THE RELATIONSHIP BETWEEN SELF-EFFICACY AND ADOLESCENT ACADEMIC ANXIETY

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Abstract: : Efikasi diri is a person's inner belief in his own ability to organize and take action in order to achieve the results he wants. This research is motivated by the low efikasi diri of students, as well as the appearance of behavior that shows a tendency towards academic anxiety. This study aims to determine the relationship between efikasi diri and the level of academic anxiety in class VIII students of SMPN 1 Singaparna in the 2022/2023 academic year. This research was conducted using a quantitative approach and correlational methods. The population is 93 students, all members of the population are used as research samples so that generalizations with very small errors. The research data was obtained from the results of the distribution of instruments consisting of two variables, namely efikasi diri and academic anxiety which were distributed through the Google form. The results showed that (1) students' academic efikasi diri was in the medium category, namely 118 students (2) academic anxiety was in the moderate category, namely 111 students (3) the correlation category in this study was -0.524 with a significance level of 0.000 (p<0.05) indicates a fairly strong correlation in a negative direction, which means that the higher the level of efikasi diri, the higher the academic anxiety. Conversely, the lower the efikasi diri, the higher academic anxiety tends to be.

Keywords: Seld Efficacy, Academic Anxiety, *Correlational Study*

INTRODUCTION

Anxiety is a neurotic helplessness, insecurity, fear, immaturity, and inability to deal with reality (environment), difficulties and pressures of

everyday life (Yusuf, 2009). Anxiety does not only have a negative effect, but anxiety does have a positive influence on individuals, namely as a signal for them to do something to relieve anxiety. The intensity of the anxiety that arises is proportional to the magnitude of the threat that is felt, whether the feeling continues or not depends on the duration of the stimulus and experience with similar stimuli in the past (Komalasari & Herdi, 2010).

The high number of students' anxiety can certainly hinder the learning objectives to be achieved by students. If the condition of anxiety is left unchecked, the anxiety itself will result in students' negative behavior towards school, such as: rejection of school, withdrawal, reluctance to show themselves, low self-esteem, and lack of confidence. According to Sieber et.al, 1977 (Ziedner 1998) Anxiety is one of the inhibiting factors in learning that can interfere with the performance of students' cognitive functions, such as difficulty concentrating, difficulty remembering, problems in forming concepts, and problem solving. Moreover, at a chronic level, anxiety disorders can take the form of somatic disorders, such as: heart problems, body tremors, headaches, shortness of breath, and even fainting.

The symptoms that arise are physical, psychological, and social symptoms. These physical symptoms include an increased heart rate, tremors, sweating, dizziness, nausea, and weakness. Meanwhile, psychological symptoms include feelings of worry, lack of confidence, feeling of inferiority, tension, inability to concentrate, feelings of fear, anxiety, panic, insomnia, and confusion. These symptoms will disrupt the student learning process, especially during exams. When students experience physical, psychological, or social symptoms, it is highly likely that these students will experience failure in the process (Permana et.al., 2016).

Academic anxiety is a condition that creates feelings of fear and worry about something related to academic activity (Fitri, 2017). Furthermore, according to Bandura (Pratiwi, 2020) academic anxiety is anxiety caused by a

lack of confidence in one's ability to complete academic tasks. Anxiety is caused by a sense of worry that creates the perception that something bad will happen (Jeffrey, 2005). Students who experience anxiety or nervous feelings are usually faced with problems at school, before exams, during the learning process, or when choosing a career. When experiencing anxiety students will seek a sense of security and comfort by trying to get out of the anxiety that befalls them (Hidayatin, 2013).

Individuals who have high self-confidence will feel that they are positive individuals and have the potential to be able to contribute and work together with others in various phases of life (Hakim, 2002). Self-confidence is an individual's power to do anything, a person will do anything if he feels confident that he can do something. Self-confidence is full confidence that we can live and control our own lives well and continue to try to face and resolve life's obstacles well.

Students who are said to be successful in their academics are students who have a good mental or psychic, so they will have good self-efficacy. Good efficacy will make students have confidence and feel confident in their abilities to succeed in their academic field. Self-efficacy is a person's belief or self-confidence that he is able to carry out academic tasks (Huang, 2016). High self-efficacy will make students feel confident and believe in their abilities to be successful in their academics. However, if students have low efficacy, they will experience problems in taking the exam, students will feel worried, afraid and even depressed about failure. These conditions will hinder student success in academics. According to Baron & Byrne, (2004) that high self-efficacy will be able to overcome one's anxiety and depression by increasing strong feelings of self-efficacy. Thus, self-efficacy becomes important for students in taking exams, as an important factor in reducing anxiety. Self-efficacy relates to students' confidence in their abilities to be able to perform tasks, be able to organize their learning activities, and live up to their academic expectations.

Research conducted by (Permana et al., 2016) shows that the self-efficacy level of students is in the medium category, while the anxiety level of students is in the high category, and there is a negative and significant relationship between self-efficacy and anxiety in dealing with exam. Research conducted by Putri et al (2017) shows that there is a negative relationship between self-efficacy and anxiety, that is, if self-efficacy is high, anxiety will be low and vice versa, if self-efficacy is low, anxiety in facing exams will be high. Another research conducted by Putra (2013) regarding the Relationship between Self-Efficacy and Anxiety in Unjani Faculty of Psychology Students who are Working on Thesis. From the results of this study there is a negative relationship between self-efficacy and momentary anxiety in students of the Faculty of Psychology while working on their thesis. Other research shows that there is a significant relationship between academic anxiety and self-efficacy in students at SMA Negeri 3 Surakarta (Pratiwi, 2009).

The research above shows that self-efficacy has a relationship to the anxiety experienced by students. High self-efficacy will not make students feel anxious, and students will become confident, sure to succeed in their academics. Based on the phenomena that have been described in the data, the researcher is interested in conducting research, with the aim of knowing whether there is a relationship between self-efficacy and adolescent academic anxiety.

METHOD

In this study, researchers used a quantitative correlation approach. The independent variable (X) in this study is self-efficacy, which is defined as the confident behavior of individuals in their ability to carry out tasks, achieve goals or when facing obstacles. While the dependent variable (Y) is academic anxiety, which can also be interpreted as a condition experienced by individuals in the form of feelings of fear, anxiety, when faced with exam situations which are followed by physical and psychological disorders. Descriptive research design

is used as this research design. according to Heppner, et al. (2008) this type of descriptive research involves a detailed description of several aspects, by identifying, labeling, or categorizing data, as well as obtaining basic descriptive statistics such as, standard deviation, and correlations between variables.

This study uses a descriptive correlational research method, defined as research that involves collecting data to determine whether there is a relationship and the level of relationship between two or more variables, not manipulating the state of the existing variables and directly looking for the existence of a relationship and the level of relationship that is reflected in the correlation coefficient (Khoiri, 2012). Correlational descriptive research is also known as a survey research design, in which the researcher describes quantitatively (numbers) some descriptions, behaviors, or opinions of a population by examining a sample of that population (Creswell, 2016). As for this study, researchers used the entire existing population, namely class VIII students at SMPN 1 Singaparna consisting of 11 classes. The total number of 352 students consisted of 167 male students and 185 female students.

FINDINGS AND DISCUSSIONS

Shows the score and percentage of efficacy in class VIII students at SMPN 1 Singaparna for the 2022/2023 academic year in the very low category with a total of 18 students (5.1%), meaning that as many as 5.1% of students are not confident in doing the tasks given by the teacher, are able do the test well and students are not sure in achieving their goals. A total of 91 students or as much as (25.9%) were in the low category, 118 students or (32.5%) had moderate self-efficacy, 104 students or (29.5%) were in the high category, and 21 students or as many as (6 %) in the category of very high self-efficacy. Based on the results of processing the description of academic anxiety data for class VIII students of SMPN 1 Singaparna for the 2022/2023 academic year, it is divided into five categories, namely very low, low, medium, high and very high.

Showed that 23 students (6.5%) were at a very low level of academic anxiety, 98 students (27.8%) were at a low level of academic anxiety, 111 students (31.5%) were at a moderate level of academic anxiety, 103 students (29.3%) had a high level of academic anxiety, and 17 students (4.8%) had a very high level of academic anxiety. From the results of the study it can be concluded that the majority (31.5%) of class VIII students of SMPN 1 Singaparna have a moderate level of academic anxiety, which means that class VIII students of SMPN 1 Singaparna are heading towards a high level of academic anxiety. This can lead to failure in learning and the emergence of negative behaviors. Calculation of the relationship between self-efficacy and academic anxiety for class VIII students of SMPN 1 Singaparna for the 2022/2023 academic year was carried out through a correlation test using SPSS 25 using the Pearson product moment to determine the coefficient between the variables of self-efficacy and academic anxiety.

Based on the results of the Pearson correlation test analysis, the correlation coefficient r = -0.524 and a significance of 0.000 ($p < 0.05$), with a significance level of 0.05 was used. This shows that Ho is rejected and H1 is accepted, meaning that there is a correlation between self-efficacy and academic anxiety in adolescents. The correlation coefficient value indicates that the level of relationship is included in the moderate category according to Sugiyono (2016). The direction of the relationship with a negative value indicates that there is a relationship with a non-unidirectional orientation. That is, the higher the level of self-efficacy students have, the lower the level of academic anxiety. Conversely, the lower the level of self-efficacy students have, the higher the level of academic anxiety.

As for the test of the coefficient of determination (R^2) of the self-efficacy variable on the academic anxiety variable, it is equal to 0.274, which means that self-efficacy contributes 0.274 to the level of academic anxiety.

CONCLUSION AND RECOMMENDATION

Based on the results of the data analysis that has been obtained, it can be concluded that there is a significant relationship between the variables of self-efficacy and academic anxiety of students in class VIII SMPN 1 Singaparna. This can be proven by the existence of a significance value of 0.000 (p <0.05), which is interpreted by the relationship between self-efficacy and student academic anxiety. Furthermore, it can be proven by the correlation coefficient value of the two variables of -0.524, which means that there is a negative relationship between self-efficacy and academic anxiety. A negative value means that the higher one's self-efficacy, the lower one's academic anxiety will be. Conversely, if one's efficacy is low, one's academic anxiety will be high ori increase.

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