Conference Paper

The Influence of Religiosity and Self-Efficacy on Students' Anxiety Facing the World of Work

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Abstract.
The speedy advancement of science and technology during the age of Society 5.0 has resulted in unease among job seekers, particularly among university seniors who aspire to join the workforce. This study aimed to determine whether religiosity and self-assurance affect students' apprehension of the professional world. The participants in this investigation were 141 students of the Islamic Aqidah and Philosophy Study Program at Alauddin State Islamic University. The measuring equipment employed in this study were three gauges, the gauge for work-related anxiety, the Abrahamic Religiosity Gauge, and the General Self-Efficacy Gauge. The regression analysis data revealed a significant correlation between religiosity and self-assurance on work-related anxiety, with a coefficient of ($r = -0.358$ $p < 0.05$). This indicates that the greater the religiosity and self-assurance, the lesser the anxiety experienced by students when facing the professional world, and vice versa. The combined contribution of religiosity and self-assurance to work-related anxiety amounted to 12.8%. The implications of this research may serve as a guide for universities to provide training and seminars to augment self-assurance and prepare students to confront the professional world.

Keywords: Anxiety, Religiosity, Self-efficacy, Job seekers

1. Introduction

In Indonesia, labor issues are becoming increasingly intricate. This can be observed from the intense competition among job hunters, as revealed by the high unemployment rate reported by the Central Statistics Agency (BPS). The figures show that as of August 2022, the number of jobless individuals in Indonesia reached 8.42 million, which is higher compared to February 2022, with 8.40 million people. The unemployment statistics by education level in Indonesia were sourced from the Central Bureau of Statistics [1], where 884,769 undergraduate graduates were registered, an increase from 2021 with 848,657 individuals. The rise in unemployed undergraduate graduates is attributed to their lack of experience and competence in the workforce [2]. These statistics signify that the number of job seekers outweighs the available job openings.

Agust [3] affirms that final year students begin to consider their future careers, which are aligned with their field of study, and develop their knowledge to compete with other students. This is in line with Schaie and Willis's statement [4] that young adults are in the achievement stage, where they use their skills and knowledge to attain their goals, such as careers and families. Early adulthood's productivity demands, where individuals are responsible for applying their educational knowledge, is a challenge that makes them uncertain about their abilities, causing them to feel anxious about the future [5]. This statement supports [6] opinion that these demands can lead to psychological disorders, such as anxiety. According to Atmaja [5], anxiety among final year students about the future is caused by their lack of preparation to face the competition. Meanwhile, technological advancements are rapidly increasing, marked by the industrial revolution. The industrial revolution signifies a transformation in how people live and work, where technological advancements are present.

If students fail to equip themselves with the necessary skills for the era of Society 5.0, they may face a daunting challenge in their final year, leading to anxiety when entering the workforce. A preliminary survey conducted by researchers in Makassar on October 20, 2022, using online questionnaires via Google Foam, garnered responses from 40 active students enrolled in the Aqidah and Islamic Philosophy study program at Alauddin State Islamic University Makassar. The data revealed that 29 respondents (72.5%) experienced anxiety about the world of work, while 11 respondents (27.5%) did not. Furthermore, 23 respondents (57.5%) expressed concerns about their ability to cope with future work demands, while 4 respondents (10%) worried about their future salaries. Additionally, 7 respondents (17.5%) were apprehensive about job opportunities that aligned with their field of study, given the limited options available. Unlike other majors, such as nursing or education, which offer clear career paths, respondents felt uncertain about their future prospects. Lastly, 6 respondents (15%) chose to remain undecided.

The aforementioned findings suggest that scholars observe a proclivity towards anxiety among students, particularly those in their final year of study. The mounting levels of competition and limited job prospects are a few of the factors that contribute to anxiety in final year students who are still pursuing their education. Overcoming the anxiety associated with entering the workforce is a crucial task for all students, as an inability to do so can result in negative consequences for the students themselves. According to Hayati [7], failure to control anxiety can hinder students' ability to prepare for job competition, adapt to new environments,

and acquire or enhance the skills that many companies currently require. Additionally, Nugroho [8] asserted that anxiety can disrupt students' daily activities, causing them to feel indecisive, confused, and uncertain about their future prospects. Furthermore, anxiety can lead to issues related to motivation, achievement, and psychological wellbeing, such as students lacking ideas or direction when starting a thesis or completing a final assignment, which can ultimately lead to procrastination.

According to Muchlas [9], religiosity can be a significant factor that influences anxiety. Anxiety often arises due to a sense of insecurity that individuals experience. This sense of security can be attained through various religious activities, as individuals facing physical and psychological crises often seek solace in religion or therapists to address their problems [10]. When facing work-related anxiety, individuals tend to seek comfort, security, and relief from their anxiety. Increasing religiosity can help to reduce anxiety and bring peace. Religious beliefs become essential when individuals face events that threaten them, causing them to feel anxious and stressed. In such situations, individuals become aware of their need for a higher power beyond human capability. This aligns with the concept of seeking spiritual support, where individuals seek comfort and security through the love and affection of God [11]. Moreover, Hambaly [12] emphasized that religiosity can lower anxiety levels. When an individual is closer to their Creator, they feel more secure, and anxiety can be avoided. The more religious a person is, the less likely they are to experience anxiety.

Sutikno [13] proposes that religiosity is considered a crucial factor that can influence anxiety in facing the work environment. This is because religiosity is believed to have a significant impact on the psychological well-being of students who are about to enter the workforce. Religion can fortify the spirit of students who are struggling with uncertainty. Correspondingly, Jesild [13] has also stated that religiosity can instill confidence and assurance in students, thereby increasing their sense of security and preventing anxiety or panic.

Apart from religiosity, self-confidence also plays a pivotal role in determining the level of anxiety in facing the work environment. According to Sarafino [14], the way individuals handle anxiety can vary depending on their personal evaluation of their abilities, which is referred to as self-efficacy. Bandura [14] asserts that self-efficacy enables individuals to control stressors, which significantly contribute to anxiety. Students with high self-efficacy can convince themselves that they are capable of accomplishing

tasks or actions required to achieve their goals. Conversely, students with low self-efficacy lack the confidence to carry out necessary tasks or actions, ultimately leading to anxiety in facing the work environment. Bandura [14] reveals that enhancing self-efficacy can help students reduce anxiety by enabling them to manage their anxiety and focus on achieving their objectives, thereby controlling their anxiety effectively.

Kasyfillah and Susilarini [15] have also suggested that self-efficacy is considered to be a crucial factor that can impact anxiety levels in individuals when facing the challenges of the working world. This is due to the fact that individuals with high self-efficacy tend to exhibit low anxiety levels, while those with low self-efficacy are more likely to experience anxiety. Maddux [16] has also supported this view, stating that low self-efficacy can contribute to anxiety, depression and low self-esteem. On the other hand, individuals with high self-efficacy are better equipped to adapt to changes, thus being able to manage feelings of insecurity and threat more effectively.

Based on the findings of questionnaires, interviews, and previous research, it is suspected that one of the reasons why final year students experience anxiety when facing the working world is due to their lack of self-efficacy and religiosity. Therefore, the researchers are interested in examining the impact of self-efficacy and religiosity on anxiety levels among college students. The dissimilarities between this investigation and the research carried out by Azhari and Mirza [17] titled The correlation between self-regulation and apprehension towards employment in final-year students at Syiah Kuala University, Sutikno [13] titled The Association between Devoutness and Anxiety Towards Student Employment in the Final Year of the Islamic Counseling Guidance Department, Faculty of Ushuluddin and Dakwa IAIN Surakarta, are primarily in terms of location, subject, and the utilization of only two variables. Furthermore, this study employs a simple linear regression analysis, while the aforementioned research uses multiple linear regression analysis. Concerning Hidayatin's research. [18] titled The Association between Devoutness and Self-Efficacy with Anxiety in Facing National Examinations in Class XII Students of MAN 1 Bojonegoro Model, both studies employed three variables, but the anxiety variable in the previous research investigated anxiety towards national exams, whereas this study examines anxiety towards employment. Therefore, no research has been found that simultaneously explores the three variables in this study. The novelty discovered in this study is the impact of devoutness and self-efficacy on anxiety towards employment in students.

2. Literature Review

2.1. Anxiety Facing the World of Work

According to Sari and Astuti [19], the apprehension regarding encountering the professional realm is an evaluation made by an individual about the attainment of objectives linked to the professional world, which is uncertain, leading to inner conflicts, resulting in the disturbance of cognitive processes such as apprehension and unease about the professional world, and disruption of physiological responses such as perspiration and palpitations when contemplating about the professional world. From this interpretation, one can infer that anxiety when facing the professional world refers to an individual's emotions when confronted with circumstances or situations where they feel concerned about the uncertainty of securing a job after completing their studies.

As per Greenberger and Padesky [20], there exist four dimensions of unease when it comes to facing the work domain. The foremost one is related to bodily responses, which encompasses physical manifestations like sweaty hands, heart palpitations, wooziness, taut muscles, and flushed cheeks. The second dimension pertains to behavioral reactions, indicating how an individual responds to the unease experienced in work-related situations, usually by avoiding them altogether. Such individuals may also avoid discussing work-related topics. The third dimension concerns thought responses, referring to the excessive worrying about potential hazards, such as feeling incapable of solving problems, dismissing the importance of help, and indulging in negative self-talk regarding job prospects. Lastly, the fourth dimension is related to mood, which involves feelings of discomfort, including nervousness, irritability, and susceptibility to anxiety and panic attacks.

2.2. Religiusitas

According to Sari, Fajri & Syuriansyah [21], Glock and Stark's argument is that religiosity pertains to an individual's sense of obligation and responsibility towards their beliefs. However, Razak, A. Mansyur, and Tetteng [22] contend that religiosity is a set of rules and obligations that one must follow in order to achieve closeness with God. From the various definitions provided by experts, it can be inferred that religiosity involves an individual's level of understanding and belief in their religion as a guiding principle towards achieving a sense of security and freedom from anxiety in life.

In their book American Piety: The Nature of Religious Commitment, Holdcroft [23] explains that C.Y Glock and R Stark [24] identified five dimensions of religiosity in humans. These dimensions include belief, religious practice, religious knowledge, religious experience, and consequences. Belief pertains to the extent to which a person accepts dogmatic teachings in their religion. Religious practice refers to the degree to which a person fulfills their spiritual obligations. Religious knowledge pertains to how well a person understands their religion, especially the teachings in holy scriptures. Religious experience involves feelings and experiences that have a religious nature. Lastly, consequences measure how much a person's behavior is motivated by religious teachings in their daily life.

Jalaludin [25] categorizes the factors that affect a person's religiosity into two parts: internal factors and external factors. Internal factors refer to those that exist within an individual, while external factors pertain to the environment in which a person lives and is considered influential in the development of a religious soul.

2.3. Self Efficacy

Ningsih & Hayati [7]elaborate that self-efficacy refers to an individual's confidence in their capacity to solve problems and accomplish tasks, without comparing themselves to others, thereby enabling them to attain success in their academic pursuits. According to Bandura [14], self-efficacy plays a pivotal role in regulating stressors and preventing anxiety arousal. Individuals who possess the belief that they can control and manage potential threats are less likely to experience high anxiety levels. Conversely, those who doubt their ability to handle threats are more susceptible to anxiety arousal. From this explanation, it can be deduced that self-efficacy is an individual's conviction in their ability to control anxiety when facing professional challenges. Students with high self-efficacy are better equipped to manage the anxiety that comes with professional challenges, as compared to students with low self-efficacy.

According to Bandura [26], measuring an individual's self-efficacy requires consideration of three aspects: (1) Difficulty Level, which pertains to the level of difficulty of a problem or task that an individual can overcome based on their perception of their own competence. Individuals tend to undertake tasks that they feel capable of handling and avoid those that they believe are beyond their capabilities. (2) Belief Strength, referring to the level of strength or stability of an individual's belief in their ability to complete certain tasks effectively. (3) Generality, which relates to an individual's beliefs about their capabilities. Those with a high level of generality

believe in their ability to perform tasks in various situations, while those with a low level of generality consider themselves capable only in certain situations. Bandura (Ni'imah, 2014) suggests that various factors can impact an individual's self-efficacy, including (1) culture, (2) gender, (3) nature and complexity of tasks, (4) incentives, (5) environmental situation or individual role, and (6) information about one's own abilities.

3. Method

This investigation employs quantitative and correlational research methods. Quantitative research focuses on analyzing numerical data through statistical techniques [27]. The study utilizes multiple linear regression analysis to ascertain the connection between the dependent variable and one or more independent variables. To facilitate data analysis, the researchers opted to use the Statistical Program for Social Science (SPSS) version 26 for Windows. Simple random sampling was employed to ensure equitable opportunities for all population members to be selected as research participants. The total population for this study was 218 students, and the sample size of 141 students was determined using the Slovin formula [28] with a 5% margin of error.

This research is focused on identifying three variables: religiosity, self-assurance, and apprehension in confronting the workforce. The rating method utilized in this study is the Likert scale, which is composed of four response options. The scale implemented to gather data on the anxiety faced by individuals in the workforce refers to the aspects presented by Greenberger and Padesky [20], including physical indications, thoughts, reactions, and emotions. It comprises 19 valid items with a reliability score (α) of 0.860. The scale employed to collect data on religiosity is the Abrahamic Religiosity Scale (ARS), based on the dimensions of Glock and Stark theory [23,24], which are religious conviction, religious knowledge, religious sentiment, and religious impact. This scale comprises 19 valid items with a reliability score (α) of 0.900. On the other hand, the General Self-Efficacy Scale (GSES) was used to gather data on self-assurance, which refers to the aspects proposed by Bandura [29], including magnitude/level (difficulty level of tasks performed by individuals), strength (individual beliefs with competence in carrying out an activity), and generality (broad field of individual beliefs in carrying out activities). This scale comprises 18 valid items with a reliability score (α) of 0.855.

4. Results and Discussion

4.1. Anxiety in Facing the World of Work

TABLE 1: Anxiety Facing the World of Work.

Score Intervals	Frequency	Percentage	Category
$X \leq 38$	6	4,3%	Low
$38 < X \leq 57$	111	78,7%	Currently
$X > 57$	24	17%	Tall
Amount	141	100%	

Based on the table above, it shows that of the 141 subjects, there are 6 or 4.3% of the subjects who are in the low category, there are 111 or 78.7% who are in the medium category and there are 24 or 17% who are in the high category. So, it can be concluded that most of the anxiety levels facing the world of work of students are in the medium category.

4.2. Religiosity

TABLE 2: Categorization of Religiosity.

Score Intervals	Frequency	Percentage	Category
$X \leq 38$	0	0%	Low
$38 < X \leq 57$	58	41,1%	Currently
$X > 57$	83	58,9%	Tall
Amount	141	100%	

Based on the table above, it shows that there are no students who are in the low category, there are 58 or 41.1% who are in the medium category and there are 83 or 58.9% who are in the high category. So it can be concluded that most of the level of student religiosity is in the high category.

4.3. Self-Efficacy

Based on the table above, it shows that there are only 2 or 1.4% of students who are in the low category, there are 120 or 85.1% who are in the medium category and there are 19 or 13.5% who are in the high category. So, it can be concluded that most of the students' self-efficacy levels are in the moderate category. This means that there are still students studying Aqidah and Islamic Philosophy who are not sure about their abilities.

TABLE 3: Categorization of Self Efficacy.

Score Intervals	Frequency	Percentage	Category
$X \leq 36$	2	1,4%	Low
$36 < X \leq 54$	120	85,1%	Currently
$X > 54$	19	13,5%	Tall
Amount	141	100%	

4.4. Hypothesis Test Results

TABLE 4: Results of Hypothesis Testing the effect of religiosity on anxiety in facing the world of work in students of Aqidah and Islamic Philosophy at Alauddin State Islamic University Makassar.

Independent Variable	r	R^2	β	t-value	Significant
Religiosity	- 0,293	0,086	-0,272	-3,607	0,000
* Dependent Variable: Anxiety Facing the World of Work					

The presented data in the table shows the correlation coefficient (r) between religiosity and anxiety in relation to the working world to be -0.293, indicating a negative correlation. This implies that as the level of religiosity among students increases, their anxiety in facing the challenges of the working world decreases. Conversely, those with low levels of religiosity tend to experience higher levels of anxiety in this regard. Hence, it can be concluded that there exists a moderate negative correlation between religiosity and anxiety in facing the working world. Additionally, the table reveals that the coefficient of determination (R^2) is 0.086 (8.6%), meaning that religiosity contributes to 8.6% of anxiety in facing the working world. The calculated t value is -3.607, while the t table value is 1.984, with a significance value of 0.00 <0.05. This indicates that H0 is rejected, and Ha is accepted. Therefore, based on the t value, it can be inferred that religiosity has a significant negative impact on anxiety in facing the working world. Moreover, the table shows that the religiosity variable has a magnitude contribution of (β=-0.272), which suggests a negative effect of religiosity on anxiety in facing the working world. This implies that an increase of 1 unit in religiosity results in a decrease of -0.272 in anxiety when facing the working world.

TABLE 5: Hypothesis Test Results for the effect of self-efficacy on anxiety in facing the world of work in students of Aqidah and Islamic Philosophy at Alauddin State Islamic University Makassar.

Independent Variable	r	R^2	⬚	t-value	Significant
self efficacy	-0,210	0,044	-0,287	-2,528	0,013
* Dependent Variable: Anxiety Facing the World of Work					

The chart provided above gives details about the negative correlation coefficient (r) between self-belief and anxiety towards work (-0.210). This implies that the higher the level of self-belief, the lower the anxiety experienced while facing the challenges of the professional world. Conversely, if a student's level of self-efficacy is low, they will experience higher levels of anxiety. Therefore, it can be concluded that the connection between self-belief and anxiety towards work is weak and negative. The chart also displays the coefficient of determination (R^2) as 0.044 (4.4%), indicating that organizational justice contributes to self-efficacy by 4.4%. The t-value calculated is -2.528, while the t table value is 1.984 with a significance value of 0.013 <0.05. This indicates that H0 is rejected and Ha is accepted. Based on the t-value, it can be concluded that self-efficacy has a negative and significant impact on anxiety towards work. Additionally, the chart shows that the self-efficacy variable has a considerable contribution effect (β=-0.282), indicating a negative influence on anxiety towards work. This means that an increase of 1 unit in self-efficacy will decrease anxiety towards work by -0.282.

TABLE 6: Hypothesis Test Results for the effect of religiosity on anxiety in facing the world of work in Aqidah and Philosophy students Islam at Alauddin State Islamic University Makassar.

Free Variables	r	Regression Coefficient (β)	SE (%)	R^2	t-value	Significant
Religiusitas	-358	−0, 272	7,97%	0,128	10,131	0,000
Self Efficacy		−0, 282	5,92%			

The aforementioned chart furnishes details concerning the correlation coefficient (r) of faithfulness and confidence in one's abilities towards unease when confronting the professional realm, which stands at -0.358 and is indicative of an adverse correlation. This infers that as faithfulness and confidence in one's abilities increase, unease when facing the professional realm decreases. The β coefficient acquired for the religiosity factor is -0.272 and it impacts anxiety towards the work environment by 7.97%. This value indicates that religiosity has a negative effect on anxiety towards the work environment. It implies that for every 1 unit increase in religiosity, anxiety towards the work environment will decrease by -0.272. The β value for the self-efficacy factor is -0.282 and it affects anxiety towards the work environment by 5.92%. This value indicates that self-efficacy has a negative impact on anxiety towards the work environment. It signifies that if self-efficacy increases by 1 unit, anxiety towards the work environment will decrease by -0.282. Hence, the combination of religiosity and self-efficacy has a simultaneous influence on anxiety towards the work environment. The above table also reveals that the R Square value is 0.128, which indicates that the impact of religiosity and self-efficacy on anxiety towards the work environment is 12.8%. The remaining 87.2% is

contributed by other variables not considered in this study. Additionally, to determine the combined influence of both independent variables on the dependent variable, the F value in the table above shows a calculated F value of 10,131, while the F table is 3.061 with a significance value of 0.00 <0.05. This implies that F count > F table, which leads to the rejection of H0 and acceptance of Ha. Thus, it can be concluded that religiosity and self-efficacy have a negative and significant impact together on anxiety towards the work environment.

5. Discussion

5.1. The Effect of Religiosity on Anxiety in the World of Work

After conducting hypothesis testing, it was discovered that anxiety levels among students studying Islamic faith and philosophy in relation to the working world are significantly impacted by religiosity, with a significance value of 0.000 <0.05 and an influence of 7.97%. Therefore, the results of the hypothesis testing confirm that religiosity has a noteworthy impact. This indicates that the data analyzed in this study effectively demonstrated a significant correlation between religiosity and anxiety levels among students studying Islamic faith and philosophy in regards to the working world.

Numerous investigations that corroborate identical outcomes concerning the impact of faith on anxiety consist of studies conducted by Maisaroh and Falah [30]. The findings of this research demonstrate that there exists a noteworthy correlation between the religiosity of students and their anxiety when confronted with the National Examination (UN). Students may become anxious when they are unable to regulate their emotions in certain circumstances and lack confidence in a higher power beyond human capability. Dister [31] asserts that one of the purposes of religion is to overcome anxiety, and the means to do so is by practicing religious rituals. By doing so, students can manage their anxiety levels since they will feel secure and at ease, surrendering all their worries to the power of God. This is in accordance with Mahsun's theory in Rahmawati [18], which suggests that greater religiosity can lead to greater tranquility when dealing with sources of anxiety. Surrendering and obeying a higher power can better regulate excessive anxiety rather than a turbulent and impatient soul. Shihab [30] revealed that as long as an individual experiences anxiety, they will remain religious and practice their faith. The feeling of fear serves as a motivation for individuals to practice their religion. The religious lifestyle adopted by an individual can provide them with inner strength to face life's challenges, offer moral support, and instill an attitude of surrender

to God. Religion can also provide a sense of security, and alleviate fear and anxiety when confronted with life's problems.

Furthermore, previous research conducted by Sawitri [32] has shown that there is a correlation between religiosity and the management of anxiety. The effectiveness of religiosity in overcoming anxiety has been proven across various religions, for instance, through prayer. Similarly, Vasegh and Mohammadi [33] have found a link between the level of Islam and anxiety in individuals.

According to Sutikno [13], students with high levels of religiosity are better equipped to face the challenges of the professional world. Religious students are always prepared to accept failure as a part of God's plan for His people, and their success or failure depends on their level of preparedness. This study concludes that religiosity significantly impacts anxiety levels when facing the professional world. Students with higher levels of religiosity experience lower levels of anxiety when facing the challenges of the professional world, specifically in the field of aqidah and Islamic philosophy.

5.2. The effect of self-efficacy on Anxiety Facing the World

According to the outcomes of hypothesis testing, it has been discovered that self-confidence has a considerable impact on anxiety when it comes to students who are pursuing Islamic faith and philosophy studies. The significance value was 0.013 < 0.05, with an influence of 5.92%. In other words, the higher the self-confidence of students in the Islamic aqeedah and philosophy program, the lower their anxiety levels when facing the world of work. These results are consistent with the research carried out by Noviekayat [34], who discovered that self-confidence significantly impacts anxiety when facing the world of work among psychology students at the University of 17 August 1945 Surabaya. The significance value was 0.054 > 0.05, indicating a negative correlation between self-confidence and anxiety for psychology students at the University of 17 August 1945 Surabaya.

The findings of this study suggest that having self-confidence can assist students of aqidah and Islamic philosophy in dealing with challenges and obstacles in their lives, such as anxiety when facing the world of work. Myers [35] has also suggested that self-confidence affects an individual's anxiety levels when facing the world of work. Strong self-confidence can motivate final year students to never give up, remain calm, and avoid depression and excessive anxiety. Self-confidence grows as students achieve their goals, develop strong feelings, and build competencies that allow them to remain calm and find solutions to achieve their objectives [36].

This research demonstrates that self-assurance plays a role in managing work-related anxiety. Through the use of multiple linear regression analysis, it has been established that work-related anxiety is significantly and negatively linked to self-assurance. This negative correlation implies that students with higher self-assurance experience lower levels of work-related anxiety, while those with lower self-assurance experience higher levels of work-related anxiety. These findings are consistent with previous research by Susilarini [37], which also found a significant relationship between self-assurance and work-related anxiety. The results of this study, which involved 182 final semester psychology students at Persada Indonesia University of Indonesia YAI, indicate that self-assurance contributed 47.5% to the variance in work-related anxiety. Therefore, it can be concluded that enhancing self-assurance in students of aqidah and Islamic philosophy is crucial in managing and preventing work-related anxiety.

5.3. The Influence of Religiosity and Self-Efficacy on Anxiety Facing the World of Work

According to the findings of hypothesis testing, it was discovered that religiosity and self-efficacy have a significant impact on anxiety when facing the professional world for students pursuing Islamic faith and philosophy studies. The significance value was 0.000, which is less than 0.05, and the R-square value was 0.128, indicating an effect size of 12.8%. However, the remaining 87.2% is influenced by other variables that were not examined. Therefore, this research concludes that religiosity and self-efficacy have a significant influence on anxiety when facing the world of work. Simultaneously, the variables of religiosity and self-efficacy have an impact on the variable of anxiety when facing the professional world. The results of multiple linear regression indicate a negative correlation between religiosity and self-efficacy with anxiety when facing the professional world. This implies that the higher the religiosity, the lower the anxiety when facing the professional world. Hidayanti's research [18] on 164 class XII students also supports this conclusion, showing a significant relationship between religiosity and self-efficacy with anxiety when facing national exams. The study indicates that 18.4% of anxiety variation is influenced by the variables of religiosity and self-efficacy, while the remaining 81.6% is caused by other variables not measured by the researcher. In conclusion, high levels of religiosity and self-efficacy can simultaneously aid and decrease the anxiety experienced by students in Aqidah and Islamic philosophy study programs when facing the professional world.

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