



Students' Academic Anxiety in Preparing for Final Examination in View of Gender

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Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan kecemasan akademik mahasiswa menjelang ujian akhir semester di tinjau dari jenis kelamin. Subjek penelitian berjumlah 50 orang yang diambil dengan menggunakan teknik cluster sampling sehingga semua fakultas dapat terwakili. Alat ukur yang digunakan adalah alat ukur kecemasan akademik. Berdasarkan hasil perhitungan perbedaan kecemasan akademik antara mahasiswa laki-laki dan perempuan, diperoleh nilai sig sebesar $0,087 \geq 0,05$. Hal ini menunjukkan tidak ada perbedaan yang signifikan antara kecemasan akademik pada mahasiswa laki-laki dan perempuan. Rata-rata kecemasan akademik pada mahasiswa laki-laki sebesar 61,65 dengan standar deviasi 1,215, sedangkan pada mahasiswa perempuan sebesar 60,89 dengan standar deviasi 1,137. Baik siswa laki-laki maupun perempuan sama-sama mengalami kecemasan akademik menjelang ujian akhir semester, sehingga tidak terdapat perbedaan kecemasan akademik yang signifikan.

Kata kunci: kecemasan akademik, ujian akhir, jenis kelamin.

Abstract

This study aims to determine differences in student academic anxiety ahead of the Preparing for Final Project regarding gender. The research subjects amounted to 50 people who were taken using the cluster sampling technique so that all faculties could be represented. The measuring instrument used is a measuring instrument for academic anxiety. Based on the calculation of differences in academic anxiety between male and female students, obtained the sig value of $0.087 \geq 0.05$. It shows no significant difference between academic anxiety in male and female students. The average academic anxiety in male students is 61.65, with a standard deviation of 1.215, while the average female is 60.89, with a standard deviation of 1.137. Both male and female students experience academic anxiety before the Final Examination, so there is no significant difference in academic anxiety.

Keywords: Academic anxiety, final project, gender

INTRODUCTION

Academic anxiety is one of the psychological problems often experienced by students. Academic anxiety is related to anxiety about the dangers that will come from the environment of academic institutions, including teachers and certain subjects or courses. Academic anxiety refers to the disruption of thought patterns and physiological and behavioral responses due to feelings of worry about poor performance during the academic year (Zega, 2020).

Feeling worried about poor performance when academic tasks are given. The anxiety component involves understanding and interpreting a relationship level that usually appears as a negative one (Harefa, Lase & Zega, 2022). Usually appears as a negative relationship, for example, when students take a new subject, they will compare themselves to their peers. A new subject, then they will compare themselves and assume other students are better than them.

Other students are better than them. The physical component includes physiological changes such as rapid heartbeat, tense muscles, trembling hands, etc., indicating anxiety level (Abida, Eva & Farida, 2021). The behavioral component includes a person's actions and behaviors when faced with anxiety-provoking situations. These actions can be adaptive, reducing the situation's intensity, e.g., identifying and organizing materials for an assignment when a deadline is approaching. For an assignment when the deadline is approaching, avoidance creates increased anxiety, e.g., the student who clears their desk the night before an exam. The night before an exam. One of the situations that often makes students anxious is facing the Final Semester Examination. The Final Semester Examination, abbreviated as UAS, is a benchmark used by the course teachers to

measure students' understanding of the course. Understanding that students have about the courses that have been taken. UAS is often considered a frightening specter and makes students anxious (Hidayati & Nurwanah, 2019).

Make them anxious. UAS is an important component determining their graduation in the course. Anxiety within reasonable limits is considered to have a positive impact on students. Students with anxiety within reasonable limits will be encouraged to study ahead of the exam to achieve good academic performance. Without anxiety, however, most will lack the motivation to face exams, write papers, or do daily homework, especially in classes that are considered boring. It is different when the anxiety has crossed a reasonable limit, which will reduce the student's concentration in facing the exam. Excessive anxiety will undoubtedly have a detrimental impact. Various kinds of research prove the existence of a negative relationship between academic anxiety and academic achievement. The higher the academic anxiety experienced by students, academic achievement will also decrease. Decreases. Decreases. Student Academic Anxiety in Facing Examinations Based on Gender. Anxiety that is not adequately addressed can hurt the results obtained in the Final Semester Examination passed. Various factors, including age, gender, health status, experience, and the size of the stressor, can cause anxiety experienced by students (Desyanti, 2021; Mugiarto, Setyowani & Tedra, 2018).

The highest academic anxiety is generally in first-year and final-year students undergoing final assignments as a requirement for graduation. During the first year of study, first-semester students experience academic anxiety due to changes in the environment from high school to a higher level, namely college. The college level certainly makes many

changes for new students. It requires them to be able to adapt and make adjustments to their new environment so that students in the first year of college generally experience relatively high academic anxiety.

Early-semester students and late-semester students generally experience academic anxiety. In the early semester, students are caused by changes in sleep habits, eating habits, study habits, high responsibility, a different task load than before, and getting grades as expected. Academic anxiety that occurs in students is caused by fear and worry about certain situations. This anxiety makes students experience anxiety over the results obtained and everything wrong about the performance or tasks they have done. Academic anxiety can be influenced by an uncomfortable classroom environment or a fear of courses that are considered difficult. In addition, exams can also trigger high academic anxiety for students that the success or failure of an achievement obtained by students depends heavily on the learning process carried out while in class or how students can understand lecture material properly (Zagoto, Yarni & Dakhi, 2019). Activities carried out by students during learning can affect student comfort during lectures.

Including age, gender, health status, experience, and the size of the stressor. Several factors can also cause anxiety in students, including past experiences with learning, perceptions of class load, ability to manage time, family problems, and beliefs that may form more concepts in reaction to situations that lead to anxiety. Academic anxiety cannot be ignored completely, especially if we care about student achievement. If not recognized correctly, it can lead to severe and long-term consequences, such as causing students to procrastinate, decrease

performance in school, and withdraw from socializing with peers or other situations.

Some studies stated (Chris et al., 2017; Kusumastuti, 2020) that there are differences in academic anxiety experienced by males and females. Anxiety experienced by men and women. Research shows that gender is essential in determining students' academic anxiety. Various studies show that women often develop symptoms of anxiety and worry at a higher rate than men.

METHOD

This research includes comparative research to test the difference or existence of a variable in two or more different samples or the situation that occurs at different times. Data was collected using an academic anxiety questionnaire based on four aspects: Pattern of anxiety engendering mental activity, Misdirected attention, Physiological distress, and Inappropriate behaviors.

The sampling technique used was purposive sampling. Teknik purposive is a sampling technique whose characteristics have been determined and known in advance based on the characteristics and nature of the population. In this study, the characteristics of the sample have been determined in advance, namely, male and female students of the building engineering education study program (PTB) at Nias University have taken at least 1 semester of education and have experienced the mid-semester evaluation period and the final semester evaluation.

RESULTS AND DISCUSSION

Result

Based on the Kolmogorof-Smirnov normality test results, the significant results obtained are more than $\alpha = 0.05$, which means that the research data is normal so that it can be continued with the

parametric statistical method of the independent t-test. The homogeneity test was carried out with the Levene Statistic homogeneity test, which resulted in a significance of 0.656. Based on the Significance value, which is greater than 0.05, the data met homogeneity and can be continued in calculating the independent t-test.

Based on the calculation of differences in academic anxiety between male and female students, the sig value of $0.087 \geq 0.05$ was obtained. There is no significant difference between academic anxiety in male and female students. The average academic anxiety in male students is 61.65, with a standard deviation of 1.215, while the average for women is 60.89, with a standard deviation of 1.137. Both male and female students experience academic anxiety before the Final Semester Examination, so there is no significant difference in academic anxiety.

The results of this study show that both groups of students, both male, and female, both experience academic anxiety before facing the final exam. Its related to the two groups being in the same environment, which is then related to the same academic demands. The curriculum and academic demands as emotional pressure are given equally between men and women, there are no different rewards or punishments between men and women when they get achievements or make mistakes, and rights and obligations are also given equally and relatively to both male and female students.

Discussion

The results of this study showed that both groups of students, both male, and female, experienced academic anxiety before facing EAS. It is related to the two groups being in the same environment related to the same academic demands. The curriculum and academic demands as

emotional pressure are given equally between men and women, there are no different rewards or punishments between men and women when they get achievements or make mistakes, and rights and obligations are also given equally and relatively to both male and female students.

The results of this study also show that both groups have anxiety about what they will face. It is related to the end-of-semester evaluation being one of the determinants of whether the student can get a minimum score to be categorized as graduating or not repeating the course. However,

both groups of students pay less careful attention by focusing more on the results without looking at the processes during the lecture. Both groups of students also made negative adjustments to the anxiety experienced, namely, giving rise to behaviors such as procrastination, which further increased the anxiety experienced. Exams and a high number of assignments were perceived as a form of inadequate

impact of negative evaluation of the motivation and increased experience on anxiety. The things considered the most stressful for students, identified in educational institutions, are evaluation and competition between students, student academic failure, and unhealthy relationships between students and class teachers.

Anxiety experienced by a person can be caused by various things such as excessive social demands that are not or cannot be met by the individual concerned, individual achievement standards that are too high with the abilities they have, such as perfectionist tendencies, inferiority feelings in the individual concerned, the individual's lack of readiness to deal with the situation (Widodo et al., 2017).

Existing situations, negative thinking patterns, and perceptions of existing

situations or oneself. Anything related to the academic environment can cause anxiety. It is, for example, related to lecture assignments, projects that must be completed in lectures, and test situations that must be faced. Curriculum targets, learning climate, dense assignments, strict grading system, and the application of discipline in the academic environment also influence the anxiety that occurs in students. Anxiety is when a person worries that something terrible is about to happen. Anxiety will be positive when someone makes positive adjustments to resolve the anxiety, and conversely, anxiety will become a negative thing when someone makes negative adjustments (Florencea & Hapsari, 2019). In the context of lectures, anxiety can be a positive thing when it encourages students to study so as not to fail their exams. Furthermore, the anxiety experienced by a person is related to the environment, emotional stress, and physical causes.

CONCLUSION

The results concluded that there was no significant difference between academic anxiety in male and female students. The average academic anxiety in male students is 61.65 with a standard deviation of 1.215, while in female students, it is 60.89 with a standard deviation of 1.137. Both male and female students experience academic anxiety before the final semester exams, so there is no significant difference in academic anxiety.

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