

EMOTIONAL REGULATION AND ANXIETY FACING SCHOOL EXAMINATIONS (CASE STUDY OF CLASS IX STUDENTS AT SMPN 60, CENTRAL JAKARTA)

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ABSTRACT

This study aims to see the relationship between emotional regulation and anxiety of grade IX students who will face the School Exam (US) at SMPN 60 Central Jakarta. The study involved 147 students. The instrument used was a Likert scale questionnaire to measure emotion and anxiety regulation. The data were analyzed using the assumption test, normality test, and Spearman correlation test. The results showed a low relationship between emotion regulation and anxiety facing School Exams (US). The implication of this study is to emphasize the importance of developing good emotion regulation to reduce anxiety. Suggestions for students to optimize their emotional regulation skills to cope with anxiety or the emotions they feel. Students must also practice emotion regulation skills so that they can cope with the emotions they feel by understanding various strategies in doing emotion regulation.

INTRODUCTION

Education is a very important part of human life, through education it can form good quality human resources in terms of spirituality, intelligence and ability. School is an institution for students to actively and independently develop themselves and their potential. In addition, education provides a great source of emotional experiences.

In every process of learning activity there will be an evaluation. Evaluation aims to determine student learning outcomes. Evaluation that is carried out well and correctly should be able to improve the quality and the evaluation helps students improve their learning. The evaluation determined by the school is the School Examination carried out by students at the final level. School exams (US) are one of the government's ways of improving the quality of Indonesian education. According to Wafiq's explanation (2014), the School Examination (US) is an activity to measure students' competency achievement carried out by educational units to obtain recognition for learning achievements and is one of the requirements for graduation from an educational unit.

As the School Examination (US) approaches, many students feel anxious, especially class IX students. This has happened since the School Examination (US) was made the standard for passing scores by the government. The fear of failure in the School Examination (US) makes students feel depressed, worried and frightened. Not a few students feel anxious when they want to face the School Examination (US). The cause of anxiety about facing the School Examination (US) is because they consider the School Examination (US) to be something difficult. The School Examination (US) is considered a frightening specter for students, especially class IX students who will take the School Examination (US). Fear of failure or getting bad grades is a threat for class IX students (Agustian & Asmi, 2010).

School Examinations (US) are often considered a burden for students, especially those who are currently in class IX of junior high school. The feeling of fear felt by students can become a burden that can cause students to feel anxious when facing the School Examination (US). The anxiety felt by students is a feeling of worry experienced by students who will face the School Examination (US). Usually this anxiety is experienced because they are afraid of failing the School Examination (US).

According to Kaplan, Sadock, and Grebb (quoted in Fauziah & Widury, 2008) Anxiety is often accompanied by physical symptoms such as headaches, fast heartbeat, or being restless and unable to sit still. The symptoms of anxiety that appear can be different for each person. Anxiety are two emotions that function as a sign of danger. Fear arises if there is a clear or real threat, comes from the environment, and does not cause conflict for the individual. Meanwhile, anxiety arises if the danger comes from within, is unclear or causes conflict for the individual.

According to Fieldman (2012), anxiety takes the form of panic attacks that last from a few seconds to several hours. Anxiety manifests in four symptoms, namely, physical, behavioral and cognitive. Physical symptoms include frequent urination, stomach ache, nausea, feeling weak, heart palpitations, shortness of breath and restlessness. Behavioral, avoidant behavior, attached, dependent, and shaken behavior. Cognitive, worrying about something, believing that something terrible will happen for no apparent reason, fixated on the sensation of need, feeling threatened, very alert, and having difficulty concentrating or focusing. This symptom is also felt by students who will face the School Examination (US).

Class IX students are required to be prepared to face the School Examination (US). Emotions have a frequency and intensity that affects students in classroom interactions, influences learning, and students' personal growth and development. In general, it can be assumed that pleasant emotions can lead to higher levels of behavioral and cognitive engagement in students. The emotions felt by students can interfere with the student's goals. Thus, students must use strategies to deal with the intensity and duration of the emotions they experience. A strategy that students can use to reduce feelings of anxiety is Emotion Regulation.

Emotional regulation can be used as a way to reduce anxiety when facing a national exam. Emotion regulation is the ability of individuals to assess, overcome and manage emotions appropriately in order to achieve emotional balance (Gross, 2007). Thompson (2009) emphasized that emotional regulation is emotional regulation aimed at maintaining emotions. Koole (2010) said that emotional regulation is a process that a person carries out to direct their emotions spontaneously.

Based on previous research, emotions have a related role in generalized anxiety disorder including poor emotional understanding and poor emotional management (Flanagan, McLaughlin, & Mennin, 2009). Individuals who experience anxiety have difficulty regulating negative emotions. So individuals must play an important role in developing emotional regulation to overcome anxiety (Hudson, Hurrell, & Schniering, 2015). Emotion regulation provides support to individuals who experience symptoms of anxiety, emotion regulation is used as prevention and treatment of anxiety, especially among individuals with sensitivity (Idadpanah, & Schumacher, 2016). Emotion regulation has a potential role in the relationship between trait motivation and anxiety (Kombouropoulos, O'Connor, Smillie, & Staiger, 2014).

From the background described above, the researcher wants to see whether there is a relationship between emotional regulation and anxiety in class IX students who will face the School Examination (US).

RESEARCH METHODS

This research uses quantitative research methods with a quantitative correlation approach which aims to answer the research hypothesis and analyze the relationship between the Emotion Regulation variable and the Anxiety variable in class IX students who will face the School Examination (US).

The population of this research is class IX students at SMPN 60 Central Jakarta who will face the School Examination (US).

Table 1: Distribution of Student Numbers

Class	L	P	Amount
9A	14	16	30
9B	15	15	30
9C	14	16	30
9D	15	16	31
9E	15	15	30
Total Number			151

The research instrument used was the Linkert scale questionnaire. The scale consists of two parts, namely the emotional regulation scale and the anxiety scale. The emotional regulation scale uses a modified scale from Soric and Penezic (2016), namely the AERQ (Academic Emotional Regulation Questionnaire) scale. The scale consists of 35 statement items. Meanwhile, to measure anxiety, researchers compiled their own questionnaire based on aspects of anxiety from Hazelus. Aspects of anxiety include worry, emotionality, and behavior. The scale consists of 35 statements.

The data collection technique used was by giving questionnaires to the research subjects, namely class IX students who were going to face the School Examination. For data analysis, assumptions were tested first. Assumption tests carried out include a normality test to assess the distribution of the data and a linearity test to evaluate the linearity of the data. If the data meets these assumptions, data analysis is carried out using the Spearman correlation test technique.

RESULTS

This research involved 147 class IX students at SMPN 60 who were about to face the School Examination (US). After collecting data, an assumption test is carried out to ensure the data meets the requirements for statistical analysis.

Table 2: Data on Number of Subjects Based on Categorization

Categorization	Emotion Regulation		Anxiety Facing the UN	
	Amount	Percentage (%)	Amount	Percentage (%)
Low	147	100%	20	17,0 %
Currently	0	0%	102	69,3 %
Tall	0	0%	25	13,6 %

The normality test was carried out using the Kolmogorov-Smirnov Test in SPSS software. Based on the results of the normality test in the table below, it can be seen that for the emotional regulation variable the significance value is $0.033 < 0.05$, so the emotional regulation variable data is not normal, while for the anxiety variable the significance value is $0.508 > 0.05$, so the anxiety variable data is normal.

Table 3: Normality Test

Variable	Kolmogorov Smirnov	Asymp.sig. (2-Tailed)
Emotion Regulation	1,431	,033
Anxiety	,822	,508

The linearity test was used in this research to determine the linearity of the regulatory variable scores with anxiety about facing school exams.

Table 4: Linearity Test

Variable	Significance of Linearity
Anxiety * Emotion Regulation	,413

Based on the results of the linearity test in the table above, it can be seen that the linearity significance value is $0.413 > 0.05$ so it can be concluded that there is no linear relationship between the two variables.

Hypothesis testing in this study used the Spearman non-parametric statistical correlation test. Researchers used this statistical method because one of the variables in this study was not normally distributed.

Table 5: Interpretation of Correlation Coefficient

Coefficient Interval	Relationship Level
0,80 - 1,000	Very strong
0,60 - 0,799	Strong
0,40 - 0,599	Strong enough
0,20 - 0,399	Low
0,00 - 0,199	Very low

Table 6: Correlation Results

	Variable	Emotion Regulation	Anxiety
Emotion Regulation	Correlation Coefficient	1,000	0,41
	Sig. (2-tailed)		,620
	N	147	147
Anxiety	Correlation Coefficient	,041	1,000
	Sig. (2-tailed)	,620	
	N	147	147

Based on the data from the correlation test results in the table above, it can be seen that the correlation coefficient value is 0.041 with a significance value of 0.620. From these results it can be said that $p = 0.620 > 0.05$, which means there is no significant relationship between emotional regulation and anxiety about facing exams. School (US) in class IX.

The Correlation Coefficient result in the hypothesis test is 0.041. If you look at the Correlation Coefficient interpretation table, it is 0.047 in the range of 0.00-0.199, so it can be concluded that the relationship between emotional regulation and anxiety facing the National exam is very low.

DISCUSSION

Based on the results of the hypothesis test above using the Spearman correlation technique, it produces a correlation coefficient of 0.041, which means that the relationship between emotional regulation and anxiety about facing the School Examination (US) is very low and the significance result is 0.620 or $p > 0.05$, which means there is no significant relationship between Emotional regulation with anxiety facing the School Examination (US) in class IX students.

If we look at the categorization of the emotional regulation scale, it is known that the class IX students who were the subjects in the research had a low categorization range, as many as 147 students (100%) which were all the subjects used by the researchers had low emotional regulation abilities.

If we look at the categorization of the anxiety scale facing the National exam, it is known that students have a categorization range ranging from low, medium, to high. There were 20 students in the low category (13.6%), 102 students in the medium category (69.3%), and 25 students in the high category (17.0%).

The results of the analysis above show that class IX students have low emotional regulation abilities and have moderate to high anxiety in facing the School Examination (US). Class IX students range in age from 14-16 years where students are in their early teens.

After conducting research and data analysis carried out by the researcher, the researcher achieved his goal of finding out whether there was a relationship between emotional regulation and anxiety about facing the School Examination (US) in class IX students and the results obtained were that there was no relationship between emotional regulation and anxiety about facing the School Examination. (US) in class IX students.

Class IX students do not have good emotional regulation skills so they cannot regulate or manage the emotions they feel because class IX students have emotional maturity that is still not stable. Students who do not have good emotional regulation skills can cause the anxiety they feel due to the National exam to not be reduced.

CONCLUSION

Based on the results of research data analysis, it can be concluded that there is no significant relationship between emotional regulation and anxiety about facing the School Examination (US) in class IX students at SMPN 60 Central Jakarta. This is proven by the Spearman correlation test which produces a correlation coefficient of 0.041, which means that emotional regulation and anxiety facing the School Examination (US) have a very low relationship and the significance result is 0.620 or $p < 0.05$. Thus, this research hypothesis is rejected because there is no significant relationship between emotional regulation and anxiety about facing the national exam.

SUGGESTION

Researchers advise students to optimize their emotional regulation abilities to overcome the anxiety or emotions they feel. Students must also practice emotional regulation skills so that they can deal with the emotions they feel by understanding various strategies for regulating emotions.

Researchers suggest to teachers that teachers should not only focus on students' academic abilities, but should also provide support, encouragement, direction and relaxation to students so that students can control and overcome the anxiety that students feel, so that when carrying out the National exam students feel calm and confident. to his abilities.

For future researchers who are interested in researching emotional regulation and anxiety, researchers suggest improving the measuring instruments so that the results obtained are more accurate. Before conducting further research using the same topic as this research, future researchers are required to review the current and previous research with different objects. If future researchers want to adapt or modify the measuring instruments in this research, the researcher must equate the age of the subject with the age of the subjects studied in this research.

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