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Anxiety Disorders and Their Effects on Student Learning Outcomes in State Vocational Schools in Makassar City

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Abstract

This study aims to determine the effect of anxiety disorders on student learning outcomes at SMK Negeri in Makassar City. The variables in this study were anxiety disorders (X) and learning outcomes (Y) as measured by the Likert scale. The population was all students of class XI at SMK Negeri in Makassar City, totaling 365 students and the sample was drawn using the Proportionate Stratified Random Sampling method which obtained a sample size of 182 students. Data collection techniques used are questionnaires and documentation. The data analysis technique is analysis of data validity and statistical analysis. The results showed that anxiety disorders affect student learning outcomes in accounting class XI at SMK Negeri in Makassar City through nine indicators, namely: tension, confusion, worry, difficulty concentrating, unable to sleep, palpitations, excessive cold sweats, frequent tremors, and stomach ulcers have a negative and significant effect. This means that if students experience anxiety disorders it will reduce student learning outcomes.

Keywords: Anxiety Disorder, Student Learning Outcomes

INTRODUCTION

In everyday life, we experience many events that may cause anxiety disorders. Actually anxiety disorder is a reaction that can be experienced by anyone. For example facing sudden quizzes, or waiting for public transportation that is late while having to go to school. The biggest emergence of anxiety disorders in schools at all levels is when students face tests or examinations, test results will affect future educational decisions, so that tests tend to cause anxiety disorders in each student (Fausiah, 2014: 73). Anxiety disorders are characterized by the

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emergence of feelings of fear and caution or alertness that is unclear and unpleasant. Anxiety disorders are often accompanied by physical symptoms such as headaches, fast heart beat, tiredness, sweating, chest tightness, stomach pain, or restlessness and an inability to sit still. The symptoms of anxiety disorders that appear can vary for each person (Fausiah, 2014: 74).

According to Slameto (2013: 187) that "student anxiety disorder is very important to eliminate because it will have a negative impact on student learning outcomes." Meanwhile, according to King (2010: 301) that "Anxiety disorders are psychological disorders that include motor tension (trembling, unable to sit still, unable to relax); hyperactivity (dizziness, fast heart beat, and also sweating); and deep hopes and thoughts."

Anxiety disorders are divided into two parts, namely anxiety as a trait (trait anxiety), a tendency in a person to feel threatened by a number of conditions that are actually harmless, and anxiety as a state (state anxiety), which is a temporary emotional state or condition in a person's self which is characterized by feelings of tension and worry that are consciously lived subjectively, and heightened autonomic nervous system (Slameto, 2013: 185).

According to Zeider in Prawitasari (2012: 79) that the main problem of students with high levels of anxiety disorders is that they do not master well about the subject matter at the beginning, and as a result they also experience difficulties when learning the next subject matter, and the consequences are more far is they experience increased anxiety when they take the test.

Many factors trigger the emergence of anxiety disorders in students. For example, a learning climate that is not conducive, giving too many assignments, as well as strict assessments and teachers who are too disciplined can be factors that cause anxiety disorders. Research conducted by Sarason in Slameto (2013: 185) that "Students with low levels of anxiety disorders are better than students with high levels of anxiety disorders can affect student learning outcomes."

In order to obtain optimal results, the teaching and learning process must be carried out consciously and deliberately and well organized. According to Hamalik (2006: 30) that "the result of learning is when someone has learned there will be a change in behavior in that person, for example from not knowing to knowing and not understanding to understanding".

According to Syah (2013: 216) that "Learning results are the disclosure of ideal learning outcomes which include all psychological domains that change as a result of experiences and student learning processes". Learning outcomes can be seen from various aspects of learning indicators, namely cognitive, affective, and psychomotor aspects.

Accounting subjects are subjects taught at State Vocational Schools majoring in

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accounting. In Makassar City there are three State Vocational Schools namely Makassar State Vocational School 1, Makassar State Vocational School 4, and Makassar State Vocational School 7. This research will be conducted at the three State Vocational Schools, bearing in mind that accounting is a subject that requires in-depth analysis of every transaction throughout its cycle. Therefore, in the process of learning accounting students feel difficult and tense during the learning process. So the teacher must be able to manage learning in the classroom so that students do not feel difficult and tense during the learning process.

RESEARCH METHODS

This research was conducted at State Vocational Schools majoring in Accounting in Makassar City which included Makassar State Vocational School 1, Makassar State Vocational School 4, and Makassar State Vocational School 7. To find out the effect of anxiety disorders on student learning outcomes in accounting subjects for class XI at SMK Negeri in Makassar City.

In this study, the authors obtain data in the form of quantitative data. Quantitative data is a characteristic of a variable whose values are expressed in numerical form. The data taken by the author are the scores from the answers of 182 students who filled out the research questionnaire and data on student learning outcomes in the Even Semester of the 2021/2022 Academic Year.

Variables used to assess students' anxiety disorders:

Table 1. Research Variables and Indicators

Variable	Indicator	ms
xiety Disorder	1. Tense	,3
	2. Confused	,6
	3. Worried	,9
	4. Difficulty concentrating	,11,12
	5. Unable to sleep	,14
	6. Heart palpitations	,16,17
	7. Out of excessive cold sweat	,19,20
	8. Frequent shaking	,22,23
	9. Smooth stomach	,25
Total		**25**

The analysis used in this study is descriptive analysis of percentages, analysis of data

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validity, and statistical analysis of data. Statistical analysis of the data includes Simple Linear Regression Analysis, Moment Product Correlation Analysis, Determination Analysis, and t-test using the SPSS 23 for windows program.

RESULTS AND DISCUSSION

Anxiety Disorder Variables

Based on respondents' responses to the anxiety disorder variable obtained from nine indicators, anxiety disorders for accounting lessons at SMK Negeri in Makassar City can be seen in Tables 2, 3, and 4.

Table 2. Respondents' Responses about Anxiety Disorders at SMK Negeri 1 Makassar

No.	Indicator	(%) Actual Score
1	Tense	61,3
2	Confused	58,8
3	Worried	69,9
4	Difficulty concentrating	73,7
5	Unable to sleep	62,6
6	Heart palpitations	66,2
7	Out of excessive cold sweat	52,4
8	Frequent shaking	59,3
9	Smooth stomach	48,6
	Score Average	**61,4**

Source: Results of data processing, 2022

Table 3. Respondents' Responses about Anxiety Disorders at SMK Negeri 4 Makassar

No.	Indicator	(%) Actual Score
1	Tense	53,2
2	Confused	58,1
3	Worried	66,6
4	Difficulty concentrating	70,9
5	Unable to sleep	70,8
6	Heart palpitations	64,6
7	Out of excessive cold sweat	47,3

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8	Frequent shaking	60,5
9	Smooth stomach	37,7
	Score Average	**58,9**

Source: Results of data processing, 2022

Table 4. Respondents' Responses about Anxiety Disorders at SMK Negeri 7 Makassar

No.	Indicator	(%) Actual Score
1	Tense	67,4
2	Confused	63,6
3	Worried	74,6
4	Difficulty concentrating	76,0
5	Unable to sleep	71,7
6	Heart palpitations	75,0
7	Out of excessive cold sweat	53,4
8	Frequent shaking	66,0
9	Smooth stomach	46,5
	Score Average	**66,0**

Source: Results of data processing, 2022

Based on the results of data processing on anxiety disorders in accounting class XI at SMK Negeri in Makassar City, it can be seen that anxiety disorders are the highest experienced at SMK Negeri 7 Makassar at 66.0% or are in the pretty good category. This shows that there is a sense of anxiety in learning accounting.

Anxiety disorders experienced by class XI students at State Vocational Schools in Makassar City are generally difficult to concentrate in accounting lessons, this is because students cannot sleep at night thinking about the assignments given by the teacher. This can be seen in the average score of 62.1% or in the pretty good category, that students experience anxiety in accounting lessons.

Learning Outcome Variables

Student learning outcomes are the values that have been achieved in the learning process. The data presented was obtained from the test scores of the even semester accounting subject for class XI students of State Vocational Schools in Makassar City for the 2021/2022

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Academic Year.

Student learning outcomes at SMK Negeri 1 Makassar, can be seen in the following table:

Table 5. Grade XI Even Semester Scores at SMK Negeri 1 Makassar for the Academic Year 2021/2022

Category	Score	Total Students	(%)
Very high	91-100	4	7,0
Tall	80-90	19	33,4
Currently	65-79	34	59,6
Low	31-64	-	-
Very low	0-30	-	-
Total		**57**	**100**

Source: SMK Negeri 1 Makassar, 2022

The results of data processing show that the anxiety disorder experienced by students of SMK Negeri 1 Makassar is 61.4% or is in the sufficient category. This means that students of SMK Negeri 1 Makassar experience anxiety disorders which affect learning outcomes, indicated by the highest frequency of student learning outcomes in the 65-79 interval of 21 students or 59.6%.

Furthermore, the learning outcomes of students at SMK Negeri 4 Makassar, can be seen in Table 6.

Table 6. Grade XI Even Semester Scores at SMK Negeri 4 Makassar for the Academic Year 2021/2022

Category	Score	Total Students	(%)
Very high	91-100	3	4,6
Tall	80-90	21	32,3
Currently	65-79	41	63,1
Low	31-64	-	-
Very low	0-30	-	-
Total		**57**	**65**

Source: SMK Negeri 4 Makassar, 2022

The results of data processing show that the anxiety disorder experienced by students of SMK Negeri 4 Makassar is 58.9% or is in the sufficient category. This means that students of SMK

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Negeri 4 Makassar experience anxiety disorders which affect learning outcomes, indicated by the highest frequency of student learning outcomes in the interval 65-79 as many as 41 students or 63.1%.

Furthermore, the learning outcomes of students at SMK Negeri 7 Makassar, can be seen in the following table:

Table 7. Grade XI Even Semester Scores at SMK Negeri 7 Makassar for the Academic Year 2021/2022

Category	Score	Total Students	(%)
Very high	91-100	13	21,7
Tall	80-90	16	26,7
Currently	65-79	27	45,0
Low	31-64	4	6,6
Very low	0-30	-	-
Total		**57**	**60**

Source: SMK Negeri 7 Makassar, 2022

The results of data processing show that the anxiety disorder experienced by students at SMK Negeri 7 Makassar is 66.0% or is in the sufficient category. This means that students of SMK Negeri 7 Makassar experience anxiety disorders which affect learning outcomes, indicated by the highest frequency of student learning outcomes in the 65-79 interval of 27 students or 45.0%.

Data Statistical Analysis

Simple linear regression analysis is used to determine the relationship between the independent variables and the dependent variable. The independent variable in this study is anxiety disorder and the dependent variable is the learning outcomes of class XI students at SMK Negeri in Makassar City.

Table 8. Simple Regression Analysis Results

Coefficients[a]				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

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		B	Std. Error	Beta		
1	(Constant)	83,075	3,952		21,022	,000
	Anxiety Disorder	-,056	,046	-,091	-1,220	,024
a. Dependent Variable: Learning outcomes						

Based on Table 8, the regression equation obtained is as follows:

Y = 83,075 – 0,056X

The interpretation of the simple linear regression model above is as follows:

1) Constant (a) is 83.075

This means that without considering any influence, the learning outcome value is 83.075 or in other words, if anxiety disorders are equal to zero, the learning outcome value is 83.075.

2) The coefficient (b) is -0.056

From the regression equation, the regression coefficient of the anxiety disorder variable is negative, namely -0.056. This shows that these variables have a negative effect on learning outcomes. In addition, the coefficient b value of -0.056 also indicates that when anxiety disorders increase by one unit, learning outcomes will decrease by -0.056 units.

Product Moment Correlation Analysis is used to determine whether or not there is a relationship between two variables which in this study consist of anxiety disorder variables and learning outcomes variables. While the coefficient of determination is used to see the magnitude of the influence of anxiety disorder variables and learning outcomes variables. The following results of product moment correlation analysis using SPSS 23 for windows can be seen in Table 9 below:

Table 9. Product Moment Correlation Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,691[a]	,448	,423	6,20919
a. Predictors: (Constant), Anxiety Disorder				
b. Dependent Variable: Learning outcomes				

Based on Table 9, it shows that the Product Moment Correlation (r) is 0.691, meaning

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that the anxiety disorder variable (X) on student learning outcomes (Y) is at intervals of 0.600-0.799 in the strong category. So it can be concluded that there is a negative relationship between anxiety disorders and student learning outcomes.

Furthermore, the results of data analysis showed that the variable anxiety disorder (X) on learning outcomes (Y) had an influence of 0.448 or 44.8%, while 55.2% was influenced by other factors. The t test is used to determine whether the anxiety disorder variable has a significant effect on student learning outcomes. The way to analyze the t test is to compare the significance value <0.05 (α=5%). The following results of the t test using SPSS 23 for windows can be seen in the following table:

Table 10. Test Results t

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	57,407	1	57,407	1,489	,024[b]
	Residual	6939,736	180	38,554		
	Total	6997,143	181			
a. Dependent Variable: Learning outcomes						
b. Predictors: (Constant), Anxiety Disorder						

Based on Table 10 it can be explained that the results of the t test were obtained at 0.024 with a significance of 0.000. This shows that 0.024 <0.05 means that the anxiety disorder variable has a significant effect on student learning outcomes. It can be said that anxiety disorders will result in an increase in learning outcomes for class XI students of SMK Negeri in Makassar City.

CONCLUSION

Based on the results of data analysis and the discussion described regarding anxiety disorders and their effect on student learning outcomes at SMK Negeri in Makassar City, it can be concluded that there is a negative and significant influence between anxiety disorders on student learning outcomes in accounting class XI at SMK Negeri in Kota Macassar. This is shown in the research data that the tendency of the anxiety disorder variable is at 62.1% or is in the sufficient category.

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