

Research Article

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Author for correspondence:

Mohammed Ali Al- Khawaldeh

 [moh.alkhawaldeh@yu.edu.jo](mailto:moh.alkhawaldeh@yu.edu.jo)

 Faculty of Educational Sciences, Yarmouk University, Jordan

# Writing Anxiety Coping Strategies Among Arabic Language Students at Islamic Universities in Indonesia

Mohammed Ali Al-Khawaldeh , Nasih Burhani 

## Abstract

**Objectives.** This study examined writing anxiety coping strategies among Arabic language students at Islamic universities in Indonesia and explored differences based on gender, academic level, and specialization.

**Method.** This study employed a descriptive research design, and data were gathered from 1,101 students using a validated Writing Anxiety Coping Strategies Scale.

**Results.** The results showed that positive thinking was the most frequently used strategy, while preparation, peer seeking, and relaxation were moderately used. Resignation (avoidance behavior) was the least used strategy. Significant differences were found based on gender and academic level, but not specialization. Female students used relaxation and positive thinking more, while male students showed higher resignation. Senior students exhibited greater resignation tendencies than junior students.

**Conclusion.** The study highlights the need for effective interventions to help students manage writing anxiety, emphasizing structured preparation, peer support, and relaxation techniques.



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## 1. Introduction

Language consists of four primary skills categorized into two levels: the receptive level, which includes listening and reading skills, and the productive level, which includes speaking and writing skills (Al-Hallaq, 2010). Language skills serve as the foundation for learning and teaching at various educational stages. Modern education has emphasized the importance of mastering these skills, enabling learners to use language effectively in different life situations (Youssef, 2007).

Writing, as a linguistic skill, is no less important than listening, speaking, and reading. Through writing, humanity has recorded its history and preserved its existence. Without writing, societies would be unable to maintain their cultures, nor would they be able to benefit from or contribute to the intellectual achievements of humankind, which rely entirely on the written word (Al-Naqah, 1985). Writing is among the most essential means of human communication, allowing individuals to engage with others' ideas, express their thoughts and emotions, and document events and occurrences (Jaber, 2002).

According to Topping (2001), writing is a complex process that requires generating ideas, organizing them, revising and editing, and considering the preferences and expectations of the reader. It consists of several interrelated sub-skills that integrate the writer's expertise, purpose, audience awareness, and adherence to the conventions necessary for producing well-structured written material. In the same vein, Al-Najjar (2007) describes writing as a cognitive and performative process characterized by complexity and difficulty, as it involves transforming images, ideas, and meanings into written symbols that convey meaning to the reader.

In the context of language learning, writing generally refers to the ability to accurately and clearly form letters into words following the agreed-upon rules of handwriting and spelling, as well as to use this skill in various life situations that require written expression to convey and comprehend ideas (Ta'imah, 1986). Writing is a demanding skill that necessitates knowledge of written language rules and their appropriate application in constructing sentences, paragraphs, and different types of texts. It also requires the proper use of cohesive devices, adherence to principles of text coherence and cohesion, and the ability to express ideas accurately and fluently while reviewing and refining them systematically (Asr, 1994).

The concept of writing skills for non-native speakers differs from that for native speakers. Writing for native speakers is more intuitive since they possess extensive linguistic backgrounds with a significant repertoire of vocabulary, structures, and common expressions they are accustomed to hearing and using. They do not typically struggle with comprehension or application. However, non-native learners lack such linguistic backgrounds to build upon, necessitating explicit instruction in language structures and cultural contexts, as everything they encounter is new and must be learned (Abd Al-Tawab, 2019). According to Ta'imah (1989), writing skills for non-native speakers include the ability to accurately form letters, spell correctly, use punctuation appropriately, master handwriting, clearly structure words and letters, and express ideas in writing with clarity and precision.

Writing is one of the essential language skills that language learners must master to succeed in their academic and professional lives. However, many learners face obstacles in achieving proficiency due to their anxiety and fear of writing during different stages of their education (Abu Ghazal et al., 2019). In this context, writing for non-native language learners is often a cognitive challenge. The fear of negative evaluation from teachers and peers, as well as the anxiety associated with writing within a restricted timeframe, presents a significant challenge for learners, hindering their ability to develop their writing skills effectively. This phenomenon is known as writing anxiety (Rezaei & Jafari, 2014).

Bloom (1985) defines writing anxiety as a term encompassing one or a set of emotions, attitudes, or behaviors that interfere with a learner's ability to initiate, work on, or complete a writing task.

Hassan (2001) views writing anxiety as a general avoidance of writing tasks and situations requiring written expression due to fear of criticism and evaluation by others. Similarly, Salem (2019, p. 70) describes writing anxiety as "a psychological state experienced by learners, characterized by worry, tension, and distress due to the anticipation of failure in writing." Pajares and Johnson (1995) emphasize that writing anxiety negatively impacts learners' writing ability, potentially leading to poor performance and eventual avoidance of writing altogether.

Writing anxiety is categorized into three types: cognitive anxiety, somatic anxiety, and avoidance behavior. Cognitive anxiety refers to learners' negative expectations, concerns about their performance, and apprehension regarding others' perceptions of them. Somatic anxiety pertains to learners' awareness of the physical and psychological effects of anxiety, such as nervousness, tension, sweating, and trembling. Meanwhile, avoidance behavior manifests in students' reluctance to engage in writing tasks, procrastination in completing them, or withdrawing from such activities altogether (Cheng, 2004).

Wiltse (2001) suggests that writing anxiety emerges at an early age, and understanding its causes and addressing them can help learners develop positive attitudes toward writing. Some of the factors responsible for heightened writing anxiety include difficulties in organizing and reviewing information, low self-confidence in writing tasks, fear of teacher evaluation, and negative feedback from peers or instructors. Similarly, several researchers (Clark, 2005; Zhang, 2011; Rezaei & Jafari, 2014; Bloom, 1981) have identified various causes of writing anxiety, including fear of negative comments, fear of writing tests, linguistic difficulties, problems with topic choice, time pressure, high frequency of writing assignments, low self-confidence in writing, insufficient writing technique, insufficient writing practice, and pressure for perfect work.

To reduce writing anxiety and establish effective coping strategies, Kondo (1997) developed a classification system for coping with writing anxiety, dividing strategies into cognitive strategies, behavioral strategies, and resignation. Further, Kondo and Ying-Ling (2004) identified five key writing anxiety coping strategies: preparation, relaxation, positive thinking, peer seeking, and resignation. These strategies are explained as follows:

**1. Preparation:** This strategy involves students' efforts to minimize potential threats by improving their learning and study strategies. For example, students may engage in serious study habits, obtain accurate lecture summaries, and actively review their writing materials. Applying these strategies is expected to enhance students' mastery of writing topics, thereby reducing anxiety related to writing tasks.

**2. Relaxation:** This strategy involves techniques aimed at alleviating the physical symptoms of anxiety, such as deep breathing, self-assurance, and pretending to be calm. These methods are considered effective in reducing the somatic anxiety associated with writing.

**3. Positive Thinking:** This is an important strategy that aims to reduce anxiety by counteracting negative cognitive processes. Examples include visualizing a successful performance or reframing anxiety as a motivating challenge. This strategy seeks to redirect students' attention from stressful situations to positive cues, which can help diminish the intensity of their anxiety.

**4. Peer Seeking:** In this strategy, learners seek out peers who may face similar difficulties in understanding writing lessons or managing their anxiety. This type of social comparison can provide emotional support and help students regulate their anxiety.

**5. Resignation:** This strategy is characterized by students' reluctance to take active steps in managing their writing anxiety, such as giving up or disengaging from the task (e.g., sleeping in class). Learners who adopt this strategy tend to mitigate the effects of anxiety by avoiding the problem rather than addressing it.

The researchers argue that writing anxiety coping strategies provide an essential framework for understanding how students manage their emotional challenges while writing. These strategies range from positive strategies, such as preparation and positive thinking, which foster a sense of control and confidence in students' writing abilities, to social strategies, such as peer seeking, which offer a supportive learning environment through social comparison. However, strategies like resignation tend to be less effective, as they involve avoidance rather than engagement in skill development.

Overall, these strategies highlight the importance of adopting a flexible approach to writing anxiety and fostering a learning environment that encourages students to employ active strategies that enhance their writing performance.

### **1.1. Problem Statement and Research Questions**

More than half of foreign language learners experience learning anxiety. Learners who suffer from excessive anxiety may find foreign language learning less enjoyable. Studies have indicated that foreign language anxiety can negatively impact learners' performance (Hassan, 2001) and that anxious learners tend to avoid participating in situations that may provoke their anxiety (Kondo & Ying-Ling, 2004) or struggle to think clearly (MacIntyre & Gardner, 1994).

Among the four language skills, writing is considered the most anxiety-inducing skill in language classrooms. This is primarily because it is the most challenging skill to acquire (Horwitz et al., 1986; Cheng, 2004). Research suggests that learners experience more anxiety related to writing than any other linguistic skill, as writing requires higher-order cognitive processing, which can lead to feelings of weakness, fear, and an inability to express oneself effectively (Algaragere & Al-Khawaldeh, 2023).

At Islamic universities in Indonesia, intensive Arabic language programs have been introduced as mandatory preparatory courses for first-year students. These programs aim to equip students with the linguistic skills necessary for their university studies. The introduction of these programs was motivated by the need to address the low proficiency levels in Arabic among high school graduates entering university. Consequently, the field of Arabic language education has been established as an academic discipline in some Islamic universities (Jawhar, 2009).

Given that writing anxiety plays a crucial role in learners' writing performance, it has become essential to examine the coping strategies adopted by non-native Arabic students to help them improve their writing skills. Drawing on the researchers' extensive field experience in the Indonesian academic environment and Islamic universities, as well as their direct interaction with students and instructors—which has provided them with a deep understanding of the linguistic and cultural challenges faced by learners—there is a vital need to investigate Arabic writing anxiety in these universities.

This study aims to address the following research questions:

1. What are the writing anxiety coping strategies among Arabic language students at Islamic universities in Indonesia?
2. Are there statistically significant differences in writing anxiety coping strategies among Arabic language students at Islamic universities in Indonesia based on gender, academic level, and specialization?

### **1.2. Significance of the Study**

The significance of this study stems from both its theoretical and practical contributions, as outlined below:

**1. Theoretical Significance:** This study contributes to the research field by highlighting writing anxiety coping strategies, an area that has received less attention compared to other issues in

language education. By deepening the psychological and educational understanding of writing anxiety as a psychological factor affecting foreign language learning, this study helps in identifying the psychological challenges faced by students. Additionally, it offers new insights that could contribute to the development of theories related to Arabic language learning and teaching, particularly in second and foreign language contexts. Furthermore, it addresses a research gap in Arabic language education, particularly among non-native speakers, making it a valuable scientific contribution to the field.

**2. Practical Significance:** The practical significance of this study lies in its potential implications for curriculum design in Arabic language education. The findings may help in reducing writing-related anxiety by integrating supportive learning activities and equipping Arabic language instructors with practical strategies to manage students' writing anxiety, such as psychological and educational support techniques. The results of this study could also guide instructors at Islamic universities in Indonesia and Arabic language institutes for non-native speakers to develop innovative and effective educational programs that enhance students' writing skills. This, in turn, would contribute to improving their overall linguistic performance. Additionally, the study provides a measurement tool for assessing writing anxiety coping strategies in Arabic, which could be utilized by researchers beyond the scope of this study for educational and psychological purposes.

### ***1.3. Conceptual and Operational Definitions***

This study includes the following key terms and their operational definitions:

- **Writing Anxiety:** A psychological state characterized by tension and discomfort due to cognitive and emotional disturbances, often accompanied by specific physiological and psychological symptoms (Cheng, 2004).
- **Writing Anxiety Coping Strategies:** Strategies used by students to manage the anxiety they experience during Arabic writing lessons (Kondo & Ying-Ling, 2004). Operationally, it is defined as the score obtained by Arabic students at Islamic universities in Indonesia on the Writing Anxiety Coping Strategies Scale, which measures five strategies: preparation, relaxation, positive thinking, peer seeking, and resignation. This scale was specifically developed for the study and meets necessary psychometric standards.
- **Arabic Language Students:** Students enrolled in a bachelor's degree program in Arabic Language and Literature or Arabic Language Teaching at Islamic universities in Indonesia during the first semester of the 2023–2024 academic year.
- **Islamic Universities:** Indonesian public universities affiliated with the Ministry of Religious Affairs that offer Arabic Language or Arabic Language Teaching as a bachelor's degree specialization

### ***1.4. Limitations of the Study***

The present study is confined to the following limitations and delimitations:

- **Temporal Limitation:** The study was conducted during the first semester of the 2023–2024 academic year.
- **Spatial Limitation:** The study was implemented in 31 Islamic universities affiliated with the Ministry of Religious Affairs in Indonesia.
- **Human Limitation:** The study was applied to Arabic language students in Islamic universities in Indonesia.

Additionally, the findings of this study are limited by the study instrument, their validity and reliability, as well as the study sample seriousness and accuracy in responding to the scale items.

## 2. Literature Review

Several studies have explored writing anxiety coping strategies in foreign languages across different countries, reflecting the temporal and geographical diversity of research in this field. The following studies highlight a research gap, specifically the scarcity of studies examining writing anxiety in Arabic among non-native speakers and the strategies used to cope with it. The researchers reviewed studies conducted between 2019 and 2023, presented chronologically from the oldest to the most recent.

Wahyuni et al. (2019) conducted a study to investigate writing anxiety coping strategies among 132 English learners at public universities in Padang, Indonesia. The results revealed that learners used the following strategies respectively: preparation, positive thinking, relaxation, peer seeking, and resignation.

In another study, Anita and Zulhermindra (2022) examined writing anxiety coping strategies among 69 English learners at Batusangkar Islamic University, Indonesia. Their findings indicated that learners used cognitive strategies, metacognitive strategies, social strategies, and compensation strategies to cope with writing anxiety.

A different approach was taken by Kurniawati and Eko (2022), who conducted a case study focusing on a single postgraduate student in the English Language Teaching program at Raden Mas Islamic University, Indonesia. The study revealed that the student relied primarily on peer seeking and maintaining self-motivation as writing coping strategies.

Expanding the geographical scope, Zargar and Nimehchisalem (2023) investigated writing anxiety coping strategies among 71 Iranian medical students with upper-intermediate and advanced English proficiency levels. The study found that students used strategies such as calmness and relaxation, focusing on the assigned topic, and increased preparation to manage their writing anxiety.

A study conducted in Malaysia by Aidit et al. (2023) explored writing anxiety coping strategies among 103 English learners at MARA University of Technology. The findings identified strategies such as interactive learning, clear teacher instructions, and the enhancement of students' writing skills as effective means of reducing writing anxiety.

Similarly, Paramarti et al. (2023) examined writing anxiety coping strategies among 47 English learners at Muhammadiyah Yogyakarta University, Indonesia. The study found that students relied on peer seeking, interaction with instructors, and consulting reference materials to manage their writing anxiety.

Focusing on academic writing, Afdalia et al. (2023) explored writing anxiety coping strategies among 40 English learners specializing in English Language Teaching at Palangka Raya State Islamic University, Indonesia. The results showed that learners adopted strategies such as relaxation and positive thinking, consulting credible reference materials, and developing simple daily writing habits in English.

A review of previous studies indicates that all of them focused on writing anxiety coping strategies among English learners in various contexts (Indonesia, Iran, and Malaysia). The present study benefited from these prior studies in its theoretical framework, instrument development, and selection of an appropriate research methodology. The findings, recommendations, and suggestions from previous research served as valuable references for supporting the results of the current study.

While this study shares the same objective as previous research—examining writing anxiety coping strategies—it distinguishes itself by focusing on Arabic students at Islamic universities in Indonesia, unlike previous studies that focused exclusively on English learners. To the best of the

researchers' knowledge, this is the first study to investigate writing anxiety coping strategies among Arabic language students in this particular context.

### 3. Methodology

#### 3.1. Study Design

This study followed the descriptive research design, as it aligns with the nature and objectives of the research. Descriptive data were collected using a specifically developed scale to explore writing anxiety coping strategies among Arabic language students at Islamic universities in Indonesia.

#### 3.2. Population of the Study

The study population consisted of all Arabic language students enrolled in bachelor's degree programs at Islamic universities in Indonesia during the first semester of the 2023–2024 academic year. The total number of students in this population was 21,938 students.

#### 3.3. Sample of the Study

A randomly selected sample of 1,101 students was drawn from the study population. The selection process considered variables such as gender, academic level, and specialization to ensure representativeness. Table (1) shows the distribution of the study sample according to the variables: gender, academic level, and specialization.

**Table 1.** Distribution of the Study Sample According to Its Variables

Variable	Level/Category	Number	Percentage (%)
Gender	Male	380	34.5%
	Female	721	65.5%
Academic Level	Second year or below	310	28.2%
	Third year or above	791	71.8%
Specialization	Arabic Language and Literature	325	29.5%
	Arabic Language Teaching	776	70.5%
<b>Total</b>	-	<b>1101</b>	<b>100%</b>

#### 3.4. Instrument of the Study

To achieve the study objectives, a Writing Anxiety Coping Strategies Scale was developed by reviewing relevant theoretical literature and previous studies (Wahyuni et al., 2019; Quvanch & Si Na, 2022; Afdalia et al., 2023; Zargar & Nimehchisalem, 2023; Kondo & Ying-Ling, 2004). The scale was further refined through consultation with experts in Arabic and English language curricula and teaching methods, Arabic language education for non-native speakers, educational psychology, and measurement and evaluation. The researchers' expertise in the field also played a crucial role in shaping the final instrument.

Based on these steps, the initial version of the scale contained 68 items distributed across five coping strategies: preparation, relaxation, positive thinking, peer seeking, and resignation.

##### 3.4.1. Validity of the Scale

To ensure content validity, the initial version of the scale was evaluated by a panel of experts specializing in Arabic curriculum design, teaching methods, Arabic language education for non-native speakers, Applied linguistics, and educational psychology. The experts assessed the scale's

appropriateness for the target educational level, linguistic clarity, comprehensibility, and relevance to the study objectives. Based on their feedback, necessary modifications were made, including item deletions, additions, and refinements.

As a result, the final version of the scale contained 32 items, distributed across five strategies:

- Preparation (7 items)
- Relaxation (6 items)
- Positive Thinking (9 items)
- Peer Seeking (4 items)
- Resignation (6 items)

Following these refinements, the researchers translated the scale into Indonesian with the help of bilingual specialists. After the Indonesian translation, a back-translation process was conducted, converting the scale back from Indonesian to Arabic by a different group of bilingual experts. The back-translated version was then reviewed by two specialists to ensure that the meaning remained consistent between the original Arabic version and the back-translated version.

Before administering the scale, the researchers met with several students and asked them to read the Indonesian version of the scale to assess whether the items were clear and understandable. All students confirmed that the scale items were clearly understood, with no reported misunderstandings.

### **3.4.2. Construct Validity of the Scale**

To assess construct validity, the scale was administered to a pilot sample of 30 students. Corrected item-total correlations were calculated between each item and its respective strategy category. The correlations ranged from 0.36 to 0.80, all of which were deemed statistically acceptable for the purposes of the study.

### **3.4.3. Reliability of the Scale**

To verify the reliability, the Writing Anxiety Coping Strategies Scale was first applied to the pilot sample, and the test-retest method was used, reapplying the scale after two weeks. Pearson correlation coefficients were calculated between the scores obtained in both applications, yielding values between 0.71 and 0.81. Additionally, Cronbach's alpha coefficients were computed for each strategy, with values ranging from 0.72 to 0.85, indicating acceptable internal consistency and reliability for the study's objectives.

### **3.4.4. Scoring and Statistical Benchmark**

To determine the level of writing anxiety coping strategies among the study sample, a five-point Likert scale was used, with the following response options:

- Always (5 points)
- Often (4 points)
- Sometimes (3 points)
- Rarely (2 points)
- Never (1 point)

To classify the levels of writing anxiety coping strategies, the following statistical benchmark was applied:



- Low: 1.00 – less than 2.34
- Moderate: 2.34 – less than 3.66
- High: 3.66 and above

This classification allowed for an accurate assessment of the degree to which students employ writing anxiety coping strategies.

### **3.5. Study Procedures**

To implement the study, the following procedures were followed:

1. Reviewing theoretical literature and previous studies related to the research topic.
2. Defining the research problem, significance, objectives, questions, variables, and operational definitions.
3. Developing the study instrument and ensuring its validity and reliability using appropriate methodologies.
4. Identifying the study population and selecting the sample.
5. Obtaining ethical approval (IRB/2023/682) and a facilitation letter from Yarmouk University to be presented to the relevant authorities.
6. Administering the study instrument by distributing the Writing Anxiety Coping Strategies Scale to the study sample.
7. Collecting the data, entering it into a computer system, and processing it using appropriate statistical analyses.
8. Presenting the results, discussing the findings, and providing recommendations.

### **3.6. Study Variables**

The present study included the following variables:

1. Primary Variable
  - Writing Anxiety Coping Strategies
2. Classification Variables
  - Gender: Two categories (male, female).
  - Academic Level: Two categories (second year or below, third year or above).
  - Specialization: Two categories (Arabic Language and Literature, Arabic Language Teaching).

### **3.7. Statistical Analyses**

The SPSS software was used for data analysis. To address the first research question, the means and standard deviations of the sample's responses were calculated for each writing anxiety coping strategy. To address the second research question, the means and standard deviations of the sample's responses were calculated based on gender, academic level, and specialization. To determine the statistical significance of the apparent differences between the means, a Three-Way Analysis of Variance (Three-Way ANOVA) was conducted.

## 4. Results

### 4.1. Results of the First Research Question

The first research question aimed to investigate: "What are the writing anxiety coping strategies among Arabic language students at Islamic universities in Indonesia?"

To answer this question, mean scores and standard deviations were calculated for each writing anxiety coping strategy, namely preparation, relaxation, positive thinking, peer seeking, and resignation. The results are summarized in the following table:

**Table 2.** Means and Standard Deviations of Writing Anxiety Coping Strategies

Strategy	Rank	Mean Score	Standard Deviation	Level
Positive Thinking	1	3.67	0.70	High
Preparation	2	3.46	0.76	Moderate
Peer Seeking	3	3.31	0.91	Moderate
Relaxation	4	3.06	0.85	Moderate
Resignation	5	2.26	0.86	Low

From Table 2, the following observations can be made:

- The mean scores of the writing anxiety coping strategies ranged from 2.26 (Resignation - Low) to 3.67 (Positive Thinking - High).
- One strategy was found to be at a high level, namely Positive Thinking (Mean = 3.67).
- Three strategies were found at a moderate level, including Preparation (3.46), Peer Seeking (3.31), and Relaxation (3.06).
- One strategy was at a low level, namely Resignation (2.26).

These results indicate that Positive Thinking is the most frequently used coping strategy among Arabic language students at Islamic universities in Indonesia, while Resignation (Avoidance Behavior) is the least utilized.

### 4.2. Results of the Second Research Question

The second research question aimed to examine:

"Are there statistically significant differences in writing anxiety coping strategies among Arabic language students at Islamic universities in Indonesia based on gender, academic level, and specialization?"

To answer this question, means and standard deviations were calculated for each writing anxiety coping strategy (preparation, relaxation, positive thinking, peer seeking, and resignation) across the study variables: gender, academic level, and specialization. The results are presented in Table 3.

**Table 3.** Mean Scores and Standard Deviations of Writing Anxiety Coping Strategies by Study Variables

		Strategies									
		Preparation		Relaxation		Positive Thinking		Peer Seeking		Resignation	
Variable	Level	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Gender	Male	3.49	0.79	3.13	0.88	3.60	0.74	3.27	0.96	2.39	0.95
	Female	3.44	0.75	3.02	0.83	3.71	0.67	3.34	0.88	2.19	0.80
Academic Level	Second Year or Below	3.46	0.76	3.05	0.83	3.66	0.68	3.29	0.90	2.15	0.80
	Third Year or Above	3.45	0.76	3.06	0.86	3.67	0.70	3.32	0.92	2.30	0.88
Specialization	Arabic Language and Literature	3.44	0.73	3.04	0.88	3.72	0.68	3.30	0.85	2.30	0.87
	Arabic Language Teaching	3.46	0.78	3.07	0.84	3.65	0.70	3.32	0.94	2.24	0.85

The results indicate that there are apparent differences in writing anxiety coping strategies based on gender, academic level, and specialization. However, to determine whether these differences are statistically significant, a Three-Way ANOVA was conducted. The results of this analysis are presented in Table 4.

**Table 4.** Three-Way ANOVA Results for Writing Anxiety Coping Strategies by Study Variables

Strategy	Variable	Sum of Squares	df	Mean Square	F-Value	p-Value
Preparation	Gender	0.732	1	0.732	1.255	0.263
	Academic Level	0.029	1	0.029	0.050	0.823
	Specialization	0.061	1	0.061	0.104	0.747
	Error	639.923	1097	0.583		
	Adjusted Total	640.739	1100			
Relaxation	Gender	3.388	1	3.388	4.724	0.030
	Academic Level	0.026	1	0.026	0.037	0.848
	Specialization	0.304	1	0.304	0.424	0.515
	Error	786.737	1097	0.717		
	Adjusted Total	790.342	1100			
Positive Thinking	Gender	3.323	1	3.323	6.880	0.009
	Academic Level	0.002	1	0.002	0.005	0.945
	Specialization	1.512	1	1.512	3.131	0.077
	Error	529.813	1097	0.483		
	Adjusted Total	534.464	1100			
Peer Seeking	Gender	0.996	1	0.996	1.194	0.275
	Academic Level	0.168	1	0.168	0.202	0.653
	Specialization	0.127	1	0.127	0.152	0.696
	Error	915.352	1097	0.834		
	Adjusted Total	916.675	1100			
Resignation	Gender	10.469	1	10.469	14.455	0.000
	Academic Level	5.270	1	5.270	7.276	0.007
	Specialization	0.320	1	0.320	0.442	0.506
	Error	794.489	1097	0.724		
	Adjusted Total	810.763	1100			

Significant at ( $\alpha = 0.05$ )

From Table 4, the following observations can be made:

- The p-values for the gender variable in the strategies of relaxation, positive thinking, and resignation are less than  $\alpha = 0.05$ , indicating a statistically significant difference between the mean scores of the study sample in these strategies based on gender. Table 2 shows that the mean scores for female students are higher than those for male students in relaxation and positive thinking, while the mean score for male students is higher than that of female students in resignation (avoidance behavior).

- The p-value for the academic level variable in the relaxation strategy is less than  $\alpha = 0.05$ , indicating a statistically significant difference between the mean scores of sample in this strategy based on academic level. Table 2 shows that the mean score for students in the third year or above is higher than that for students in the second year or below.
- The p-values for the specialization variable are greater than  $\alpha = 0.05$ , indicating that there is no statistically significant difference between the mean scores of sample in any of the writing anxiety coping strategies based on specialization.

## 5. Discussion

The study results indicate that the use of positive thinking strategies is at a high level, whereas preparation, peer-seeking, and relaxation strategies are at a moderate level. Meanwhile, resignation strategy is used at a low level. These findings suggest that students at Islamic universities in Indonesia demonstrate variations in their use of writing anxiety coping strategies, selecting those they perceive as most effective in alleviating their anxiety. They tend to favor positive thinking strategy, while facing challenges in utilizing preparation, peer-seeking, and relaxation strategies. The least utilized strategy is resignation, which may reflect their social and cultural awareness of its potential impact on their academic performance.

The high level of positive thinking strategy usage can be attributed to several educational and psychological factors. Students may possess an awareness of the importance of positive thinking as a means of tackling academic challenges, possibly through training or guidance. Additionally, local culture may play a role in promoting optimism and positive values as part of adapting to academic pressures. In Islamic educational environments, patience and optimism are often emphasized as religious and ethical values, reinforcing the use of this strategy among students.

The moderate use of peer-seeking, preparation, and relaxation strategies may be due to several factors. Students might not rely heavily on their peers due to shyness or an unwillingness to display vulnerability in front of others. However, they do utilize peer-seeking strategy to a moderate extent, recognizing the social support it provides as beneficial. Similarly, advance preparation may not always be feasible due to time constraints or a lack of resources, making its usage moderate-students acknowledge its benefits but may struggle to apply it consistently. Furthermore, students might lack sufficient knowledge of effective relaxation techniques or may not prioritize them as highly as other strategies, leading to moderate usage as part of their attempts to reduce anxiety.

The low use of resignation strategies aligns with educational and cultural values that emphasize perseverance. Students may be surrounded by messages that encourage resilience in the face of challenges, and academic environments often promote commitment to tasks and discourage resignation. As a result, students tend to minimize their reliance on resignation strategy. Additionally, they may be aware that resignation can lead to an accumulation of tasks and increased pressure, prompting them to avoid it whenever possible.

To summarize the above, the researchers believe that students' use of these strategies reflects a balance between their awareness of effective coping mechanisms and their ability to implement them in reality. The factors influencing strategy use vary, including personal circumstances, available resources, and cultural influences. The Islamic Indonesian culture, which encourages patience, hard work, and collaboration, plays a significant role in fostering positive thinking strategies and reducing resignation. However, individual challenges and limited resources may restrict the use of certain strategies, such as preparation and relaxation.

Comparing the findings of the present study with previous studies, Wahyuni et al. (2019) found that preparation strategy ranked highest, followed by positive thinking, relaxation, peer-seeking, and resignation strategies. Meanwhile, Kurniawati and Eko (2022) identified peer-seeking and maintaining self-motivation as the primary strategies for coping with writing anxiety. Zargar and

Nimehchisalem (2023) reported that the main strategies used by their sample included calmness and relaxation, focusing on the given topic, and thorough preparation.

Similarly, Aidit et al. (2023) found that writing anxiety coping strategies included interactive learning, clear teacher instructions, and enhancing students' writing skills. Paramarti et al. (2023) revealed that their sample relied on peer-seeking, interacting with instructors, and reviewing references. Lastly, Afdalia et al. (2023) identified coping strategies such as self-suggestions for calmness and positive thinking, seeking credible references from other research articles, and developing simple English writing habits in daily activities.

The study results also revealed a statistically significant difference between the mean scores of Arabic language students at Islamic universities in Indonesia concerning the relaxation, positive thinking, and resignation strategies, attributed to gender differences. The mean scores for female students were higher than those of male students in relaxation and positive thinking strategies, whereas the mean scores for male students were higher in the resignation strategy. Additionally, a statistically significant difference was found in the relaxation strategy based on academic level, with students in the third year and above scoring higher than those in the second year or below. However, no significant differences were found in the use of writing anxiety coping strategies based on students' specialization.

The higher mean scores among female students in relaxation and positive thinking strategies may be attributed to their greater emotional intelligence and ability to express emotions, which enables them to adopt emotional support mechanisms to cope with writing anxiety. This suggests that female students tend to use relaxation and positive thinking strategies more frequently when writing in Arabic. They actively engage in gradual relaxation techniques, such as deep breathing, self-reassurance, maintaining calmness, self-encouragement through positive affirmations, and wisely confronting challenges, as well as rewarding themselves for achievements. Additionally, the psychological and biological makeup of females, characterized by emotional sensitivity and heightened affective responses, encourages them to seek emotional connection while performing academic tasks (Al-Alwan, 2011).

Another possible explanation for this result is that female students are generally more patient and composed when coping with writing anxiety, whereas male students tend to complete writing tasks more quickly. Females are also more receptive to using relaxation and positive thinking strategies, as they tend to engage in more introspective coping mechanisms when facing academic stress. These strategies require positive thinking and anxiety management skills, which may be more prevalent among female students, who demonstrate greater proficiency in utilizing such approaches.

Conversely, the higher mean scores among male students in the resignation strategy may stem from their greater inclination to exhibit disengagement and a lack of motivation when performing writing tasks. This may manifest in giving up, sleeping during writing lessons, losing interest, or even skipping classes. Another explanation could be that male students are generally less concerned about academic performance compared to their female counterparts, making them more accepting of setbacks in Arabic writing tasks. Additionally, societal pressures often encourage males to display strength and resilience, discouraging them from showing signs of anxiety or vulnerability. As a result, they may resort to resignation as a coping mechanism to evade academic challenges. On the other hand, female students tend to have stronger social connections, which facilitates their use of positive thinking and relaxation strategies that require peer interaction or self-reflection. In contrast, male students often prefer self-reliance, which may lead them to adopt negative coping strategies, such as resignation, to avoid confrontation or anxiety.

The higher mean scores for students in third year and above in the relaxation strategy may be attributed to their greater experience in managing academic challenges, including writing anxiety.

Their repeated exposure to varied writing tasks has likely enabled them to develop effective coping strategies over time. Additionally, accumulated academic experience enhances self-confidence and reduces writing-related apprehension, whereas students in lower academic levels tend to experience greater anxiety due to their limited exposure to such challenges. Furthermore, advanced-level students benefit from social support from peers and instructors, which encourages the adoption of relaxation techniques. In contrast, lower-level students may experience greater pressure due to their need to prove themselves academically, which may hinder their ability to effectively employ strategies to reduce anxiety.

The lack of statistically significant differences in writing anxiety coping strategies based on specialization could be explained by the similarity between Arabic Language Education and Arabic Language and Literature specializations. Both disciplines share a substantial number of common courses, whether at the major level or university requirements level. Additionally, students from both specializations often interact socially, whether through shared living spaces or online platforms, forming a common academic and social foundation (Al Khawaldeh & Fan, 2023). Consequently, students' major does not appear to have a significant impact on their choice of writing anxiety coping strategies.

## 6. Conclusion

The study emphasizes the importance of addressing writing anxiety among Arabic language students at Islamic universities in Indonesia. Findings indicate that positive thinking is the most frequently employed coping strategy, while resignation is the least utilized. Significant differences in strategy use were observed based on gender and academic level, with female students relying more on relaxation and positive thinking, whereas male and senior students exhibited higher resignation tendencies. These results highlight the necessity of structured preparation, peer support, and relaxation techniques to mitigate writing anxiety. The study recommends that instructors integrate confidence-building strategies to enhance students' academic writing skills. Additionally, further research should examine the influence of factors such as age, teaching strategies, language proficiency, and disciplinary differences on writing anxiety. By incorporating these measures, academic institutions can foster a supportive learning environment that minimizes anxiety and improves students' writing performance.

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### About the Contributor(s)

**Mohammed A. Al- Khawaldeh**, Faculty of Educational Sciences, Yarmouk University, Irbid, Jordan.

Email: [moh.alkhawaldeh@yu.edu.jo](mailto:moh.alkhawaldeh@yu.edu.jo)

ORCID: <https://orcid.org/0000-0002-3951-3802>

**Nasih Burhani**, Faculty of Educational Sciences, Yarmouk University, Irbid, Jordan.

Email: [Burhangus@gmail.com](mailto:Burhangus@gmail.com)

ORCID: <https://orcid.org/0009-0005-4636-9596>

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