



Description of Student Anxiety in Facing Midterm Exams

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ARTICLE INFO

Article history:

Received Jan 05, 2024

Revised Jan 08, 2024

Accepted Jan 18, 2024

Keywords:

Anxiety;
Exam;
Student.

ABSTRACT

Anxiety is an unpleasant emotional state, in the form of a psychophysiological response that arises in anticipation of unreal danger. This condition is caused by an unknown intrapsychic conflict. Exams are one of the stressors that students often experience. This research aims to determine the level of student anxiety in facing the Mid-Semester Examination at STIKES Hesti Wira Sriwijaya. This research is descriptive research using the Accidental Sampling technique with a sample size of 83 respondents. Research results from 83 respondents. Most of them experienced mild anxiety, namely 54 respondents (65.06%). To reduce anxiety, students are expected to prepare themselves long before the exam is carried out by studying hard and also through group study activities.

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1. Introduction

Everyone can feel anxious sometimes, but people with anxiety disorders often experience fear and worry that is both intense and excessive. These feelings are typically accompanied by physical tension and other behavioural and cognitive symptoms. They are difficult to control, cause significant distress and can last a long time if untreated. Anxiety disorders interfere with daily activities and can impair a person's family, social and school or working life. An estimated 4% of the global population currently experience an anxiety disorder (1). In 2019, 301 million people in the world had an anxiety disorder, making anxiety disorders the most common of all mental disorders (1). Although highly effective treatments for anxiety disorders exist, only about 1 in 4 people in need (27.6%) receive any treatment (2). Barriers to care include lack of awareness that this is a treatable health condition, lack of investment in mental health services, lack of trained health care providers, and social stigma (WHO, 2023).

Anxiety is a fear that combines into one almost indistinct appearance and is related to feelings of uncertainty and helplessness, a sense of isolation, alienation and restlessness. Anxiety is an unpleasant experience that begins in infancy and continues throughout life. Anxiety and fear are part of the same physiology, but anxiety is different from fear. The cause of anxiety comes from internally and the source is largely unknown, while fear is an emotional response to a threat or danger whose source comes from outside and is faced consciously. Anxiety is said to be pathological if it interferes with daily functioning, goal achievement, and normal satisfaction or pleasure (Syarifah, 2013).

Physically, anxiety is indicated by symptoms such as increased heart rate, stomach ache, digestive disorders, diarrhea, nausea, dizziness, weakness, or dry mouth. A student who experiences

test anxiety worries that he or she will not be able to handle the demands of the test well. Excessive anxiety about exams can result in suboptimal student performance. Students who experience test anxiety often fail to get the best grades and can even experience difficulty thinking, remembering, difficulty reading and understanding simple sentences or test instructions properly (Dian P. Permatasari, Unita W. Rahajen, Afia Fitriani, 2018).

Anxiety is not only felt by certain people, students are also individuals who often feel anxiety. Students who experience anxiety when following the regulations that apply on each campus. This anxiety is a stressor that the body responds to something that is considered uncomfortable. This anxiety arises when students have a heavy course load, practicum assignments, independent assignments and assignments carried out outside of the practicum, which can interfere with the student's ability to focus on one focus or attention, memory loss, easy forgetting, likes to be angry and unclear when friends another asked him (Nanda, 2015).

In everyday life, students often face demands in various situations. Students assess these demands subjectively. Some of them assess the demands as challenges and others assess the demands as threats that can cause conflict. Changes in situations that a person feels and can cause feelings of worry, anxiety, fear and a sense of unease associated with threats both from within and outside the self are called anxiety (Anissa et al., 2018). The factor that triggers anxiety is exams, exams are one part of a student's evaluation of the learning process or study material in one semester, be it UTS or UAS, but not only that, students will also do practice in the laboratory or in the hospital. And in every practicum there is also a test (Marlita et al., 2023).

Students should eliminate anxiety during exams. Anxiety can be suppressed by being prepared to face exams. Readiness is obtained by studying effectively. Students must have an interest in learning, have sufficient means for learning such as books, literature or materials. Make a study schedule and its implementation, make notes or summarize material, repeat material that has been noted or summarized and do assignments as learning practice (Ekayanti, 2019).

Several studies state that the anxiety that arises when facing exams will affect student performance, namely those with lower levels of anxiety will perform better than those who experience moderate and high anxiety (Djiwandono, 2002; Kaplan, Harold I, Benjamin, J Saddock, 2010). This research aims to determine the level of student anxiety in facing the Mid-Semester Examination at STIKES Hesti Wira Sriwijaya.

2. Method

This research is descriptive research which aims to determine the level of student anxiety in facing the Mid-Semester Examination. The research was conducted in October 2023 at the DIII Nursing Study Program at STIKES Hesti Wira Sriwijaya. The population reached in this study was students from the DIII Nursing Study Program, the sampling technique used accidental sampling with a total sample of 83 students. The instrument for measuring anxiety levels uses the anxiety scale questionnaire. Data were analyzed descriptively using a computer program.

3. Result and Discussion

This research was conducted on students of the DIII Nursing Study Program at STIKES Hesti Wira Sriwijaya semester I with a total of 83 students as respondents.

Table 1
Frequency Distribution of Respondent Characteristics

Respondent Characteristics	Frequency	Percentage
Gender		
Man	31	37.34
Woman	52	62.65
Anxiety Level		
No anxiety	12	14.45
Mild anxiety	54	65.06

Moderate anxiety	17	20.48
Severe anxiety	0	0

Based on the table above, it can be seen that most of the 83 respondents experienced mild anxiety, namely 54 respondents (65.06%).

In line with research conducted by Fitria and Ildil (2021) which was conducted at Palu Vocational School to determine anxiety before UNBK in the 2017/2018 academic year, namely that the majority of respondents experienced moderate levels of anxiety, namely 18 people (45%) and those who experienced the most anxiety were women. with a percentage of 30.5% (Fitria & Ildil, 2021).

Apart from that, research conducted at the Faculty of Pharmacy and Health Sciences, Abdurrab University from December 2022 to January 2023, the majority of those experiencing anxiety levels were women with a total of 155 people with a percentage of 64%.

Anxiety is an unpleasant emotional state, in the form of a psychophysiological response that arises in anticipation of unreal danger. This condition is caused by an unknown intrapsychic conflict. One of the physiological signs is an increased heart rate, causing feelings of threat and fear. Anxiety is a response that is triggered by a person's perception of everything that is considered a threat or stressor (Mauliyndah et al., 2018). Anxiety levels are feelings of worry that can cause uncomfortable cognitive, psychomotor and physiological responses, for example difficulty thinking logically which will affect the learning process (Ekayanti, 2019).

Anxiety is a general state of feeling uncomfortable or afraid as a normal response to a threat, but anxiety becomes abnormal when it exceeds the proportion of the actual threat, or when it appears without cause, that is, when it is not a response to changes in the environment. (Mustika Dewi & Uswatun Chasanah, 2023). Anxiety is a manifestation of a person's feelings due to pressure and requires an appropriate solution so that a person feels safe (Syafira, 2022).

Anxiety has a big influence on learning outcomes, because the anxiety experienced by individuals will interfere with concentration in facing exams. Anxiety facing exams really depends on the level of the situation, where when the level of anxiety facing exams felt by students is high it will result in delays in the exam process, because excessive anxiety and fear will inhibit the brain's performance in thinking so that students do not think clearly, and result in learning outcomes. decreases, whereas if the level of anxiety facing students' exams is low, it will encourage students to be better in the exam process (Nurdaniati & Azmi, 2022).

So that it will influence the results that students will achieve in learning. Differences in age among respondents can also influence the anxiety they feel. Younger respondents tend to have different factors that cause anxiety than older respondents. The things that younger respondents worry about tend to center around the fear of being defeated, while at older ages, respondents tend to worry about disrupting their idealistic values. (Saptarina et al., 2023).

According to researchers' assumptions, exam anxiety is triggered by uncontrolled conditions of thought, feeling and motor behavior. Uncontrolled cognitive manifestations cause the mind to become tense, uncontrolled affective manifestations result in feelings that bad things will happen, and uncontrolled motor behavior causes students to become nervous and tremble when facing exams, especially midterm exams.

4. Conclusion

Based on the research results, it can be concluded that some respondents experienced moderate anxiety when taking mid-semester exams namely 54 respondents (65.06%). For future researchers is expected to do research on anxiety in the face of tests by adding variable research as well as connecting the variables. Other than that, method used can be cross sectional or case study.

We can minimize the problem of anxiety when facing exams based on current developments in science and technology, this can be done by: Providing opportunities for students to test their abilities through practice questions in try outs or quizzes using applications or web pages, so that students get used to answering questions and helping students manage stress. Although not all people's conditions

can be the same, the following methods can be used: a) Creates a welcoming classroom environment by encouraging open communication and support, b) Teaching relaxation techniques, such as mindfulness, deep breathing, or visualization to help overcome anxiety, and c) Encourage students to take regular breaks throughout the testing process.

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