypothesis testing. The results of the normality test on the mindfulness variable showed that the Assymp.sig (2-tailed) value was 0.052 ( $p > 0.05$ ) and the fear of failure variable had an Assymp.sig (2-tailed) value of 0.200 ( $p > 0.05$ ). So it can be said that both variables are normally distributed. In the linearity test, it is known that the F-linearity value of the mindfulness and fear of failure variables is 22.468 with a p value of 0.000 ( $p < 0.05$ ). Thus, it can be said that the data in this study have a linear relationship. Then in the hypothesis test, the correlation coefficient  $r = -0.298$  was obtained with a significance of  $p = 0.000$  ( $p < 0.05$ ). This indicates that  $H_a$  is

accepted and H<sub>0</sub> is rejected, meaning that there is a significant negative relationship between mindfulness and fear of failure in students who are working on a thesis at Padang State University. This means that the higher the level of mindfulness, the lower the fear of failure. Vice versa, the lower the mindfulness, the higher the fear of failure.

This study aims to determine the relationship between mindfulness and fear of failure in students who are working on a thesis at Padang State University. In addition, this study also aims to see the level of mindfulness of students who are working on a thesis at Padang State University and the level of fear of failure in thesis students at Padang State University.

Lanula (2023) suggested that there is an effect of mindfulness on fear of failure in final year students in Makassar City. The results of his research show that final year students have a fear of failure in the medium category. The results of this study indicate that the category of fear of failure in students who have done their thesis at Padang State University is generally in the low category with a frequency of 106 people (44.9%). So it can be said that students have a fear of failure that tends to be low in the process of working on their thesis. This means that students tend to show less fear of failure behaviour or fear of failure towards thesis work.

Conroy (2001) explains that fear of failure does not always have a negative impact, on the other hand, some individuals with fear of failure can also make these individuals become motivated to practice, and study even harder to avoid a failure. Conroy et al (2001) explain that the positive consequences for individuals who experience fear of failure are the encouragement of these individuals to learn from the failures experienced, and get support from the social environment because of their failure.

Factors that influence fear of failure include environmental characteristics, parental expectations, learning experiences, contextual, subjective factors, place of residence, childhood experiences and schooling (Conroy et al., 2007). Another factor that can influence fear of failure is mindfulness. Sujana and Wulan (1994) found that one of the factors of fear of failure in students is due to a wrong view of their abilities and lack of mindfulness or full awareness of the good self. Hjeltnes, et al (2015) mentioned that people with mindfulness can shift fear into curiosity, and can accept themselves in various difficult situations and so on, so that from this a person will avoid fear of failure.

The results showed that mindfulness in students who are working on a thesis at Padang State University is generally in the medium category tends to be high. This means that students tend to be quite able to focus their attention and focus on what is currently being

done, still tend to be less able to accept themselves and not good enough to control their emotional reactions. However, there still needs to be an increase in the mindfulness of students. Suhadianto and Arifiana (2012) suggested that students who have mindfulness in the moderate category, it is necessary to make efforts to increase mindfulness in students. Mindfulness has a positive influence on psychological well-being and academic success.

Hjeltnes, et al (2015) mentioned that mindful people can shift fear into curiosity, and can accept themselves in various difficult situations and so on, so that from this a person will avoid the fear of failure. The results of research by Sode and Chenji (2021) suggest that mindfulness training can help entrepreneurs to overcome the fear of failure and encourage entrepreneurs to have a positive perspective. Mindfulness training can reduce the fear of failure in entrepreneurs.

Based on the explanation above, it can be concluded that mindfulness has a negative and significant relationship with fear of failure. This can be seen based on the results of research which found that mindfulness has a relationship with fear of failure, where the higher the mindfulness, the lower the fear of failure. Vice versa, the lower the mindfulness, the higher the fear of failure.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the results of research and hypothesis testing related to the relationship between mindfulness and fear of failure in students who are working on a thesis at Padang State University, in general, the mindfulness of students who are working on a thesis at Padang State University is in the moderate category and in general has a fear of failure in the low category. The results of the correlation test found that there is a significant negative relationship between mindfulness and fear of failure with a correlation coefficient value of  $r = 298$  with a  $p$  value of 0.000.

Suggestions that can be given to the subjects of this study are students to be able to increase mindfulness in themselves, so that students are increasingly able to focus their full attention on the current situation, and can further increase self-acceptance without judging themselves. Then, for future researchers, it is hoped that they can consider other variables that have a contribution to fear of failure besides mindfulness. In addition, it is recommended to use different research techniques and methods in order to expand research topics related to mindfulness and fear of failure. Then, it is recommended to expand the research subjects so that they are not only based on students who are working on the thesis.

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