

# The Effect of Social Support to Anxiety in Facing National Exam with Learning Motivation as a Mediator in Class XII Students in SMK Diponegoro 1 Rawamangun East Jakarta

Dr. Lies Setiawati, SU, Psikolog<sup>1</sup>, Agita Tunjungsari S.Psi<sup>2</sup>

<sup>1</sup>Persada Indonesia University, Magister of Psychology Science Faculty Psychology, Pangeran Diponegoro, Jakarta Pusat 10430, Indonesia

<sup>2</sup>Persada Indonesia University, Magister of Psychology Science Faculty Psychology, Pangeran Diponegoro, Jakarta Pusat 10430, Indonesia

**Abstract:** *The purpose of this study is to find out whether there is an effect of social support on anxiety in the face of the National Examination with the Learning Motivation as a Mediator in Class XII Students at Diponegoro 1 Vocational School, East Jakarta. While the benefits of this research are so that the teacher can later use the results of the study as knowledge and considerations in designing teaching and learning activities. This research uses proportional random sampling technique and the method used in data retrieval is a scale method. Social Support scale research trials consist of 32 items, the scale of Anxiety in Facing the National Examination consists of 32 items, the Learning Motivation scale consists of 32 items, Based on the results of analysis of Social Support scale items it is known that 24 items are declared valid and 8 items are declared fall. The Scale of Anxiety in Facing the National Examination is known that 27 items were declared valid and 5 items were declared fall. The learning motivation scale shows that 27 items are declared valid and 5 items are declared fall. Based on the results of research data analysis using Path Analysis by performing analysis through simple regression, multiple regression and sobel test between Social Support variables and Anxiety Facing the National Examination obtained a Beta value of -0.231, between Social Support variables and learning motivation obtained a beta value of 0.625. between the Learning Motivation variables and Anxiety facing the national exam, the obtained beta value is -0.254. Based on the results of the sobel test, the z score is 2.01476 > 1.98 with a significance level of 5%, proving that learning motivation can mediate social support against with anxiety facing national examinations. It means that there is a social support effect on anxiety in facing the national exam with learning motivation as a mediator in class XII students at Diponegoro 1 Rawamangun Vocational School, East Jakarta.*

**Keywords:** social support, Anxiety Facing the National Examination, Learning Motivation

## 1. Introduction

Education is an important part of nation and state development. The education process cannot be separated from development itself, development is directed at developing quality human resources. To improve the quality of human resources, it is necessary to improve equitable and quality national education.

Education is someone's main reference in assessing each person's intelligence, many parties see education as a very important thing. One of the government policies based on Law No. 20 of 2003 in the education process is the implementation of national examinations that aim to improve the development of learning for each student and improve the quality of Indonesian education.

The National Examination (UN) is held to measure the competency achievement of students at the level of basic and secondary education units as a result of the learning process in accordance with the Graduates' Competency Standards (SKL). In addition, one of the uses of the UN results is to map the level of achievement of student learning outcomes in the education unit. One of the efforts to realize quality education requires a credible, acceptable (acceptable) and accountable account system.

In the Minister of Education and Culture it is stated that the criteria for graduation for schools, madrasas and equality education are obtained from the combined of value raport and school examination scores. For of value raport with an average heaviness of 50% to 70% and school exam scores with heaviness 30% to 50%. The implementation of the UN itself will take place from the beginning of April to the beginning of May 2018.

Enhancement graduation standards that cannot is to be avoided as a scourge and source of stress for students who will face national examinations. Fear and anxiety coupled with demands from the school and parents resulted in students who will face national examinations increasingly depressed.

Many students that feel anxious and afraid to face the National Exams. students get of internal and external pressure. External pressure comes from parents, schools or the environment that requires them to could graduation, while internal pressure comes from within themselves, shame and fear of being belittled by the community/ environment if they do not pass the test becomes a pressure for them. These demands and pressures raises anxiety in themselves.

Anxiety in facing the national exam itself is one of the psychological problems that is often experienced by

students. In the world of education this phenomenon is known by the name test anxiety (anxiety facing tests). Both print and electronic media have lately been littered with problems that students experience ahead of the national exam.

The meaning of anxiety itself according to Nevid et al (2005: 163) suggests that anxiety is an emotional state that has characteristics of physiological arousal, unpleasant tense feelings, and a feeling of apprehension that something bad will happen.

Learning can increase self-confidence and reduce anxiety. But for learning, learning motivation is needed because learning motivation plays an important role in providing passion or enthusiasm in learning (Winkel, 2004). The higher the student's learning motivation, the more time the student can afford to do his learning activities.

Understanding motivation to learn according to Sardiman (2001: 85) is the existence of a diligent effort and is based on motivation, then individuals who learn will be able to give birth to good achievements.

How strong the motivation that an individual has will determine much of the quality of the behavior he displays, both in the context of learning to work and in lives other.

Social support is the presence of other people who can make individuals believe that they are loved, noticed for and are part of a social group, namely family, parents, teachers, close friends and the surrounding environment.

Social support refers to experiences that are valued, respected, cared for, and loved by others who are present in one's life (Gurung, in Md. Yasin, 2010). Social support is defined as assistance received by individuals from their environment to overcome problems that are being faced (Setiasih, et al, 2008).

Social support is a way to show affection, care, and appreciation for others. Individuals who receive social support will feel themselves loved, valued, valuable, and are part of their social environment (Sarafino, 2006: 103).

## 2. Literature Review

### 2.1 Anxiety Facing the National Examination

#### a) Definition Anxiety Facing the National Examination

According to Atkinson (1991: 212) according to him anxiety itself can be interpreted as an unpleasant emotion characterized by terms such as worries, concern and feelings of fear that are sometimes experienced at different levels.

According to Nevid (2005: 163) anxiety is an emotional state that has a characteristic physiological arousal, an unpleasant feeling of tension and a comprehensive feeling that something bad will happen.

Based on the description of the theory obtained above, it can be concluded that anxiety in the face of the National

Examination (UN) is an unpleasant subjective experience regarding worries, deep fear of failure that may or may occur in working on the National Examination (UN).

#### b) Aspects-Aspects of Anxiety

According to Harber and Runyon (in Yuni Sarjani Rambe 2017: 84) there are four aspects or dimensions of anxiety, namely :

- Cognitive Dimension  
An unpleasant feeling that arises in a person's mind so he experiences anxiety and worry. This concern can extend from a mild level of worry, then panic, anxious and feel disaster, doomsday, dead. When individuals experience this condition, they cannot concentrate, make decisions and have difficulty sleeping.
- Motoric Dimension  
Unpleasant feelings that appear in the form of behavior such as squeezing fingers, writhing, biting lips, flicking nails, nervous and tics.
- Somatic Dimension  
Unpleasant feelings that arise in biological physical reactions such as dry mouth, difficulty breathing, mouth feels dry, cold hands and feet, dizziness such as going to faint, sweating a lot, blood pressure rises, muscle tension, especially the head, neck, shoulders and chest, and difficult to digest food.
- Affective Dimension  
Unpleasant feelings that emerge in the form of emotions, feeling tense because of emotional overflow such as being faced with a terror. This emotional outburst is usually in the form of anxiety or concern that he is close to danger when in fact nothing happened.

#### c) Factors that affect anxiety

According to Nevid, et al (2005: 196) said anxiety is influenced by several factors, namely:

- Environmental Social Factors  
Includes exposure to threatening or traumatic events, regarding fear response and lack of social support.
- Biological Factors  
Includes genetic predisposition, irregularities in neurotransmitter function and abnormalities in the brain pathway that signal danger or that inhibit repetitive behavior.
- Behavioral Factors  
Includes the installation of stimuli that were previously neutral, relief from impurity because of performing compulsive rituals or avoiding phobic stimuli and lack of opportunities for extinction due to avoidance of feared objects or situations.
- Emotional Cognitive Factors  
Including psychological conflict that is not resolved (Freudian or psychodynamic theory), cognitive factors such as excessive predictions about fear, self-defeating or irrational beliefs, excessive sensitivity to threats, anxiety sensitivity, incorrect attribution of body signals and self efficacy The low one.

### 2.2 Social Support

#### a) Definition of Social Support

According to House (in Smet, 1994: 234-235), social support as a person's perception of potential support received from the environment, social support refers to the pleasure that is felt as an appreciation of will caring with providing assistance in the context of familiar relationship.

Whereas according to Sarafino (1994: 102) social support is a some pleasure in the form of attention, appreciation or assistance that is felt from other people or groups.

Based on the description of the theory obtained, it can be concluded that social support in this study is various forms of support both verbal and non-verbal that bring in comfort and well-being to individuals who are received from other people or small groups and his family as a result of social interactions both formally and informally. that can make the recipient feel confident that he is loved, noticed for, valued, cared for and is part of his group so as to provide welfare for the individual.

#### b) Aspects-Aspects of Social Support

House (in Cohen and Syme, 1995) divide social support into the four aspects, namely:

- Emotional Support  
Emotional support is a form of empathy, care and attention to the person concerned. Emotional support is an expression of affection, trust, attention, and feeling heard. Willingness to listen to someone's complaints will give away positive impact as a means of release emotions, reducing anxiety, making individuals feel comfortable, peaceful, noticed for, and loved when facing various pressures in their lives.
- Esteem Support  
Assessment support or award support is social support that occurs through positive appreciation for individuals, push forward or agreement with the idea or feelings, and positive comparison of individuals with other individuals, such as comparisons with those who are less fortunate or worse the situation. This kind of thing can increase self-esteem.
- Informational Support  
Informative support is a form of social support in the form of giving advice, instructions, suggestions, information or feedback. This support helps individuals overcome problems in a way expanding individual insights and understanding of the problem at hand. This information that is needed to make decisions and solve problems practically.
- Instrumental Support  
Instrumental support is a form of social support in the form of direct assistance, can be in the form of services, time, or money. For example, loan fund to individuals or giving work when individuals experience stress. This support helps individuals carry out their activities.

#### c) Factors that influence social support

Sarafino (2006) states that there are several factors that influence social support including:

- Acceptance of Support  
Someone will get support if they are friendly want to help others and let others know that they need help. People who

are less assertive about asking for help feel that they should not depend on and not burden others, feel uncomfortable trusting someone else or don't know who can be asked for help.

- Provider of Support

Individuals will not get support if the support provider does not have the sources needed by individuals or support providers who are in a state of stress and are in need of assistance or maybe they are not sensitive enough to the circumstances and needs of others so they do not realize that others need help and support from him.

### 2.3 Learning Motivation

#### a) Definition of Learning Motivation

According to Sumadi Suryabrata (2008: 101) that motivation to learn is a condition that is contained on self someone who encourages him to do certain activities in order to achieve a goal.

According to Hamzah B. Uno (2011: 23) the nature of motivation to learn is internal and external encouragement to students who are learning to make behavioral changes, in general with several indicators or elements that support. This learning motivation has a big role in one's success in learning.

Based on the description of the theory obtained, it can be concluded that motivation to learn is a physiological and psychological condition contained in a person who encourages him to carry out certain activities in order to achieve a goal (need).

#### b) Aspects-Aspect of Learning Motivation

Harter and Connel (Pintrich and Schunk, 1996: 263) put forward five aspects of learning motivation, namely:

- Having the desire to learn with challenging tasks is better than facing that easy tasks.
- Having initiative and the desire to get some satisfaction from learning and curiosity is better than learning just to give satisfaction to the teacher and get good grades.
- Independent in doing assignments given and not always depends on the instructor or teacher.
- The freedom of students to provide opinions and judgments in learning based on personal judgment and not only depends on the opinions or judgments given by the instructor or teacher.
- Success and failure according to existing criteria in students is better than seeing success and failure according to the criteria of other students.

#### c) Factors That Influence Learning Motivation

Success or failure in learning activities according to Ngalim Purwanto (2006: 102) depends on several factors classified in two groups, namely:

- 1) Factors that exist at the individual itself, called individual factors, such as maturity, growth, intelligence, training, motivation and personal factors.
- 2) Factors that exist outside the individual, are called social factors, for example family circumstances including able

or not whether parents can provide the facilities needed in learning, the tools used in teaching and learning, the environment and opportunities available.

#### **d) Methods Research**

##### **1) Place and Research Time**

The place of this research is at SMK Diponegoro 1 East Jakarta. Research time this do was conducted date on October 22, 2018. The purpose of this study was to determine the influence of social support on anxiety in facing national examinations with motivation to learn as a mediator for students of class XII of SMK DIPONEGORO 1 East Jakarta.

##### **2) Population and Sample**

The population in this study were all students of class XII SMK (vocational school) Diponegoro 1 East Jakarta, totaling 140 students. The sampling technique in this study used a proportional random sampling technique. The sample in this study were 103 students of Vocational High School (SMK) Diponegoro 1 in East Jakarta.

##### **e) Data Taking Techniques**

In this study is the scale of social support, the scale of anxiety in the face of the National Examination and the Learning Motivation scale.

Research data collection is done by using a psychological scale. Psychology scale is data collection that uses a list of questions given to the subject in order to reveal psychological aspects that want to know. The psychology scale used as an instrument collecting data is as follows :

- 1) The scale of anxiety in the face of national exams compiled based on the aspects of anxiety that were raised from the theories of Harber and Runyon (in Suryani 2007: 84) which consisted of four aspects of anxiety, namely cognitive dimensions, motor dimensions, somatic dimensions and affective dimensions. it is known that 27 items were declared valid and 5 items were declared fall. with the value of the correlation coefficient from 0.336 to 0.821.
- 2) The scale used to measure social support researchers using Interpersonal Support Evaluation List (ISEL) based on House theory (in Cohen and Syme, 1995) items are arranged based on four aspects namely emotional support, award support, information support and instrumental support. It is known that 24 items were declared valid and 8 items were declared fall. with the value of the correlation coefficient from 0.324 to 0.940.
- 3) The learning motivation scale is compiled based on aspects of learning motivation which are expressed from the theories of Harter and Connel (Pintrich and Schunk, 1996: 263) which consist of five aspects namely having the desire to learn with challenging tasks, having initiative and curiosity from learning for the sake of personal satisfaction, being independent in working on the tasks given by the teacher, students are free to give their own opinions and judgments in learning and assess success based on internal criteria. It is known that 27 items were declared valid and 5 items were declared fall. With the value of the correlation coefficient from 0.352 to 0.782.

The items in this study use a Likert scale, then the measured variables are described into which can measurable indicators. Each answer is connected with the form of statement or attitude support disclosed with the give a sign on the answer choices consisting of, strongly agree (SS), Agree (S), Neutral (N), disagree (TS), strongly disagree (STS).

Analysis of the collected research data was carried out using analysis techniques, namely Path Analysis by carrying out analysis through simple regression, multiple regression and sobel test, with the main objective of wanting to see the influence of social support on anxiety in facing national exams with learning motivation as mediators.

### **3. Research Results and Discussion**

Based on the results of research data analysis using Path Analysis by analyzing through simple regression, multiple regression and sobel test between social support variables with Anxiety Facing National Examination obtained a Beta value of -0.231, between Social Support variables with learning motivation obtained a Beta value of 0.625. between the Learning Motivation variables and Anxiety facing the national exam, with the beta value obtained is -0.254.

Based on the results of the sobel test calculation, the z score is  $2.01476 > 1.98$  with a significance level of 5%, proving that learning motivation can mediate social support with anxiety facing national examinations.

### **4. Conclusion**

Based on the results of data analysis that has been described previously, it can be concluded that there is an influence of social support on anxiety in facing the national exam with motivation to learn as a mediator in students of class XII of at SMK Diponegoro 1 East Jakarta.

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### **Author Profile**

**Dr. Lies Setiawati** received the Doctoral in Psychology From Persada Indonesia Univerity Y.A.I of Psychology in 1997-1999

**Agita Tunjung Sari** received the Bachelor Degree in Psychology from Persada Indonesia Univerity Y.A.I of Psychology in 2015