THE RELATIONSHIP BETWEEN STUDENT ANXIETY AND COPING OF SMAN 1 KUOK FOR FACING NATIONAL EXAMINATION

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Abstract

In facing the national exams, students often have feelings of anxiety, and even some who suicide because of failure to pass the national exam. Because of the inability to overcome anxiety, the teenagers will have to use their own ways to solve the problem. This study aims to determine the relationship between the students’ anxiety and the students’ coping level in national exams. This study used descriptive correlative design involving 97 respondents was taken total population technique. The results showed experiencing majority of respondents (65%) had high anxiety and some of the respondents (59%) using adaptive coping in dealing with anxiety. Based on the results of chi square test shows that there is a relationship between students' level of anxiety with coping in the face of national examinations (p = 0.000; α 0.05). This study has implications for the school so that research results can be used as evidence base in preparing a plan to reduce student anxiety in the face of national exam

Keywords: Anxiety, Coping, National Exams

BACKGROUND

Education was one determinant of a nation's development through education which could produce human resources who were competent and qualified. Educational success can be seen from the success of the learning that teachers do their students. Measurement and assessment of learning provided by the teacher to the students was done through an evaluation. The evaluation was conducted to assess and measure how successful students in the learning process. Evaluation can be seen one of them through a national exam that is usually held at the end of the level of education (Daryanto, 2001).

The national test was a test or evaluation study conducted by the Ministry of National Education to determine a student's graduation (Indonesian Ministry of National Education, 2008). This national exam has an average standard value set by the government. A passing score was crucial in order to pass students to follow college. Data issued by the Agency for Public Information and Information Technology Ministry of Communications showed that 90.27 percent of examinees major national SMP / MTS / SMTP 2010 passed, while students who must repeat the UN as much as 9.73 percent. As for the level of high school graduation rate reached 92. 15%, while that does not pass by 7.85 percent (Keksi, 2011).

Basically, in the face of a national exam students were often plagued by feelings of...
anxiety. Sudrajat (2008), suggests that many students who experience anxiety when faced with a national exam, and even some students were frustrated and then committed suicide for failing to pass the national exam. Anxiety arises mainly due to the amount of pressure from various parties. Students were forced to learn all the subjects that will be tested for the national exams.

Anxiously was a concern that was not clear and spreads, with regard to the statement of uncertainty and helplessness (Stuart, 2009). When anxious, individuals feel uncomfortable or afraid, or maybe have a hunch will be overwritten havoc, but he did not understand why the emotion that threatens to occur (Videbeck, 2008). This means that the anxiety experienced by a person is subjective and not the same with each other.

Anxiety level depends on various factors: factors that focuses on the biological circumstances, to defend themselves against the environment obtained during the development phase as well as adaptation to stressors encountered or commonly referred to as coping mechanisms. Coping mechanisms according Keliat (1999) is the way in which individuals in adjusting to the changes and response to a threatening situation. Individual's ability to cope anxiety in construction is the main factor that makes the clients behave pathological or not. In mild anxiety, coping mechanism commonly used is crying, sleeping, eating, laughing, imagining, cursing, smoking, exercise, reduce eye contact with others, and confine themselves to others. Coping mechanisms to deal with anxiety moderate, severe, and panic takes more energy.

Based on research conducted by Ratih (2012) note that there is a relationship between anxiety level of students coping in the face of national examinations. The results showed that students who experience high anxiety will reduce the individual's perception of land so that individuals are more likely to focus on one problem without thinking about anything else.

SMU 1 Kuok is a public school located in the district level in the District of Kuok by the number of students in grades 3 number 97 persons. The average value for the school for all subjects at national exam in 2011 was 4.8 with a number of students who do not pass as much as two people. However, the number of students who do not pass still in the normal range compared to public schools located in the district of the Kuok. However, it is certainly going to have an impact on students who will undergo a national exam in the years to come.

Based on interviews conducted with some of the students found the data that they feel anxious and afraid to face the national exam is not passed the test of national as experienced by their seniors. If they begin to imagine the
headaches, insomnia, lack of appetite and palpitations.

This study aimed to determine the relationship of anxiety with coping mechanisms that students use SMU 1 Kuok who will face the national exam in 2014.

METHODS

The design of study was a descriptive cross sectional correlation (Notoatmodjo, 2010). This design aims to describe and explain the relationship between two or more variables. The population of this study was all students in Grade 3 SMU 1 Kuok with a population of 97 students. The samples in this study were grade 3 students in SMU 1 Kuok. The technique sampling using total population as the entire population sample. Then the number of samples in this study amounted to 97 students who met the inclusion criteria. The criteria for inclusion in this study were Grade 3 SMU 1 Kuok and not serving any study leave.

This research was conducted in SMU 1 Kuok. Researchers do research before students face the UN. The study was conducted on 19 and 20 February 2014. The data collection tool used in this study is a questionnaire developed by Ratih (2012). The contents of the questionnaire is divided into 3 parts: demographic data, data about anxiety and coping patterns. Data were analyzed by univariate and bivariate (chi-square).

RESULTS

Univariate Analysis

The results showed that the respondents in this study the majority of women (61.9%). Under the guidance of participation in mind that a large part (76.3%) of respondents did not follow the guidance. Based on the results of the study are also known to respondents who experienced moderate levels of anxiety were 28 people (28.9%), high anxiety as many as 38 people (38.1%), and panic as many as 32 people (33%). Most respondents (54.6%) in this study using adaptive coping and some of the respondents (45.4%) use maladaptive coping.

Bivariate Analysis

This analysis aims to examining the relationship of independent variables (anxiety) with the dependent variable (coping mechanism) using the chi square test at 95% significance limit. Bivariate test results can be seen in Table 1.

Table 1

<table>
<thead>
<tr>
<th>Anxiety</th>
<th>Coping Mechanism</th>
<th>Total</th>
<th>P values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adaptive</td>
<td>Maladaptive</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>18</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>64.3%</td>
<td>35.7%</td>
<td>100%</td>
</tr>
<tr>
<td>High</td>
<td>19</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>51.4%</td>
<td>48.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Panic</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>44</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>54.6%</td>
<td>45.4%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results of the analysis in the relationship between anxiety coping mechanism is known that there are as many as 10 (35.7%) of
respondents who experience anxiety are using maladaptive coping mechanisms. Among the 37 respondents who experienced high anxiety, there were 19 (51.4%) of respondents who use adaptive coping mechanisms. While panic among respondents, there were 16 (50%) of respondents who use adaptive coping. Statistical test results obtained by value Pvalues = 0.000, it can be concluded that there is a significant relationship between anxiety with coping mechanisms.

**DISCUSSION**

The results provide information that respondents who experience high anxiety with adaptive coping with almost equal numbers of respondents who use maladaptive coping. From the results of the study also note that the majority of respondents were frantically using adaptive coping mechanisms and partly using maladaptive coping mechanisms. The results are consistent with research conducted by Ratih (2012) where students are experiencing high anxiety with adaptive coping mechanisms are not much different from the students who use maladaptive coping mechanisms.

Anxiety experienced by students can be caused by the tension felt in the national exams and the lack of preparations made by the students, of which only 23 of the 97 students (23.7%) were followed tutoring. The role of teachers may also affect the anxiety experienced by students. When teachers provide students with sufficient learning materials, it certainly can reduce the anxiety felt by students. Based on the research results Rahayu (2005) about the relationship of the teacher's role in the level of anxiety, it is known that if the teacher gives enough material to students before the exam, it can reduce the anxiety experienced by students.

Symptoms of anxiety that students demonstrated in this study, among others, excessive sweating, frequent urinating, dry mouth, decreased appetite, headache, shaking, heart palpitations and tense muscles. Behavior arising from such anxiety is that students become nervous easily and often sighed.

A person with high anxiety causing to only focus on specific groups and not think about everything else. This is consistent with that disclosed by Stuart (2009) that anxiety is a normal thing experienced by a person, including high school students, experienced anxiety can increase students' motivation.

In coping with the anxiety of students perform a variety of ways including follow tutoring outside school hours, tryout matters National Examination subjects held by the school and other educational institutions, to discuss matters before the National Exam faculty guidance. Other coping mechanisms undertaken by students were to do fun activities like roads as a refreshing effort, more diligent in worship, as well as ask for support from their parents when faced with a problem.
How do students' problem solving is an adaptive coping mechanism in the face of the National Exam. Stuart (2009) suggested that adaptive coping mechanism is a coping mechanism that supports the functions of integration, growth, and learning in order to achieve the goal.

CONCLUSION
In this study, the results of the quantitative analysis showed that the percentage of students who experience high anxiety as many as 38 people (38.1%) and the majority of respondents (54.6%) in this study using adaptive coping. Students who experience high anxiety with adaptive coping mechanisms are not much different from the students who use maladaptive coping mechanisms.

Students who experience anxiety in the face of national exams causing to focus on certain things and tend to ignore the other. Symptoms are felt by students include excessive hand sweating, headache, palpitations, frequent urinating etc. To reduce the anxiety of the students tried to increase religious activities such as prayer and prayerful, fun activities and enlist the support of parents.

Looking at the results of the analysis of this study, it is suggested the need for programs to address student anxiety in the face of national exams in more ways than improving the quality of education, making counseling programs for students, as well as teach students some relaxation techniques to reduce anxiety. For nursing, mental nursing in particular, this research can be a source of information to develop an adolescent mental nursing care.

REFERENCES


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