

## Research Article

# Emotional Intelligence and Anxiety Toward National Final Examination in Junior High School's Students

**Yaniz Arsalan**

Universitas Syiah Kuala, Indonesia  
yaniz\_arsalan@yahoo.co.id

**Maya Khairani**

Universitas Syiah Kuala, Indonesia  
khairani.maya@unsyiah.ac.id

**Kartika Sari**

Universitas Syiah Kuala, Indonesia  
kartika.kamaruzzaman@gmail.com

**Abstract:** National Final Examination is one of the tests that must be passed by each student in Indonesia who want to continue to pursue higher education. The test could cause anxiety on students due to graduation standards. One of the things that influence anxiety toward this test is individual characteristic especially the ability to regulate emotions which are very closely related to emotional intelligence. The sample of this study was 350 students in grade 3 junior high school that will facing National Final Examination from three schools in Banda Aceh. Data collected by The Emotional Intelligence Scale and The Anxiety Toward National Final Examination Scale. The results showed a correlation coefficient  $r = -0.376$ ,  $p = 0.000$  ( $P < 0.05$ ). This result implied that there is a negative correlation between emotional intelligence with anxiety toward National Final Examination in grade 3 junior high school's students in Banda Aceh.

**Keywords:** emotional intelligence; anxiety; national final examination

GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling  
Website : <http://ojs.fkip.ummetro.ac.id/index.php/bk>

Received: 2016-10-14. Published: 2016-12-31.



This is an open access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## INTRODUCTION

The national final examination is commonly abbreviated as the UAN is the standard evaluation system basic and secondary education and the national education level quality similarities between the regions that was done by the Center for Education

Assessment through the Ministry of National Education (the Ministry of National Education, 2003). The implementation of the UAN itself has been implemented since 2005 until this time starting from elementary school level (SD), Secondary School), and Upper Secondary Schools (SMA). In 2005 timeout value of completion for junior secondary school level is

4.25. The year 2006 rose to 4.50, 2007 to 5.00, 2008 to 5.25, and since 2009 until this time become 5,50 (Wikipedia, 2013).

The high value of the specified standards caused growing anxiety on the students in the face of the UAN. The students are tense and afraid did not pass the UAN. The fear in the face of the UAN can become a burden and make the students feel afraid, depressed, and depression. The failure of the face of the UAN is not only caused by the students' unpreparedness in the mastery of learning materials that tested, but more caused by the existence of stress and fear facing trials, fear failed and did not pass. All of this can cause the emergence of emergencies on the students (Rini, 2013).

Prasetyo (2005) explained that the apprehension students who will face the UAN arose because the suspect that things that are harmful or threatening, for example, did not pass the test and should be repeated in the same class, cannot continue to advance to higher education, shame if not pass, loss of time and cost and others. The value of standard assignment completion this makes students participants UAN that does not meet the criteria will be declared not pass. The very concern is if the phenomena become a threat and source of fear for the students themselves resulting in the reduced motivation to learn the students, depression, and rejection of the UAN. Students eventually become those who defeated before the battle. The manifestation of feeling fear that arises facing the situation will cause anxiety in the face of the UAN.

The percentage of completion the UAN for Junior Secondary Schools in the province of Aceh are varied, the following table of the percentage of completion the UAN for Junior Secondary Schools in the province of Aceh :

Table 1. The percentage of completion the UAN Junior Secondary Schools in the province of Aceh

The year of Completion	The percentage of Completion	The number of students who did not pass
2011	99,13%	731
2012	99,39%	509
2013	98,14%	604

Source: Balai Besar Pengkajian dan Pengembangan Komunikasi dan Informatika, 2011; ("Tomorrow, National Examination Results SMP Announced",

2012); ("98,14% Junior Secondary School Students in Aceh to pass the national examination", 2013)

Based on the data above, the number of students did not pass down in 2012 but rose by almost three times in the year 2013. This is certainly a consideration for schools can increase the readiness of the students in preparing for the UAN.

The phenomenon of the anxiety facing the UAN also experienced by the junior secondary school students in the city of Banda Aceh. Based on the results of personal interview on 20 December 2012 with a grade 3 Junior High School in the city of Banda Aceh obtained the information that the students felt anxious in the face of the UAN, worry when follow the UAN could not answer the question of the test with good, and felt worried about the possibility of not passing exams.

According to Sarason (in Andrianto, 2009) students experience anxiety when facing the UAN caused by some things, namely the UAN perception as something difficult and challenging and threatening and students saw himself as a man who is not able to or not able to attend UAN, besides the students only focused on the reflections of the consequences that are not pleased and feel, will fail and lose the award from others.

Junior Secondary School Students in general more anxiety in the face of the UAN compared with high school students. This can be caused by the junior high students who will face the UAN is still in the development phase of the early teens and has not been accustomed to the changes and the pressures they experience (Monks, Knoers & Haditono, 2006).

Keating (in Santrock 2003) explained that the early teens less competent in decision making compared with the middle teens or late. Middle teens or the end would prefer to raise the choices, test something from the perspective of which vary and anticipate the consequences of the consequences of the decision while the early teens not yet capable to analyze it. This can cause greater anxiety for junior high students that is located on the stage of the early teens compared with high school students on the level of the youth center in preparing for the UAN.

Prepare the students as well as possible in the face of the UAN can help students to

reduce anxiety in the face of the UAN, as with in order to increase the capability of the students. Piaget (in Asrori & Ali, 2008) explained that the order is the ability to think and act on the adaptive, including mental capabilities that such complex thinking, consider, analyzing, evaluate and resolve the issue. The ability to analyze and evaluate can be enhanced by the learning process so that it will be useful for students in the face of the UAN. When it is in the situation that causes pressure or anxiety as the face of the UAN, besides order, emotions also have an important role, one of which is the emotional intelligence. Goleman (2005) stated that individuals who have high emotional intelligence will be more extensive experience and knowledge of the individuals who have emotional intelligence is lower. Individuals with high emotional intelligence will be more critical and rational in the face of various problems. This will help the individual Reduces anxiety in the face of the UAN.

According to Wibowo (in Melandy, Rissy & Aziza, 2006) emotional intelligence is the intelligence to use the emotions according to the desire of the ability to control the emotions that give a positive impact. The ability to control the emotions of this can be applied by students who experience anxiety in the face of the UAN, in accordance with the research and Vanita Tarmidi (2012) that explained that the higher the emotional intelligence of students, then the lower the anxiety experienced by the students when will face the UAN.

The development of emotional intelligence is one of the important factors for a person to relate to the achievement, and achieve happiness live (Yuliawati, Setiawan & Mulya, 2007). Students who have the desire to have achievement will try with zeal to learn in order to get the best results when the UAN later, therefore emotional intelligence will be very useful for students who will face the UAN.

## METHOD

This research is a quantitative research. The population of the subject in this research is all students in grade 3 Junior High School in the city of Banda Aceh that will face the UAN. Sampling in this research done with how to

multi-stage cluster random sampling, namely do randomize against groups, is not against the subject in individual and done gradually (Azwar, 2010).

The group in this research is 3 sub-districts located in the city of Banda Aceh. Then from each district selected one school with how to random. The next step is to choose some classes with how to random from each of the schools selected. The number of samples in this research is 350 students consisting of 3 schools.

Data collection method in this research is to use the scale, namely emotional intelligence scale and the scale of the anxiety facing the UAN. The scale used to measure emotional intelligence compiled by researchers based on the theory put forward by Goleman Raised (a). The scale of the anxiety facing the UAN compiled by researchers based on the theory put forward by Haber and Runyon (1984). The system scaling on both the scale of using scaling Likert model.

Analysis of the data using the technique of parametric namely Product-Moment Correlation, but when data is not distributed normal then use the Spearman nonparametric technique's Correlation. The analysis is done by using the computerized SPSS program version 16 for Windows.

## RESULT AND DISCUSSION

### Deskripsi Data

To get a general idea about the research data can be seen in table 2 where there is a comparison between the hypothetical data (which might occur) and empiric data (based on the reality in the field).

Tabel 2. Deskripsi data kecerdasan emosional

Variabel	Data Empirik			
	Mean	SD	Mean	SD
Kecerdasan Emosional	62,5	12,5	78,54	10,135
Kecemasan Menghadapi UAN	50	10	42,64	9,045

Description of the data in table 2 was made limitation in the categorization of the subject that consists of a high category, medium and low. How this categorization will

be obtained by assigning a score interval that includes the category of being:

$$\mu - t_{(\frac{\alpha}{2}, n-1)} \left( \frac{S}{\sqrt{n}} \right) \leq X \leq \mu + t_{(\frac{\alpha}{2}, n-1)} \left( \frac{S}{\sqrt{n}} \right)$$

Based on the formula then obtained categories samples for two research variables which can be seen in table 3 and 4 below:

Table 3. Emotional Intelligence Category

Category	The formula of the norms Category	F	%
Low	$X < 61$	21	6
Being	$61 \leq X \leq 64$	16	4.6%
High	$64 < X$	313	89,4%
The Total		350	100%

Based on the above table can be seen that the majority of emotional intelligence level students in grade 3 Junior High School in the city of Banda Aceh is located in high categories namely 89,4%.

Table 4. Category Anxiety

Category	The formula of the norms Category	F	%
Low	$X < 49$	258	73.7%
Being	$49 \leq X \leq 51$	28	8
High	$51 < X$	64	18.3%
The Total		350	100%

Based on the above table can be seen that the majority of the level of apprehension facing the UAN on a grade 3 Junior High School in the city of Banda Aceh is located on the lower categories namely 73.7%.

Hypothesis test; Before done hypothesis test, first done linearity & normality tests and test. Test of linearity & normality tests and conditions must be met before performing the hypothesis test. Test results normality performed on the 350 samples shows the value of the significance of emotional intelligence (K-S  $Z=1,685$ ,  $P=0,007$ ) smaller than 0.05 means emotional intelligence variable is not evenly distributed normally. Test results variable normality anxiety facing the UAN known that

value (K-S  $Z=0,967$   $p=0,307$ ) greater than 0.05 means anxiety variable face distributed UAN normal.

Test results linearity performed on the 350 samples research through the test of linearity ANOVA indicates the value of the significance of 0,000. The significance is less than 0.05 ( $0,000 < 0.05$ ) shows the relationship between linear emotional intelligence variable with a variable anxiety facing the UAN.

In the test, the hypothesis researchers do Spearman correlation analysis. This analysis is used for one of the variable data research is not evenly distributed normally. The results of the analysis showed a correlation coefficient - 0,376. The value of negative correlation means that there is a negative relationship between emotional intelligence with the anxiety facing the UAN. The significance of the relationship between the two variables is indicated by the coefficient  $r = -0,376$ ,  $P = 0,000 < 0.01$  and value equal to the significance of 0,000 ( $p < 0.05$ ). This shows that the hypothesis is accepted research is the relationship between emotional intelligence with the anxiety facing the UAN on a grade 3 Junior High School in the city of Banda Aceh.

Emotional intelligence aspect correlation analysis was done to see the criteria of emotional intelligence related to the anxiety facing the UAN. The results of the analysis of variables per dimensions can be seen in table 5.

Based on the table saw that the five aspects of emotional intelligence have the significance  $< 0.01$  with anxiety facing the UAN. Based on the analysis of the data showed that all dimensions of emotional intelligence correlate with the variables anxiety facing the UAN. Aspects of emotional intelligence variables that have the highest correlation are aspects of self-consciousness.

Based on the results of the research that has been done shows that emotional intelligence has a negative relationship with the anxiety facing the UAN on a grade 3 Junior High School in the city of Banda Aceh. This means that when the emotional intelligence high students then the anxiety facing the UAN will be low and vice versa if emotional intelligence low students then the anxiety facing the UAN will be high.

Table 5. Emotional Intelligence correlation with Anxiety

Aspects of emotional intelligence Variables	Correlation with anxiety facing the UAN (r)	The significance (P)
Self-Awareness	-0,345	0,000
Self-setting	-0,312	0,000
Self-motivated	-0,263	0,000
Understand the feelings of Others	-0,233	0,000
Social Skills	-0,199	0,000

This research showed that high emotional intelligence is one of the factors that can reduce the emergence of negative emotions such as fear and worries that can cause the anxiety facing the UAN. This is in line with the opinion of the Goleman Raised (a) stating that individuals who have emotional intelligence will be able to control the negative things such as easy angry, irritable until the aggressive actions both physical and verbally.

Martin (2003) explained that someone who has emotional intelligence and capable of expressing her emotions accurately will eliminate stress, can friendly, communicate with sincere and open to others, empathize, have humor is high, more sensitive to the needs of other people can balance the ratio and emotion, easily adapt and keep the motivation for the purpose of the ideas espoused.

Emotional intelligence also emphasizes the ability of social skills when dealing with other people. Goleman Raised (b) explained that emotional intelligence can be defined as the skills related to the accuracy of the assessment of the emotions of themselves and others and the ability to manage the feeling to motivate, planning, and achieved the purpose of life. Research Malik, Akhter, Fatima and Safder (2013) explained that the ability to manage the emotions of the students can play in controlling the anxiety experienced by the students. The ability to manage the emotions can be used by the students when will face the UAN, so that they will be motivated to be able to obtain a satisfactory UAN value and can reduce the anxiety felt when it.

Emotional intelligence also stressed the existence of a high level of self-confidence. The

Burns research (2004) explained that the expectations and beliefs of the students to the tests have a correlation with anxiety experienced by the students. This is in line with the explanation Dariyo (2007) which stresses the importance of having high self-confidence. High self-confidence will help the students in reducing the anxiety felt by the UAN.

Based on the results of research can be seen that the level of emotional intelligence on the students more in the category of high, namely 89,4% (313 students) compared with low categories, namely 6 percent (21 students). This condition happened because of individual factors that vary in learn emotional intelligence, because basically emotional intelligence can be learned at any time, no matter on the individual that is sensitive or not, shy, striker and difficult to associate with other people even though, with the motivation and effort to correct, man can learn and practice mastering emotions. Emotional intelligence is an ability that can be learned increases with age. Emotional intelligence is influenced by the environment and is not settled and can change at any time. For that, the role of the environment especially parents very influence in the formation of emotional intelligence (Goleman, raised b).

The implementation of emotional intelligence in the face of the UAN will be very useful for the students because they can reduce anxiety and increase their motivation to learn. This is in accordance with the research Upadhyaya (2013), which explains that these with a high level of emotional intelligence to get better results during the test theory and practice test compared with students who have emotional intelligence level is low. Students with high emotional intelligence are also able to overcome frustration, Stress, and anxiety and able to maintain the motivation to learn.

Based on the results of research can be seen that the level of apprehension facing the UAN on the students more in the category of low, namely 73.7% (258 students) compared with high categories, namely 18.3% (64 students). This condition happened because by social support factors, namely the existence of the form of support and good relations with the parents and peers and a positive perspective toward the pressure or the problems that arose (regulation emotions will issue) and way of

thinking that optimistic (Greenberg & Padesky, 2004). This is in accordance with the research Berrocal, Alcaide, Extremera and Pizzaro (2006), which explains that teenagers who are able to manage the emotions of the problems among experienced Reduces anxiety and depression experienced. Sherafatmandyari, Moharramzadeh, and Amery (2012) also explained that the emotional intelligence will be very influential in controlling Anxiety, depression, and anger that usually found in adolescence. This can be useful to reduce the anxiety of the students in the face of the UAN.

Based on the explanation of the Goleman Raised (b) emotional intelligence can reduce the level of anxiety experienced by a person with maximizing the abilities including in emotional intelligence. The abilities are among others is the ability to motivate yourself and survive in the face of frustration, readiness to overcome the motivations and emotions, not exaggerated the pleasure, set the mood and keep the burden of stress does not paralyze the willingness to think, the ability to read the deepest feelings of others (empathy), the ability to maintain relationships with the best and the ability to resolve conflicts. This is in accordance with the research Khaledian, Amjadian, and Pardegi (2013), which explains that individuals with high emotional intelligence level will have a more positive attitude in addressing and control their emotions and have a better ability to deal with anxiety with a variety of positive activities.

The limitations of this research are on this research samples only research involving students, when research involving teachers as part of a sample of research, then the research results obtained will be more in depth. In addition, on the data collection process, researchers lack research assistant so that the process of data collection lasted longer. Coordination with schools will be very helpful to ensure the process of loading data progress effectively. Next, to enrich the research to the front of the other researchers can multiply the number of statements that are located on the scale so that will dig more into the information about emotional intelligence.

## CONCLUSION

The results of this research show that there is a relationship between emotional intelligence with the anxiety facing the UAN on a grade 3 Junior High School in the city of Banda Aceh. This research also shows that the students in grade 3 Junior High School in the city of Banda Aceh is located on the high category for emotional intelligence and is located on the lower category for the anxiety facing the UAN. This means that students in grade 3 Junior High School in the city of Banda Aceh has a high level of emotional intelligence and have a low anxiety level in the face of the UAN. The Fifth aspects emotional intelligence have a significant influence on the variables anxiety facing the UAN. Aspects of self-consciousness have the significance that is greater than the other aspects.

Suggestions for students in grade 3 SMP is to be able to motivate themselves when will face the UAN and able to manage the emotions well so that can reduce the anxiety that they experience and be able to communicate with the good to fellow students and teachers in the learning process at school, so that the materials received lessons can be more maximum. Researchers hope to teachers in order to be able to maintain and increase support for the students to learn to prepare for the UAN and emphasizes the aspects of emotional intelligence to the students such as able to manage the emotions experienced and able to motivate ourselves that formed teenagers who have good emotional regulation and self-confidence positive toward the UAN which they will encounter.

## REFERENCES

- Tribunnews. (2013). 98,14 % Pelajar SMP/MTs di Aceh Lulus UN. Diakses dari <http://aceh.tribunnews.com/2013/06/01/9814-pelajar-smpmts-di-aceh-lulus-un>
- Andrianto, N. (2009). Hubungan Prokrastinasi Akademik Dengan Kecemasan Siswa Dalam Menghadapi UNAS 2009 di SMP Kartika IV-8 Malang, Skripsi. Malang: Fakultas Psikologi UIN Maulana Malik Ibrahim.

- Asrori, M & Ali, M. (2008). Psikologi remaja perkembangan peserta didik. Jakarta : Bumi Aksara.
- Azwar, S. (2010). Metode penelitian (Edisi ke 1), Yogyakarta: Pustaka Pelajar.
- Balai Besar Pengkajian dan Pengembangan Komunikasi dan Informatika (BBPPKI).(2011). UN SMP/MTS, Angka Kelulusan Siswa Aceh Meningkatkan. Diakses dari <http://bbppki-medan.org/read.php?do=detail&id=1358>
- Berrocal, P.F., Alcaide, R., Extremera, N & Pizzaro, D.(2006).The Role of Emotional Intelligence in Anxiety and Depression among Adolescents. *Individual Differences Research*.4 (1), 16-27.
- Besok, hasil UN SMP diumumkan. (2012). Diakses dari <http://aceh.tribunnews.com/2012/06/01/besok-hasil-un-smp-diumumkan>
- Burns, D.J. (2004). Anxiety at the Time of the Final Exam: Relationships With Expectations and Performance. *Journal of Education for Business*.(12), 119-124.
- Cooper, R.K & Sawaf. (2002). Executive EI.Kecerdasan emosional dalam kepemimpinan dan organisasi. Jakarta: PT.Gramedia Pustaka Utama.
- Dariyo, A. (2007). Psikologi perkembangan anak tiga tahun pertama.Bandung: PT. Refika Aditama.
- Goleman, D. (2005a). Working with emotional intelligence Alih Bahasa: Alex Tri Widodo. Jakarta: Gramedia Pustaka Utama.
- Goleman, D. (2005b). Kecerdasan emosional mengapa EI lebih penting daripada IQ Alih Bahasa: Hermaya. Jakarta: PT. Gramedia Pustaka Ilmu.
- Greenberg, D & Padesky, C.A. (2004). Manajemen pikiran.Alih bahasa oleh Yosep Bambang Margono. Bandung: Penerbit Kaifa.
- Haber, A., & Runyon, R. (1984). Psychology of adjustment. Illinois: The Dorsey Press.
- Halgin, R.P & Whitbourne, S.K. (2009). Psikologi Abnormal: Perspektif Klinis pada Gangguan Psikologis, Edisi 6 Alih Bahasa: Ramona. Jakarta: Salemba Humanika.
- Kementerian Pendidikan Nasional.(2003). Definisi Ujian Nasional. Diakses dari <http://www.kemdiknas.go.id/kemdikbud/>
- Khaledian, S., Amjadian, S & Pardegi, K. (2013).The Relationship Between Accounting Students' Emotional Intelligence (Eq) and Test Anxiety and also Their Academic Achievements. *European Journal Of Experimental Biology*. 3 (2), 585-591.
- Malik, M., Akhter, M., Fatima, G., & Safder, M. (2013). Emotional Intelligence and Test Anxiety: A Case Study of Unique School System. *Journal of Elementary Education*.23 (2), 49-56.
- Martin, A.D. (2003). Emotional Quality Management – Refleksi, revisi dan revitalisasi hidup melalui kekuatan emosi Alih Bahasa: Achmad Chusairi dan Juda Damanik. Jakarta: Penerbit Arga.
- Melandy,Rissy &Aziza N. (2006). Pengaruh Kecerdasan Emosional terhadap Tingkat Pemahaman Akuntansi, Kepercayaan Diri sebagai Variabel Pemoderasi. Simposium Nasional Akuntansi IX Padang.
- Monks, F.J., Knoers, AMP., Haditono. (2006). Psikologi perkembangan: Pengantar dalam berbagai bagiannya. Yogyakarta: Gadjah Mada University Press.
- Prasetyo, D. (2005). Kiat mengatasi cemas dan depresi. Yogyakarta: Tugu Publisher.
- Rini, H.P. (2013). Self Efficacy Dengan Kecemasan Dalam Menghadapi Ujian Nasional.Jurnal Online Psikologi.1(1), 30-39.
- Santrock, J.W. (2003). Adolescence Perkembangan Remaja Alih Bahasa: Shinto Adelar, Sherly Saragih. Jakarta: Erlangga.
- Sherafatmandyari, H., Moharramzadeh, M & Amery, H.S. (2012).The relationship between emotional intelligence and job stress.*International Research Journal of Applied and Basic Sciences*. 3, 2752-2756.
- Tarmidi & Vanita, I. (2012). Hubungan Antara Kecerdasan Emosi dengan Kecemasan Menghadapi Ujian Nasional pada Siswa SMA Swasta.Skripsi.Medan: Fakultas Psikologi Universitas Sumatera Utara.

Upadhyaya, P. (2013). A Study of the Relationship between Emotional Intelligence and Academic Achievement among Student- Teachers. *European Academic Research*. 1 (8), 2388-2396.

Yuliawati, L., Setiawan, J.L., & Mulya, T.W. (2007). Perbedaan Kecerdasan Emosional Remaja Ditinjau dari Keberadaan Ayah. *Jurnal Psikologi*, 20 (9), 1-14.

Wikipedia.(2013). Ujian Nasional. Diakses dari [http://id.wikipedia.org/wiki/Ujian\\_Nasional](http://id.wikipedia.org/wiki/Ujian_Nasional).