

Correlation Between Self Efficacy with Anxiety in Dealing with Final Examination of Semester in Students Faculty of Psychology Persada Indonesia YAI University

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Abstract: *This study aims to see whether there is a relationship between self efficacy with anxiety. Subjects in this study were students of Universitas Persada Indonesia YAI in 2010, which was chosen by using accidental sampling technique. Population number 168, the sample was taken as many as 113 respondents based on criteria morgan table. The method of collecting data uses the scale of self efficacy and anxiety scale. Data analysis technique used is bivariate correlation. The result of the analysis shows that $r = -0,284$ with $p = 0,002 < 0,05$. So it shows that there is a significant relationship toward the negative between self efficacy with anxiety. The higher the self efficacy the lower the anxiety.*

Keywords: Self Efficacy, Anxiety

1. Introduction

The education at this time is higher so that individuals start thinking to continue their education to the level of higher education. This can be seen in the graduation of Senior High School (SMA), will continue to the higher level of continuing education to college. Currently, universities in Indonesia are getting more and more.

Starting from State University, Private University and High School Institute in Indonesia. Universities in Indonesia have a good enough quality so that it can compete with universities from abroad.

The quality of good education is certainly through a process that is not easy and takes a long time. There are so many duties that must be done by students in order to complete their education obligation in college. In addition to studying, students are also required to perform the tasks and test the exam as part of the evaluation of students' skills in universities, such as the Middle Exam Semester (UTS) and Semester Exam (UAS).

The most determinant of the value of students in each semester is derived from the Final Exam Semester (UAS). This is because 50% comes from the value of the final exam Semester (UAS). Then the remaining 30% the value of Middle Semester Test (UTS) and 20% comes from the value

of the task. Therefore, the students study harder at the time of the final exam of the Semester (UAS).

Of course, these conditions make students of the Faculty of Psychology at the University Persada Indonesia YAI experience anxiety. Students are afraid that they will not be able to answer the questions at the end of semester (UAS). Every student was aware that the result of the study a day before the final exam of Semester (UAS) is less than the maximum. The students are worried about the value of Final Exam Semester (UAS), because the value is very influential with the value of IPK semester.

Anxiety is a tense state that motivates individuals to do something (Corey in Purwati, 2008: 88). Therefore, various reactions will accompany the individual when he feels anxious, as revealed by Maramis (in Purwati, 2008: 88) that anxiety can be tension or insecurity, and concerns that arise because the individual feels there will be something unpleasant and the source most are not realized by the concerned.

Kartono (in Purwati, 2008: 88), states that anxiety is a kind of anxiety, fear and anxiety about something that is not clear, diffuse and diffuse and has characteristics that apply to us. Weinberg and Gould (2007: 95-96) explain that anxiety is a state of negative emotion characterized by feelings of anxiety, anxiety, and accompanied by an increase in the system's need system.

Based on this understanding can be concluded that anxiety is unpleasant, and also not desired by every individual. This is because individuals are afraid of non-factual matters, and it may be that they are worried about it not necessarily, as the students experienced during the Final Exam (UAS).

In fact, students themselves do not know what kind of problem they will receive. Many of the students felt anxious about not wanting to score below the average or the students were worried about not being able to do the questions well. This is related to the high or low self-confidence or self-efficacy of the students.

According to Bandura, Self Efficacy is an individual's belief in his ability to organize and conduct a series of activities to manage favorable situations (1995: 2). Bandura (1995: 2) states that self efficacy is a belief influencing how people think, feel, motivate themselves, and act. Furthermore Schunk (in Komandyahrini, 2008: 4) defines self efficacy as an individual's self-assessment or ability related to his actions. The results of self efficacy are influenced by prior achievement, but the performance of experience should be assessed cognitively when assessing its own success (Bandura, 1995: 214).

From the above definition can be concluded that self efficacy is a belief or an assessment of a person's ability to possess about how much effort or perseverance in the face of certain tasks or activities in achieving a goal. In people with low self efficacy, the person has less motivation for what they want to do. Tend to be easily discouraged in the face of a challenge that is given to him. But if someone has a high self efficacy, then the person will do his best to finish the job. In addition, people with high self efficacy have a strong motivation and not easily discouraged in facing the challenges that are given to him.

Similarly, students who will face the Final Exam Semester (UAS), the students are also expected to have a high self efficacy to be able to do the final exam of the Semester (UAS) well and will get a good value too. From the sense of self efficacy above, each student basically has self efficacy, but the high or low vary in each person. Similarly, the students, basically students have the confidence to be able to do the final exam Semester (UAS) with good and high value. But confidence in each student is different. In addition, students' confidence in facing the Final Exam Semester (UAS) is also influenced by the efforts of students in learning.

Based on the background that has been described then the problem formulation in this study is "Is there a relationship between self efficacy with anxiety in the face of the Final Exam Semester (UAS) on the students of Psychology Faculty of Persada University Indonesia YAI?"

2. Anxiety in Dealing with the Semester and Test

Every individual must have felt anxiety. Starting from feeling anxious at a mild level to anxious levels of anxiety. The anxiety experienced by each individual is different. The trigger of anxiety from each individual also varies. Actually,

that anxiety is a normal thing for every individual. However, if the anxiety is excessive, then that is what causes an abnormal state.

Usually the anxiety occurs because of threatening situations. In addition there are also some individuals who are afraid of certain things. So when the individual knows will face the thing in fear then the individual will feel anxious.

The development of individual personality development begins from the age of the infant to the age of 18 and depends on parent education (psycho-educative) at home, education in school and the influence of social environment and experiences in life. Individuals become anxious primarily due to the imitation process and self-identification of both parents, rather than genetic influences (Hawari, 2001: 64).

Just as Corey says anxiety is a tense state that motivates individuals to do something (in Purwati, 2008: 88). Therefore, various reactions will accompany the individual when he feels anxious, as revealed by Maramis (in Purwati, 2008: 88) that anxiety can be tension or insecurity, and concerns that arise because the individual feels there will be something unpleasant and the source largely unaware of the individual concerned.

At low levels, anxiety helps the individual to take precautions to take steps to prevent harm or to minimize the impact of the hazard. Anxiety to some extent can lead to increased performance. Based on the above definition, then the anxiety is something that can be experienced by anyone and anytime. Anxiety is an unpleasant emotional state. But this is normal for every individual. The incidence of anxiety towards the individual is caused by tension or insecurity. The source of anxiety is sometimes not realized by the individual. If anxiety lasts for a long time, it will cause harm to the individual who experienced it. But if anxiety is still at a low level, the individual can make steps to prevent harm or to minimize the impact of hazards on himself.

Nevid (2003: 164) gives the characteristics that appear if the individual is experiencing anxiety that is:

- Physical Features Anxiety, such as anxiety, nervousness, trembling hands or limbs, sweating, sweaty palms, dizziness, mouth or throat, dryness, difficulty speaking, difficulty breathing, heart palpitations, vibrating sounds, fingers - fingers or limbs become cold, there is abdominal pain, frequent urination, and feeling sensitive or irritable.
- Behavioral Characteristics of Anxiety, such as avoidance behavior, attached and dependent behavior, and shaken behavior.
- Cognitive Characteristics of Anxiety, such as worrying about something, feeling distracted, fixated on the sensation of need, very alert, feeling threatened, fear of losing control, thinking that everything is uncontrollable, worrying about trivia, and difficulty concentrating .
- Thus, when such features appear, it can be indicated that the individual has anxiety symptoms.
- According to Freud (in Suryabrata, 2005: 139) the anxiety is divided into three types, namely:

- Realistic Anxiety
- Of the three kinds of anxiety, the ultimate is realistic anxiety or fear, or fear of dangers in the external world; the other two anxiety is derived from this realistic anxiety.
- Neurotic anxiety is anxiety in case the instincts can not be controlled and cause the individual to do something that can be punished. This anxiety actually has a basis in reality, because the world as represented by the parents and other individuals who hold that power punish children who perform impulsive actions.
- Moral anxiety (Words of the Heart)

This moral anxiety also has a foundation in reality; because in the past the individual has been punished as a result of an act that violates the moral code, and may be punished again.

Anxiety can serve as a signal for an unpleasant situation. According to Freud (in Bartens, 2006: 89) the function of anxiety is as a mechanism that protects the ego because anxiety gives signals to the individual that there is danger and if not done the right action then the danger will increase until the ego is defeated. This suggests that when anxiety that arises is not handled properly, it will adversely affect the individual who is experiencing the anxiety.

Sue, et al (in Trismiati, 2004: 5) mentions that the manifestation of anxiety is manifested in the following four things:

- Cognitive manifestations, manifested in a person's mind, often think about the calamity or adverse events that will occur.
- Motor behavior, one's anxiety manifests in erratic movements such as trembling.
- Somatic changes, appearing in the circumstances of dry mouth, cold hands and feet, diarrhea, frequent urination, muscle tension, increased blood pressure and so on. Almost all anxiety sufferers show an increase in heart rate, respiration, muscle tension and blood pressure.
- Affective, manifested in anxiety, and excessive tension.

Anxiety is influenced by various factors. According to Nevid (2003: 169), there are factors that affect anxiety, namely:

- Biological Factors
Such as genetic predisposition, irregularity in neurotransmitter function, and abnormalities in brain pathways that signal hazards or that inhibit repetitive behavior.
- Social Environmental Factors
Such as exposure to a threatening or traumatic event, observing fear responses to fear of the individual, and lack of social support.
- Behavioral Factors
Installation of aversive stimuli and previously neutral stimuli (classical conditioning), relief from anxiety due to compulsive rituals or avoiding operant conditioning, and lack of opportunities for extinction due to avoidance of dreaded objects or situations.
- Cognitive and Emotional Factors

Unresolved psychological conflicts (Freudian or psychodynamic theory), cognitive factors, such as over-prediction of fear, self-defeating or irrational beliefs, excessive sensitivity to threats, anxiety sensitivity, incorrect attribution of body signals, and self low efficacy. Numerous studies have supported that biological factors, cognitive factors, and biological role factors are important factors (Barlow and Rachman, in Purwati, 2000: 88).

3. Self Efficacy

Self efficacy or self-confidence is owned by each individual but different levels. As Bandura (1992: 2) says, Self Efficacy is an individual's belief in his ability to organize and conduct a series of activities to manage favorable situations. Another definition of self efficacy is the awareness of the individual's ability to master challenges and achieve goals (Papalia, 2009: 51).

Bandura (1995: 2) states that self efficacy is related to beliefs that affect how individuals think, feel, motivate themselves, and act. Furthermore Schunk (in Komandyahrini, 2008: 4) defines self efficacy as an individual's self-assessment or ability related to his actions. The results of self efficacy are influenced by prior achievement, but the performance of experience should be assessed cognitively when assessing its own success (Bandura, 1995: 214).

Baron (2003: 183) also says self efficacy is an individual's belief in his ability or competence over the performance of a given task, achieving a goal, or overcoming an obstacle. Then Alwisol (2009: 287) revealed that self-efficacy is self-perception of how well the self can function in certain situations. Self efficacy is related to the belief that the self has the ability to perform the expected action.

Individuals with high self-esteem also tend to finish faster on tasks that are difficult to resolve than individuals with low self-esteem. Instead, individuals prefer to allocate their time and effort to tasks that individuals know can be solved (Aspinwall and Richter in Baron, 2004: 183).

Based on the above definition, so it can be concluded that self-efficacy is a belief that is in each individual. Such beliefs affect the performance of each individual. Self efficacy also affects the mind and also can motivate each individual. That belief also affects individual success. Self efficacy in each individual is different. There are individuals who have high self efficacy and there are also individuals who have low self efficacy. If the individual has a high self efficacy, then the individual will be more motivated in doing an activity or task. The results of the work done by individuals who have high self efficacy tend to be better. Conversely, if individuals who have low self efficacy, then the individual will be less motivated in doing a job. The result also becomes less good.

Changes in behavior, in the Bandura system the key is the change in efficacy expectations (self efficacy). Self-efficacy or self-esteem can be acquired, altered, improved or decreased, through one or a combination of four sources, namely a performance accompaniment experience, vicarious

experience, social persuasion and generation emotional emotion (psychological states) (Alwisol, 2009: 288).

Self efficacy has three dimensions (Adisasmito, 2007: 19), namely:

- Level (Level)

The level of self-efficacy refers to the degree of difficulty a task is believed to be achievable. This level of confidence will affect the selection of activities, the number of businesses, and the resilience of individuals in dealing with and completing the tasks they live.

- Strength

The power of self-belief refers to the level of individual confidence in achieving the success of each task. Although the tasks are very difficult or difficult, the individual will still be confident to accomplish the task well.

- Generalization (Generality)

Individual beliefs about certain abilities that can be achieved successfully in various situations. Generalization of self-confidence shows a degree of self-confidence that is not limited to certain situations.

4. Self Efficacy Relations With Anxiety

Basically, each individual can measure the ability to complete each task. So also in measuring the success of the tasks undertaken by each individual. This will affect how much effort each individual to complete the task. In the face of challenge, each individual will show different reactions. Motivation of each individual is different. The greater the individual's self efficacy to solve the challenge well, the greater the effort (Bandura, 1995: 212).

Individuals with high self efficacy expectations and expectations of realistic outcomes, will work hard and endure to complete the task until completion (Bandura in Alwisol, 2009: 288). This makes the individual work hard and not easily desperate to get what the individual wants. In fact, individuals with self-efficacy or high self-esteem will try to get the best outcomes over others.

Individuals who have high self efficacy also have high confidence to succeed. Indirectly the individual will be motivated to fight optimally in order to get the best results.

Bandura (in Hidayatin, 2013: 7) reveals that improving self-efficacy will help individuals in reducing anxiety because individuals will try to control their anxiety and focus on achieving their goals, so that the anxiety of the individual will be well controlled.

Furthermore, Bandura (in Hidayatin, 2013: 7) mentions that self efficacy is useful for training against stressor control, which plays an important role in the awakening of anxiety. Individuals who have the confidence that they are capable of

controlling the threat will not experience the high level of anxiety. Conversely individuals who feel that they can not cope with threats, will experience high anxiety.

This suggests that individuals with high self efficacy can reduce self-induced anxiety. Anxiety will be overwhelmed by self efficacy or self-assurance that is driven by a strong motivation from within oneself. So that anxiety is automatically reduced. But conversely, if the individual has a low self efficacy, then the level of anxiety also increases. This is caused by the absence of motivation from the individual to complete the work or task assigned to him.

Individuals who have low self efficacy are also too afraid of things that have not been confirmed. The individual feels that he or she is unable to complete the task or job well. Individuals also think that the results that have been done will be less satisfactory.

When the individual sees someone else who has the ability almost the same as himself and the person he sees can succeed, it will increase self-efficacy in the individual. It also affects the anxiety that is inside him. The anxiety is even less than the individual who sees another person equal to himself, but fails to do something. Things like this will add anxiety and also lead to low self-efficacy in the individual self.

In the face of the Final Exam Semester (UAS), students are expected to develop self efficacy in themselves, in order to change the behavior (Alwisol, 2009: 295). This change of behavior is intended to make students more able to prepare themselves in the face of the Final Exam Semester (UAS). This will also affect the perceived anxiety. Anxiety that is in the student will be reduced if self efficacy that is in high student self. Therefore, students should be eager to prepare themselves before the Final Exam Semester (UAS) and believe that themselves are able to do the final exam of the semester (UAS) well. If the students have studied optimally, then it must be sure will get a good value from the Final Exam Semester (UAS). Thus, what is worried about the Final Exam Semester (UAS) will be reduced by itself.

5. Research and Method

The research method used in this research is quantitative research method. The population in this research is Psychology student of Persada University YAI class of 2010 which will face Final Exam Semester (UAS), amounting to 168 students.

The sample research method used by the author is the accidental sampling is a sample determination technique based on chance, ie anyone who by chance met with the researcher can be used as a sample, when viewed as a person who happened to meet it is suitable as a source of data (Sugiyono 2003: 60) . To determine the size of the sample is done using Morgan table (Sugiyono, 2003: 63) with a population of 168 students, the sample is taken 113 students.

The method used in data collection in research is the scale, to measure the variables that are not revealed. According to

Saefudin Azwar (2008: 3) that the characteristics of the scale that is, as a measure of psychology such as, stimulus in the form of questions and statements that do not directly reveal the attributes to be measured but rather reveal the behavioral indicators of the attributes concerned, the psychological scale always contains many items or statements, and the response of the subject is not seen from right and wrong, but honest and earnest.

The forms of statements to be filed on the scale are of a supportive and unfavorable nature. The scale used in this study is the Likert scale, ie the scale in the form of an attitude statement obtained by individuals based on the assessment of the scale.

The answer category of the scale consists of five categories: Very Match (SS), Fit (S), Neutral (N), Unsuitable (TS), Very Unsuitable (STS). Each alternative answer will be given a value, the value between the favorable and unfavorable answer is not the same. The form of the table is as follows:

Tabel 1: Kriteria Jawaban Skala Model Likert

Criterion	Favorable	Unfavorable
Correspondently	5	1
Correspondent	4	2
Neutral	3	3
Uncorrespondent	2	4
Uncorrespondently	1	5

In this study, researchers will use the scale of self efficacy and also the scale of anxiety. The following will be presented on two different scales:

- Self Efficacy Scale

The scale of self efficacy is based on self efficacy scale according to Adisasmito (2007: 19) that self efficacy has three dimensions, namely Level (Level), Strength (Strength), Generalization (Generality).

- Anxiety Scale

The scale-up for this variable refers to the theory put forward by Sue et al (in Trismiati, 2004: 5) states that there are four manifestations of anxiety, cognitive manifestations, motor behavior, somatic changes, and affective.

Based on the results of the measurement test of Self Efficacy Scale consisting of 30 items, it is known that 25 data items are valid and 5 items are declared dead, with correlation coefficient value (rit) ranged from 0,165-0,709. An anxiety scale consisting of 30 items was also tested and the results showed that 22 items were valid and 8 items were declared void, with correlation coefficient (rit) ranging from 0.198 to 0.759.

From the results of data analysis coefficient reliability for the scale of self efficacy obtained coefficient Alpha = 0.788 while the scale of anxiety obtained coefficient Alpha = 0.767. According to Guilford and Fruchter's rules (Kuncono, 2005: 27), the Alpha coefficient shows that the results of the

analysis are reliable, since they range from 0.7 to 0.9. This allows the author to do further research to test the hypothesis.

Bivariate correlation assessment will be used in this study to test the research hypothesis that there is no relationship between one independent variable with the dependent variable (Kuncono, 2005: 61).

6. Result and Discussion

Based on the results of data analysis obtained from 113 students of Faculty of Psychology class of 2010, correlation coefficient (r) between self efficacy with anxiety obtained value of -0.284 with $p = 0.002 < 0.05$, this means that there is a relationship between self efficacy with anxiety in the face Final Exam Semester (UAS) at the class of 2010 Faculty of Psychology University Persada Indonesia YAI.

The above results mentioned a significant relationship to the negative between self efficacy with anxiety in the face of the Final Exam Semester (UAS) on the students of Faculty of Psychology Universitas Persada Indonesia YAI force 2010. Result of correlation with the negative direction showed that the higher self efficacy it will lower the anxiety, this is in line with that proposed by Bandura (in Hidayatin, 2013: 7) reveals that improving self efficacy will be able to help the individual in reducing anxiety because he will try to control his anxiety and focus in achieving his goals, so that the anxiety that there is in him will be able to well controlled. Therefore self efficacy greatly affect students in overcoming anxiety facing the Final Exam Semester (UAS).

Based on the normality test of self efficacy behavior obtained value of $p = 0,200 (p > 0,05)$ hence the normal self efficacy scale distribution data which show self efficacy score 25-58 for low level, 58-92 for medium level, and 92-125 to a high level. The categorization of self efficacy in the students belongs to the medium category which refers to the data test result where the mean findings are 88.06 and the theoretical mean is 75. From the categorization result, it is obtained 71 respondents in the middle level and 42 respondents of the high level.

Based on the normality anxiety test obtained value of $p = 0,200 (p > 0,05)$, the normal data distribution of anxiety scale showing an anxiety score of 22-51 for low level, 51-81 for medium level, and 81-110 for high level. The anxiety of anxiety in the students belongs to the medium category which refers to the result of the data test where the mean findings are 77.65 and the theoretical mean is 66. From the categorization result, there are 11 respondents at the low level, 73 respondents are middle level and 29 respondent at high level.

7. Conclusion

The conclusion in this study is there is a significant relationship to the negative between self efficacy with anxiety in the face of the Final Exam Semester (UAS) on the student Faculty of Psychology UPI Y.A.I force 2010.

Based on the results of research that has been submitted, theoretically and practically can be submitted some suggestions as follows:

- For researchers who want to do further research is expected to choose a different subject. For example, for high school students.
- Further research is expected to use more diverse theories to further enrich the literature review.
- Furthermore, for future researchers are expected to have more diverse populations and samples to have different research results than previous researchers.
- Students of Universitas Persada Indonesia YAI, especially students of Faculty of Psychology are expected to improve their self efficacy in facing the final exam of Semester (UAS) by adding hours of study before the final exam of Semester (UAS), discussing lesson material that is not understood with more friends understand and repeat the subject matter that has been received.

Besides, the students are expected to be confident in their ability to complete the tasks and do the best job possible, so that they will feel ready in doing the final exam of the semester (UAS). This is expected to increase students' self-confidence to get good results. So the anxiety that is inside the student can be reduced by itself because it has a high confidence.

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