

ANXIETY IN FACING THE EXAM WITH LEARNING ACHIEVEMENT IN VOCATIONAL SCHOOL STUDENTS

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ABSTRACT

With an atmosphere of competition, sometimes students do not concentrate fully on the exam. This is then called anxiety in the face of the exam. Anxiety in facing an exam is a momentary emotional state that is stimulated both from the outside and from within the individual by a situation that is considered threatening, in this case the situation facing the test which includes components of worry and emotionality. Learning achievement is a picture of the level of success and activities during the lesson. So student anxiety has an important role in student achievement in school. The purpose of this study was to examine the relationship between anxiety in facing exams with student learning achievement. The population in this study were students of the Jakarta VIC. Based on the results of data analysis using the Pearson product moment formula with SPSS version 11.0 for Windows, the correlation coefficient is - 0.200 with a significance level of 0.022, meaning $p < 0.05$, so it can be concluded that there is no relationship between anxiety in facing exams with learning achievement the student.

Keywords: Anxiety, learning achievement, students.

Background

National development, as covered by the 1993 GBHN, is carried out in the context of the full development of Indonesian people and the development of all Indonesian people. Through the world of education it is hoped that it can improve the quality of Indonesian people and society, as a source and purpose of development, so that they become advanced, independent and equal to other nations.

Orientation on achievement is increasingly felt by individuals once entering the school environment. Achievement is something that is highly demanded by the school, so if it does not perform according to the standards set is an unexpected condition or behavior. As a result of this situation, the atmosphere created and dominantly felt by students is the atmosphere of competition for achievement.

The atmosphere of competition created by students is also seen in vocational students who are indeed in the process of development as teenagers have some interests. One of them is educational interest (Hurlock, 1994: 220). The magnitude of adolescent interest in education is strongly influenced by adolescent interest in work. If teens expect jobs that demand higher education, education will be considered a stepping stone. Many factors influence greater adolescent attitudes towards education. One of them is values that indicate academic success or failure. These values are then referred to as student learning achievement. Because a student's performance is measured by a learning achievement test, the student must do the test as well as possible. However, because the competitive situation is very pronounced, students

sometimes do not have full concentration in the execution of the test. This is called anxiety in the face of the exam.

Greist and Jeverson (Dwita, Natalia, and Soewono, 2002: 180), mention anxiety is a universal human experience, an emotional response that is not expressed and directed, because the source of threats or thoughts about something that will come is unclear and not defined.

Anxiety experienced by students in facing an exam, is caused by a test situation or evaluative situation perceived as something that is threatening and tense. As perceptions in general are subjective, a situation that for some individuals is considered threatening, may be considered non-threatening for some other individuals. The phenomenon of anxiety about this test can be seen in the situation of high school where the competitive atmosphere is full of challenges and demands, especially the demand for achievement as lived by students who are motivated to show good performance.

Formulation of the Problem

Based on the description above, then the problem formulation is made as follows:

"Is there a relationship between anxiety in facing exams on learning achievement in Jakarta Kesdam Jaya Vocational students."

Benefits of Research

In connection with the connection between anxiety in facing exams on learning achievement, students are expected to pay attention to both of these things in order to achieve optimal learning achievement. Also expected that the teacher concerned can help students to direct anxiety so that it is positive for student learning activities.

Learning Achievement

Understanding learning has been raised by many experts with different views, but basically it is the same, namely the process of changing behavior as a result of interaction with the environment in finding the needs of life that are visible in aspects of one's behavior. This was revealed by Slameto (1995: 2) where learning is a process of changing behavior that is entirely new, as an individual's experience in interactions with his environment.

If you have previously talked about learning, then it cannot be separated from the continuation of what is known as achievement. It was said by M. Ngalim Purwanto (1993: 80) that achievement is something that is used to assess the results of lessons given by teachers to students or by lecturers to students within a certain period of time. Achievement can also be obtained after being given a test to someone, where the test is adjusted in their field of activity. This is in line with what was said by Thursan Hakim (2001: 1) where an increase in the quality and quantity of student behavior such as an increase in one's abilities, skills and attitudes in completing something can be said as an achievement that has been achieved through the evaluation stage.

While Sumadi Suryabrata (1993: 320) said that learning achievement as a result of evaluation of a process that is usually stated in quantitative form, specifically prepared for evaluation, such as report cards.

Factors That Influence Learning Achievement In general, the factors that influence learning achievement can be divided into three types, namely (Muhibbin Syah, 2002: 132):

1) Internal factors (factors within students), i.e. physical/piritual state/condition of students.

- 2) External factors (factors from outside students), namely the environmental conditions around students.
- 3) Learning approach factors (approach to learning), namely the type of student learning efforts that include strategies and methods used by students to carry out learning activities subject matter.

While student achievement is generally influenced by factors as follows (Muhibbin Syah, 2002: 133):

- 1) Intelligence
- 2) Student attitude
- 3) Student talent
- 4) Student interest
- 5) Student motivation

Lack of motivation or desire to excel in students is generally caused by a number of things, including: dissatisfaction with achievements, lack of stimulation from the school or parents, causing students to not want to progress in their studies.

Report cards as an Assessment of Learning Achievement Results

Learning achievement can show the level of success, because learning achievement is the result of evaluation (Sumadi Suryabrata, 1993: 318). The purpose of evaluating the results of learning achievement is to know at the time of the assessment that was the extent of the progress of students. The results of the assessment are stated in an opinion whose formulation varies. Some classify using symbols A, B, C, D, E, and there are those who use scales up to 11 levels, ranging from 0 to 10.

To arrive at the final assessment of learning achievement results, students need to do an evaluation first. Important moments in the evaluation of procurement are when the methods are planned and evaluation tools are created. When it can be used as a basis for a description of the work steps taken by the teacher in the context of product evaluation. The sequence of steps is as follows:

- a) Creating a test evaluation tool
- b) Carry out testing of learning outcomes
- c) Checking test results of learning (correction)
- d) Interpreting data and giving value
- e) Report the results of the learning evaluation

ANXIETY IN FACING THE EXAM

Understanding Anxiety

Anxiety is a term that is often used in everyday life, as in other emotions. Anxiety is a part of human life experience. Anxiety is a normal accompaniment of growth, from change, from the experience of something new and untried, and from the discovery of one's own identity and meaning in life (Kaplan et al, 1997: 1).

Anxiety can be given various definitions, depending on where people see it. Theoretical reviews from experts also differ, according to their respective points of view and always changing or modifying. This raises differences of opinion regarding the concept of anxiety.

Actually the term from anxiety (anxiety) comes from the Latin word "angustus" which means narrow or limited and "ango" or "anxi" which means binding or strangling or holding (Stern, 1964: 12). In everyday life, anxiety is a complex concept and has many meanings, for example:

- a. Anxiety which is interpreted as a momentary emotion, for example: he is anxious at this time.
- b. Anxiety is interpreted as a disposition, for example: he is a worrier.
- c. Anxiety is interpreted as a cause of behavior, for example: he overeats because he is worried.

Hurlock (Anindya Dwita, Johanna Natalia, and Soewono 2002: 180) mentioned anxiety is the thought of an unpleasant situation in the future or anticipating pain and the situation is more caused by the individual himself. Whereas Greist and Jeverson (Anindya Dwita, Johanna Natalia, and Soewono 2002: 180) mention anxiety is a universal human experience, an unpleasant and worrying emotional response, an anticipatory reaction, an unexpressed and undirected fear, because the source of threats or thoughts about something to come is unclear and not defined.

According to Dadang Hawari (2001: 64) anxiety is a term that is very familiar with everyday life that describes the state of worry, fear, anxiety, panic, accompanied by various physical and mental disorders. It can be said that the anxiety experienced by these individuals not only has a major psychological effect but also on physiology such as the heart beating fast and hard, breathing faster, easily tired, irritable and sweating.

The Concept of Anxiety

Spielberger (Slameto, 1995: 185) was the first person in the theory of anxiety to distinguish between momentary fluctuations in anxiety levels with the type of anxiety as a stable personality variable. Therefore, Spielberger (De Clerq, 1994: 49) interprets anxiety into two types because anxiety is seen as a concept that has two different but interrelated meanings, namely:

a) State Anxiety

Namely emotions that are temporary and is a specific symptom of how individuals deal with a certain threatening situation that is objective, so it can be said the intensity of state anxiety will vary and according to the number of threats received by individuals and will decrease if the individual undergoes relaxation.

As a momentary emotional state caused by fear, anxiety and tension, as well as panic feelings, this momentary anxiety can change at any time. This changing anxiety state is caused by the level of momentary anxiety a person experiences at a particular time. In addition it is said that momentary anxiety is a negative effect, where momentary anxiety is a real feeling of tension, concern, anxiety, and worry.

It can be concluded that momentary anxiety is a sudden emotional state characterized by tension and worry that is accompanied by an increase in physiological activities, such as rapid heart palpitations, irritability, difficulty concentrating, sweating and breathing quickly.

b) Basic Anxiety (Trait Anxiety)

Namely, anxiety which is a personal trait or basic nature of each individual, which is more permanent (such as innate) and will appear in a situation or event where the individual feels disturbed or feels threatened and subjective, meaning that the anxiety is a feelings that must be owned by each individual, but how individuals are able to reduce it by way of diversion, rejection and or self-protection mechanism in the form of catharsis so as to reduce the anxiety so it does not become pathological.

Someone who has a high basic anxiety score, tends to feel a variety of situations so that it is more threatening than someone who has a low basic anxiety score. In addition, Spielberger (Slameto, 1995: 185) says that basic anxiety is an important personality disposition, an environmental demand with an ability to respond. This is part of the physiology of the individual, specifically the reticular arousal system with the autonomic nervous system and the possibility of this being passed down.

Types of Anxiety

- a. Anxiety Reality, when individuals feel anxious about dangerous objects found in the outside world. Example: If the situation is not safe, the anxiety generated will be even greater.
- b. Neurotic Anxiety is an anxiety experienced by an individual if his instincts cannot be controlled so that the individual can take a wrong action. Example: Phobia on an object.
- c. Moral anxiety, ie individuals whose ego develops well tend to feel guilty if the individual does or thinks to do something that is contrary to moral norms. This moral anxiety has a clear basis of reality, because in the past the individual has received punishment as a result of violating the moral code. Example: If someone feels that they have done something wrong then that individual will feel guilty excessively.

Anxiety in the Exam

As stated above, momentary anxiety is anxiety associated with special circumstances. In this case connected to the field of education. This anxiety can be related to school conditions such as heavy school assignments, demands on learning achievement, unfavorable classroom environment, demands from teachers, or the school organization itself which sometimes allows for the emergence of students' concerns about achievement students later because students feel they are not trying their best, thus raising anxiety (Slameto, 1995: 185). In line with what was stated by Benjamin et al (1981: 817) that anxious responses disrupt individuals to retrieve and use information that is actually known to them.

The Anxiousness in facing Tests on Learning Achievement

Anxiety has a profound effect on student behavior. As a situation, anxiety is usually associated with special environmental situations, such as test situations. In fact, the need to hold an exam in the field of study is to determine students' understanding of the material that has been taught in one period in education. Learning achievement produced by these students according to Thursan Hakim (2001: 84) is a description of aspects of the strengths and weaknesses of students, as a clue about the changes that occur due to the learning process through which students also understand and understand the material that has been taught in a period of time certain.

But the anxiety experienced by students when taking an exam can be said to be healthy if the anxiety can encourage individuals to increase their efforts so that they can do work with good results, but excessive anxiety can interfere with students in using their abilities.

As data collected by Spielberger (Slameto, 1995: 186) shows that at the stage where school work is most challenging for students (not too difficult or too easy), students with low levels of anxiety perform better than students with levels of achievement high anxiety. This opinion is also supported by Kirkland (Slameto, 1995: 186) who makes a conclusion regarding the relationship between tests, anxiety and learning outcomes:

- a) Moderate anxiety levels usually encourage learning, high anxiety levels interfere with learning.
- b) Students with low levels of anxiety are more anxious about tests than smart students.
- c) If students are familiar with the types of tests that will be faced, then anxiety will be reduced.

- d) On tests that measure memory, students who are very anxious give better results than students who are less anxious. On tests that require flexible thinking, students who are very anxious have worse outcomes.
- e) Test anxiety increases when test results are used to determine student levels.

CLOSING

Conclusion

Based on the results of the analysis of research data, it can be concluded that there is a significant negative relationship between anxiety in facing the exam with learning achievement at the Kesdam Jaya Jakarta Vocational School.

This shows that the more students can reduce and direct their anxiety the better learning achievement is produced.

Suggestions

Based on the discussion and conclusions that have been described, the authors propose several suggestions, including:

1. Based on the categorization of student anxiety in facing exams is low. This encourages students to perform well. It is expected that students can spur interest and motivation from themselves on the subject and apply good learning habits by avoiding learning delays.
2. The school as the organizer of teaching and learning activities should continue to pay attention, provide information and guide students, especially those who have difficulties in learning. It is also expected that the instructors will not only provide subject matter but also guide students in channeling student anxiety such as providing ways that can direct anxiety but still face the test well and confidently.
3. It is expected that counseling guidance teachers can pay more attention and study students who have an anxiety that is quite disturbing in the performance of the exam.
4. The parents of students are also expected to work together in the form of attention and guidance in managing study hours and good study habits such as avoiding study delays so that when examinations are held, students can be confident in taking tests, because with good study habits, students have good preparation too.

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