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Self-efficacy and anxiety of National Examination among high school students

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Abstract

This study aims to analyze correlation of self-efficacy and anxiety of National examination (Ujian Nasional) among high school students in Lhokseumawe, Aceh Province, Indonesia. Participants of this study were 102 students of 12 grade at Lhokseumawe 3 High School (SMAN 3 Lhokseumawe). The study was conducted with a quantitative approach and performed in Lhokseumawe, Aceh Province, Indonesia. Measurement of examination anxiety was done by using Examination Anxiety Scale which developed by Putri and Qudsyi (2014) which based on Bucklew's theory and students self-efficacy variable was measured using Morgan-Jinks Students Efficacy Scale (MJSES) which developed by Jinks and Morgan (1999). Cronbach's Alpha coefficient of each scales are 0.804 for Examination Anxiety Scale and 0.797 for Indonesian version of MJSES. Result of data analysis showed that there is significant negative correlation between self-efficacy and anxiety of National examination among students, with $r = -0.200$; $p = 0.022$ ($p < 0.05$). Based on this analysis, it can be concluded that there is a significant negative relationship between self-efficacy and anxiety ahead of the National Exam in high school students. It can be said that the higher self-efficacy owned by high school students, the less anxiety that felt before the National Examination. Based on the analysis performed, produced the value of R Square of 0.040. Based on this analysis, it can be concluded that the role of self-efficacy has reduced by 4 percent against anxiety that felt by high school students before the National Examination.

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1. Introduction

One of important issues in education is the quality of education. Indonesia's government, in this case Ministry of Education and Culture has committed to undertake quality improvement in all types and levels of education as one of the main targets of development in education. According to Windham (in Widiyanti, Patmonodewo, & Zarfiel, 2009), improving quality of education can be seen from the outcome of education, and the final result can be seen from its output and outcome. Output is a direct result of the educational process, including academic achievement, while outcome is long-term effects of educational process.

Quality of education in Indonesia can be seen through the evaluation of educational process that has lasted. The evaluation was done to see how big achievements that have been achieved by learners. Based on Permendikbud No. 3 of 2013, there are four criteria for graduation of students from the educational unit taken, namely completing entire learning program, obtain a minimum value both at final assessment for all subjects, graduate school exams, and pass the National Examination (UN). Can be seen here that, learners deemed to have completed the educational process if it meets four criteria, and one of them was passed in National Examination (UN).

Under the regulation of National Education Standards Agency (BSNP) No. 0022/P/BSNP/XI/2013 about Standard Operating Procedures (POS) Implementation of National Examination in School Year 2013/2014, graduation of students from UN is determined based on Final Score (NA). Final score (NA) is obtained from combined score of school exam subjects tested nationally with score of UN, with a weighting of 40% to the score of school exams and 60% to the score of UN. Additionally, learners have passed the examination if the average Final Score (NA) of all subjects tested lowest achieving 5.5 (five point five), and final score of each subject lowest 4.0 (four point zero).

Although score of UN did not become a major component in determining the graduation of students, graduation in UN still be one of the main goals of students. Moreover, some universities also accommodate score of UN as a recommendation into universities (www.pusat-ujinasional.com, 2013). Given the importance of UN as a determinant of students' graduation, often students feel psychological burdens before UN, such as feelings of anxiety and fear if later does not pass the examination. As stated by Suharto (2012), that the problems faced by students approached UN is anxiety and fear of not graduating.

Survey ever conducted by Kemdikbud in 2012 (www.tempo.co, 2012) showed that 56% of students feel anxious in facing of UN, 22.4% of students felt very anxious, and 21.6% of students feel indifferent in facing of UN. In addition, the survey also presented the results of that as much as 37.2% of students feel very worried about the exam, 37.2% of students felt quite worried, and 25.6% of students feel not worried. In line with that Suharto (2012) also presents the results of a survey of 292 participants of UN in SMAN 7 Bandar Lampung, the results show that 47% of students expressed worry, fear, and anxiety can not meet the expectations of parents and schools to be able to graduate with high marks. Then only 53% have confidence and be ready to deal with it (Suharto, 2012).

Exam has become one source of worry and anxiety in a process of education that student passed. Several studies have shown, that work associated with academic and exam represents as a source of its own concerns for middle school students. As research conducted by Gallagher and Millar (in Putwain, 2007) showed, that six highest ranking student who became a source of concern related to school work, which pass the exam become the main source of worries rank and consequence failed the exam. In line with Packard (1999) which states that in a survey, students rank first in category of most schools make students anxious and stressed.

In essence, feelings of anxiety when facing exams is a natural thing to happen. Anxiety can be experienced by anyone and anywhere, including perceived by students just before exams, especially on a National scale test and become one of determining the graduation of students from school. Adewuyi, Taiwo, and Olley (2012) explained, that anxiety is the emotional component man shown in form of worry and anxiety. When emotional component is shown associated with a condition test or exam, then this is also called test anxiety (Adewuyi et al., 2012).

Huberty (2009) explains, that anxiety is a normal emotional state in humans, and may occur in a variety of situations, one of them in school setting. Huberty (2009) adds, although anxiety is a normal thing in humans, however, if anxiety is constantly allowed to drag on will be able to interfere with individual's own condition. Like for example, anxiety that felt by students during exams, it can have a negative effect on the ability of student to be able to demonstrate optimal performance. Students with high anxiety tend to be less than optimal in its performance compared with students whose low anxiety (Hill & Wigfield, 1984). In fact, the consequences are unacceptable from

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