



ANXIETY OF STUDENTS IN CLASS XII SOSHUM SMAS AL AZHAR MEDAN AHEAD OF STATE UNIVERSITY ENTRANCE SELECTION

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Abstract

This research is a case study research with literature review and observation. The data collection technique we use is the method of filling out questionnaires conducted at SMA Unggulan Al-Azhar Medan which is located on Jl. Pintu Air IV. The implementation of the research was carried out on August 28, 2024. This study aims to determine the factors that are a source of anxiety for 12th grade students ahead of the PTN entrance selection. Anxiety is a disorder caused by excessive worry and fear, anxiety can worsen if it cannot be handled properly, the results of the study show that the cause of anxiety before the selection of the most dominating state university entrance is pressure from parents or teachers. Therefore, this journal will also discuss the importance of the role of family, or the surrounding environment in providing support so that students can prepare themselves better, and be more confident in determining the choice of majors or universities.

Keywords: : *Methods, Anxiety, PTN selection, social.*

INTRODUCTION

Background

Public university entrance selection is one of the most stressful stages for Grade 12 students, especially those from the Soshum or Social Sciences majors. The tight competition in school and outside of school is one of the main sources that cause pressure on students. Moreover, it is not uncommon to find students who come from science majors. Additional pressure from family economic conditions cannot be ignored. For some students, anxiety comes not only from worrying about whether they will be accepted into their desired university, but also from worrying about the cost of education. This is especially true for students who come from families with financial limitations. For them, admission is not only about achieving their dreams, but also about finding opportunities to ease their family's burden through scholarships or education subsidies

Problem Formulation

In this research there are several problem formulations,

1. Is there a difference in anxiety in students who have high academic achievement and students with low academic achievement?
2. What are the strategies or efforts that can be done by students of class XII SOSHUM to help them reduce anxiety in themselves?
3. Can anxiety affect students' mindset and interfere with their daily life?

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4. What is the role of parents, teachers and friends in helping to reduce feelings of anxiety in students of class XII SOSHUM?

The formulation of this problem can be the basis for deeper research, to identify more effective ways to solve existing problems.

IMPLEMENTATION METHOD

This study aims to measure and understand the level of anxiety experienced by students of class XII SOSHUM when facing public university entrance selection, this study can also aim to identify factors that cause anxiety, such as pressure from parents, lack of preparation and fear of failure. These objectives aim to provide a deeper insight into the problem of anxiety and find solutions that can help them to overcome the problems in anxiety to enter public universities. The benefits of research on the anxiety of XII SOSHUM students ahead of college entrance selection can deepen understanding of the level and causes of anxiety experienced by students and students, so that educators and parents can be more responsive to the fears of students and students.

The benefits of this research are also by understanding and overcoming anxiety, students can focus more on learning and preparing for exams, so that they are not indecisive about the stages of getting into the state university they want, with a focus on learning it has the potential to improve the quality of their learning when participating in the selection of state universities. experienced by students and students, so that educators and parents can be more responsive to the fears of students and students. The benefits of this research are also by understanding and overcoming anxiety, students can focus more on learning and preparing for exams, so that they are not indecisive about the stages of getting into the state university they want, with a focus on learning it has the potential to improve the quality of their learning when participating in the selection of state universities

RESEARCH METHODS

Place and Time

This research was conducted at SMAS Al-Azhar, which is located on Jl. Pintu Air, Medan City. The research implementation time lasted from August 28, 2024 to September 9, 2024.

Research Design or Model

Type of Research

This research is a case study that combines the compilation method with a quasi-experimental approach. A case study was chosen because it allows in-depth exploration of a particular phenomenon in class XII SOSHUM at SMAS Al-Azhar Medan, by utilizing data obtained through pseudo-experiments and questionnaires.

Population and Sample

The population of this study were all students of class XII SOSHUM at SMAS Al-Azhar Medan. From this population, the sample was selected purposively (to determine the sample of a study that requires certain criteria so that the sample taken is in accordance with the objectives of the study) to obtain an accurate representation of student characteristics. Inclusion criteria in the sample selection included students who actively participated in learning activities and had access to technological devices necessary for questionnaire completion via Google Form. The number of samples taken was adjusted to the needs of the statistical analysis to ensure adequate representation.

Research Instruments

instrument used in this research is a questionnaire developed based on theories relevant to the research topic. This questionnaire contains a series of closed and open questions designed to measure certain variables related to the research.



Data Collection

Data was collected through an online questionnaire using the Google Form application. Each class XII Soshum student was given a specific time to complete the questionnaire, and clear instructions were provided to ensure proper understanding of the questions. The questionnaire was designed to be easily accessible and fillable, to minimize non-response bias.

RESULTS AND DISCUSSION

Research Results

From the research conducted at SMAS Al-Azhar Medan on students of class XII Soshum, several main findings were found regarding the anxiety they experienced before the university entrance selection:

Different Anxiety Levels Based on Academic Achievement

Based on the questionnaire results, students who have high academic achievement tend to have anxiety that is more focused on the selection results. They feel worried if they cannot meet the expectations of parents and the environment. In contrast, students with low academic achievement experience more complex anxiety, ranging from the fear of failure to the inability to catch up with the selection material. They also more often feel pessimism in facing the university entrance examination.

Major Factors Causing Anxiety

Student anxiety arises from various factors, including:

Pressure from parents and teachers: 80% of respondents admitted to feeling pressured due to high expectations coming from their families, especially in terms of academic achievement and acceptance into favorite universities. Changes in the university selection system: 65% of students felt confused and anxious due to changes in selection policies such as changes in the weighting of written exam scores and portfolios. Uncertainty about the choice of major: 45% of students are still undecided in choosing a major that suits their interests and talents, thus increasing anxiety in preparing for the exam. The anxiety that students feel has a negative impact on their quality of life. As many as 60% of students admitted to experiencing sleep disturbances, difficulty concentrating, and decreased enthusiasm for learning. They also reported feeling tired easily, as well as prolonged mental tension.

Discussion

The results showed that the anxiety level of XII Soshum students at SMAS Al-Azhar Medan is strongly influenced by internal factors such as academic performance, as well as external factors such as social pressure and changes in the selection system. This anxiety not only affects students' psychological condition but also their academic performance.

Anxiety Based on Academic Achievement

Students with high academic achievement are more prone to performance anxiety, where they worry about not being able to maintain achievement or meet expectations. Conversely, students with low academic performance tend to feel less confident in the face of university selection, which in turn exacerbates their anxiety. Solution: To overcome anxiety related to academic performance, intensive assistance needs to be provided, both through counseling at school and parental support. Students need to be taught stress management techniques and given the understanding that failure does not necessarily mean the end of everything, but is part of the learning process.

Changes to the PTN Selection System

Changes in the selection system of state universities such as the weighting of written exam scores and portfolios cause uncertainty among students. This uncertainty leads to anxiety caused by lack of clear information and time to prepare. Solution: The government and schools need to provide

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more transparent and clear socialization of the PTN selection system, so that students can prepare better. Seminars and workshops related to selection preparation can be an effective solution to provide an in-depth understanding of the ever-changing selection system.

Pressure from the Environment

Pressure from family and teachers to be accepted into top universities also contributes greatly to student anxiety. Expectations that are too high without any emotional support often leave students feeling overwhelmed. Solution: Parents and teachers need to increase their role in providing emotional support to students. Instead of just demanding results, they should focus more on the process and the effort students put in. Establishing an open and supportive communication pattern between students, parents, and teachers is essential in reducing excessive pressure.

Economic Influence on Anxiety

For students who come from families with economic limitations, anxiety also comes from concerns about the cost of education. This adds to the burden on their minds in facing the selection. Solution: Schools and the government can play a more active role in providing information about scholarships and education subsidy channels. With greater access to information on scholarships, students from economically disadvantaged backgrounds can focus more on academic preparation without having to worry too much about tuition fees.

The Impact of Anxiety on Mental Health

Unaddressed anxiety can lead to more serious mental health problems such as depression and generalized anxiety disorder (GAD). This can be seen from some students who admitted to experiencing emotional exhaustion and sleeplessness due to the burden of thoughts. Solution: Schools need to provide counseling services that are easily accessible to students. These counseling services can help students cope with stress and provide them with strategies to deal with anxiety. In addition, the promotion of healthy lifestyles such as

CONCLUSION

This research highlights that high achievers tend to experience anxiety that focuses on the selection outcome, worrying about not being able to meet the expectations of their parents and the community around them, and even themselves. In contrast, low-achieving students face complex anxiety, including fear of failure and inability to catch up with the selection material, along with a higher tendency for pessimism when facing the entrance exam. The main causes of student anxiety include pressure from parents and teachers due to high expectations, confusion and anxiety stemming from changes in the university selection system, and uncertainty in choosing an appropriate major. This anxiety has a negative impact on students, which can lead to sleep disturbances, difficulty concentrating, decreased motivation to learn, feelings of fatigue, and prolonged mental tension.

According to research, high-achieving students are more prone to performance anxiety, fearing their inability to maintain their achievements and meet expectations, while low-achieving students tend to lack confidence in the face of university selection, exacerbating their anxiety. In addition, changes in the university selection system, such as the weighting of written exams and portfolios, create uncertainty among students, which causes anxiety due to the lack of clear information and preparation time.



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