

## Relationship Between Self Efficacy and Anxiety in Final Adolescents Ahead of Final School Exams

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### Abstract

*In Indonesia, an estimated 14 million people or 6.1% of the population aged 15 years and over experience increased anxiety. The profile of adolescents in 2021, as many as 46 million adolescents in Indonesia or 17% of the total population of this country which is 270,203,917 people aged between 10 and 19 years. Self-efficacy concerns an individual's belief in their ability to carry out tasks or actions needed to achieve certain results. Low self-efficacy will cause anxiety, especially when facing exams. The purpose of this study was to determine the relationship between self efficacy regarding magnitude, strength, and generality with anxiety in late adolescents approaching the final exam at SMAN Situraja. This study uses quantitative research methodology and Spearman rho correlational research design, with a sample of 80 respondents. The sampling technique used was Custer random sampling by applying inclusion and exclusion criteria, The data collection instrument used quantitative cross sectional with IBM SPSS Statistics. The results of this study stated that most adolescents have high self-efficacy with normal anxiety as many as 46 people (57.5%). Based on the statistical test, the significance value of self-efficacy with anxiety in late adolescents using Spearman rho produced a p value <0.1. How important it is to support teens in gaining self-efficacy so they can manage the stress of tests. This can involve giving pupils techniques to increase their self-confidence, fostering supportive situations, and giving them positive reinforcement. Supporting self-belief can play a significant role in fostering mental health and academic achievement..*

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## INTRODUCTION

Adolescence is something whose development has three parts, namely biological, psychological, and economic. If someone is between 10 and 19 years old, he is considered a teenager. There are three stages of adolescence: early (ages 10 to 12 years), middle (ages 13 to 15 years), and late (ages 16 to 19 years). Adolescents are individuals who are still in the development period from showing secondary sexual signs to reaching sexual maturity. Adolescence is a transitional period for humans and requires extra attention in addition to the stages of physical and mental growth and development. Adolescent self-esteem and self-confidence are also important factors in achieving an achievement. Adolescents who have the capacity to solve themselves can organize and practice, solve problems when faced with challenging activities, set goals by making plans and targets, solve difficulties or neutralize problems, and so on (1). The many pressures and obligations imposed make adolescents more susceptible to mental problems including anxiety. This study on the prevalence of anxiety in late adolescence in increasing self-efficacy, the main source of anxiety comes from internal sources of a person's body such as low self-efficacy. According to the 2021 adolescent profile, 46 million adolescents in Indonesia, or 17% of the country's total population of 270,203,917, are between the ages of 10 and 19 (2).

Teenage anxiety can disrupt sleep quality which can lead to difficulty concentrating, forgetfulness, and a tendency to depression and irritability. Therefore, adolescent groups can benefit from education, and personalized guidance that can

be offered by a counselor or mentor (3). In identifying there are six cognitive characteristics that contribute to stress. First, anticipating one's concerns about the circumstances they encounter. Second, illogical beliefs. Third, people who strongly dislike threats see danger while others see safety. Fourth, fear of anxiety and symptoms related to anxiety are the definition of severe anxiety. Fifth is widespread body symptoms. Sixth, low self-efficacy: People who are less able to overcome obstacles in their lives may become anxious when faced with difficulties (4).

According to Kasyfillah, et al (2021) (5), self-efficacy is one aspect that may have an impact on anxiety. This is possible because there is an inverse relationship between personality traits associated with low anxiety and high levels of self-efficacy. Self-efficacy is the ability to evaluate one's own skills, including intelligence, adaptability, self-confidence, and the ability to work well under pressure (6). Previous studies have shown the important role of self-efficacy the belief that one can overcome challenges in reducing anxiety. Anxiety can be reduced by meditation by developing courage, strength, and the capacity to handle stress and tension. Students with low procrastination tend to delay doing assignments and are slow to complete them (7).

Student achievement can be significantly affected by low self-efficacy, especially when facing exams. Students with low self-efficacy are often less confident in their own skills which can make a person more nervous and less confident during exams. In the study Islami, et al (2022) (8) it was confirmed by stating that students' problem-solving abilities were considered low and they were not yet familiar with the questions so they could not apply their knowledge. In addition, students had difficulty in identifying the problems presented, understanding the sentences contained in the problem, and observing problem-solving approaches that needed to be supported by using self-efficacy, so that they were able to face challenges in lifestyle (9).

Adolescents often experience anxiety when facing exams. Increasing self-efficacy can help overcome anxiety when facing exams caused by inadequate study preparation. Based on Khofifah's research in 2024, most students at Iskandar Muda Private High School had high levels of anxiety. In terms of gender, male students showed higher levels of anxiety than female students; in fact, anxiety was higher in grades 11-12 than in grade 10. Compared to middle adolescents, late adolescents experienced higher levels of anxiety at around 52.7%. This is in line with Suharis (2021) who stated that excessive anxiety will disrupt the balance and sense of balance in a person's life (10). In this study, the researcher was interested in knowing the relationship between self-efficacy and anxiety in adolescents approaching final school exams.

## **METHODS**

This study uses a cross-sectional quantitative research methodology with a Multidimensional Self-Efficacy (MSES), Zung Self Anxiety Rating-Scale (ZSAR-S) and Spearman rho correlation research design. This study was conducted at SMAN Situraja when the study began in October 2024. The sampling technique used in this study was cluster random sampling with the criteria of late adolescence in the MIPA & IPS Classes. The sample in this study amounted to 80 samples. This study was conducted for 2 weeks with a data collection method using a google form which was distributed online and then processed statistically using IBM SPSS Statistics. The results of this study were analyzed univariately and bivariately. The bivariate test used Spearman's rho with a significance value of 0.1. Self-efficacy is divided into 3 categories, namely (moderate, low and high) while anxiety is divided into 4 categories, namely (normal, mild, moderate, severe). This study adheres to ethical principles by maintaining the confidentiality of respondents' names, namely by only using student initials, not forcing students to become respondents by signing informed consent, and not harming patients. This research also uses the principle of fairness by not discriminating.

This research has been declared ethically feasible by the health research ethics commission of the Faculty of Health Sciences and Technology, Jenderal Achmad Yani University, Cimahi with ethical permit number 043/KEPK/FITKes-Unjani/IX/2024.

**RESULTS AND DISCUSSION**

Based on the results of the research conducted, 80 late adolescent respondents were obtained, consisting of 44 MIPA respondents and 36 IPS respondents in class XII of SMAN Situraja.

**Table 1.** Respondent characteristics based on demographics (n=80)

<b>Class</b>	<b>Frequency</b>	<b>Percentage (%)</b>
MIPA	44	55.0
IPS	36	45.0
<b>Age</b>		
16 years	2	2.5
17 years	14	17.5
18 years	64	80.0
<b>Gender</b>		
Man	26	32.5
Woman	54	67.5

Based on table 1, it shows that most of the respondents are from the MIPA class, as many as 44 people from MIPA class 1 to 6 with a percentage of (55%) and almost half of the IPS class, as many as 36 people from IPS class 1 to 5 with a percentage of (45%), almost all of the respondents, as many as 64 people (80%) are a group of late adolescent students aged 18 years and most of the respondents, as many as 54 people (67.5%) are female.

**Table 2.** Frequency Distribution of Self Efficacy of Late Adolescent Students in Class XII of SMAN Situraja in 2024

	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Self Efficacy (MSES)</b>	Currently	34 42.5
	Tall	46 57.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

Based on table 2. It shows that the majority of respondents of class XII students of SMAN Situraja have high self-efficacy, as many as 46 people with a percentage (57.5%) have self-efficacy in the high category, almost half of the respondents, as many as 34 people with a percentage (42.5%) have moderate self-efficacy and none of the respondents have low self-efficacy.

**Table 3.** Frequency Distribution of Anxiety in Late Adolescent Students in Class XII of SMAN Situraja in 2024

		Frequency	Percentage (%)
<b>Anxiety (ZSAR-S)</b>	Normal	9	11.3
	Light	59	73.8
	Currently	11	13.8
	Heavy	1	1.3
<b>Total</b>		<b>80</b>	<b>100.0</b>

Based on table 3. The research results show that the majority of respondents of class XII students of SMAN Situraja MIPA and IPS as many as 59 people with a percentage (73.8%) have mild anxiety and very few of the respondents as many as 1 person with a percentage (1.3%) have severe anxiety.

**Table 4.**The Relationship between Self-Efficacy and Anxiety Levels in Late Adolescents Class XII at SMAN Situraja in 2024

<b>Self Efficacy</b>	<b>Anxiety</b>										<b>p-value</b>
	<b>Normal</b>		<b>Light</b>		<b>Currently</b>		<b>Heavy</b>		<b>Total</b>		
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	
<b>Currently</b>	7	8.8	25	31.3	2	2.5	0	0	34	42.5	0.000
<b>Tall</b>	2	2.5	34	42.5	9	11.3	1	1.3	46	57.5	
<b>Total</b>	<b>9</b>	<b>11.3</b>	<b>59</b>	<b>73.8</b>	<b>11</b>	<b>13.8</b>	<b>1</b>	<b>1.3</b>	<b>80</b>	<b>100.0</b>	

Spearman Rho Statistic Test Value 0.01 level (2-tailed)

Based on table 4, it can be seen that in this study, the majority of respondents, 46 with a percentage (57.5%) had high self-efficacy and very few respondents, 2 respondents with a percentage (2.5%) had normal anxiety.

Based on the Spearman's rho test, the p-value = 0.000 <math>\alpha = 0.1</math>, which means that there is a significant relationship between self-efficacy and anxiety and statistically it is known that there is a significant positive relationship between self-efficacy and anxiety in late adolescents of class XII at SMAN Situraja. This result means that the higher the student category level, the higher the student's anxiety level.

Students with low self-efficacy will avoid learning tasks, especially challenging tasks, while students with high self-efficacy like challenging work. Students with strong self-efficacy will be more persistent than those with low self-efficacy in completing tasks or. This can lead to feelings of inadequacy, negative self-perceptions, or lack of control over actions and outcomes. Someone with high self-efficacy is ready to do activities because they feel capable, regardless of any obstacles that may arise. This study was strengthened by Yudhistira in 2022 by showing how goal setting can increase students' self-efficacy, which can then help them focus on academic achievement, learn efficient learning strategies, and become more responsible. As a result, increasing self-efficacy is essential to foster mental and intellectual growth so that people can overcome obstacles and challenging tasks.

A person with high self-efficacy believes that they can face and overcome challenges, is more willing to take risks, is optimistic, and can see failure as a learning opportunity. They also tend to manage their study time better, are more willing to try more challenging practice questions, and remain optimistic during exams despite obstacles. In line

with research by Muallifah (2016) (11) in which emphasizes increased self-efficacy and the positive impact of an optimistic self-efficacy perspective on reducing anxiety (11).

Anxiety is a state of worry, restlessness, and anxiety caused by a sense of risk originating from within or outside. Research shows that adolescents' anxiety about exams is exacerbated by their perception of exams as difficult, demanding, and frightening, which makes them feel incapable of taking the exam (12).

One of the most common emotions experienced by everyone is anxiety. Mellani (2021) defines anxiety as an unpleasant emotion experienced by a person other than irritation and fear. A broad, unpleasant, unclear fear that can even be accompanied by autonomic symptoms (13). When faced with a situation or challenge such as an exam, students feel uncomfortable, anxious, or slightly tense. Research shows that students who suffer from mild anxiety are better able to focus on their goals and practice critical thinking. This supports the idea that anxiety is influenced by a number of factors, including cognitive factors such as tension, nervousness, fear, worry, and anxiety as well as behavioral factors such as restlessness, physical tension, avoidance, and increased attention (14).

According to Liy & Liu (2020) distinguish between mild, moderate, and severe anxiety. Mild anxiety usually appears and needs to be addressed in terms of problem solving, thinking, and acting, people with mild anxiety usually show a variety of symptoms, including muscle stiffness, disorientation, lack of self-confidence, lack of self-awareness, and constant attention to many details. Excessive attention to important details and ignoring other things, high blood pressure, stomach problems, restlessness, limited perception, difficulty seeking advice, frequent worry, lack of sleep, and erratic emotions are common reactions to moderate anxiety. According to Liang L, et al (2020) (15), people with severe anxiety usually experience shortness of breath, frequent sweating, high blood pressure, blurred vision, difficulty solving problems, feelings of instability, rapid verbalization, and inhibition (15). This finding is in line with Hull (2022) about nervous people who cannot feel calm, worry, and even experience an increase in heart rate (11).

Based on the results of statistical tests using Spearman's rho with a significance level of  $p < 0.1$  on self-efficacy and anxiety, a p-value of 0.000 was obtained, meaning  $< 0.1$ , indicating a positive relationship between self-efficacy and anxiety before the final school exam. Based on the research findings, the researcher assumes that low anxiety is influenced by high self-efficacy. Students who have a high level of self-efficacy usually believe that they can overcome various obstacles and challenging circumstances to be more prepared, confident, and experience less worry or fear that is often associated with anxiety.

Previous studies showing a negative correlation between self-efficacy and anxiety support this. This shows that the research hypothesis about the relationship between self-efficacy and anxiety in late adolescents before the final exam can be accepted (4). Self-efficacy can be used to manage anxiety, it is important for students to use various techniques to reduce their anxiety levels before the exam. This strengthens Bandura's (1997) statement in Andini, et al (2023) (16) that a person's self-efficacy in achieving their goals can be influenced by various factors, such as culture, gender, the nature of the task at hand, the individual's role status and about self-ability (17). Self-efficacy plays an important role in motivating someone to conduct self-evaluation when facing significant obstacles. Self-efficacy also serves as a basis for evaluating one's own capacity in carrying out behavior to achieve goals (18).

According to research (2020) students' self-efficacy is a belief in their capacity to overcome difficulties and achieve their goals. In addition, self-efficacy is contextual, that is, it has a significant impact on the situations people face and is different from the situations they face. In addition, students with strong self-efficacy, enthusiasm, and perseverance will achieve better learning outcomes, while those with poor self-efficacy or beliefs will be more prone to pessimism and despair and will continue to avoid doing tasks (19).

According to Nur Azmi Akmalia in 2020 in Battu (2022) (20) stated that self-efficacy is a concept from social cognitive theory that describes a reciprocal interaction where awareness, behavior, and the environment all have a dynamic influence on each other. According to research by Haliany, et al (2020) individuals who have a positive perception and are confident in their own talents can help reduce anxiety. By proactively improving mental health, strategies that prioritize building self-confidence, helping students overcome exam challenges, and reducing anxiety can be applied. Consequently, developing self-confidence can ultimately improve mental health and reduce anxiety when facing exam difficulties (21).

The effect of lack of self-confidence is on what we feel and know. Someone who loses self-confidence will have negative feelings and thoughts. In addition, someone who has good confidence has positive feelings (22). A person's thoughts, feelings, beliefs, and behaviors are greatly influenced by the level of self-efficacy, or belief in their own skills. The self-efficacy that is created tends to last a long time and cannot be changed because it will determine behavior. Thinking skills are very important for the development of self-efficacy because smart people are better at remembering and interpreting their experiences. Someone with high self-efficacy is more confident in their ability to overcome challenges and pursue their goals

Student anxiety arises as a response to problems faced by students in the run-up to the exam, this is caused by low student abilities and low student confidence. In addition to anxiety issues, students' self-efficacy opinions and views on subjects play an important role in learning in order to achieve the expected goals in education. This can hinder concentration, reduce motivation, and cause students to avoid assignments or exams, which ultimately have a negative impact on their learning outcomes. Anxiety that is not managed properly can result in decreased academic achievement and damage students' psychological well-being.

Anxiety in adolescents can be detrimental to physical and mental health when faced with challenging exams or assignments. Anxiety is often caused by fear of failure or not meeting expectations, either from oneself or those around them. This syndrome is exacerbated by unreasonable expectations, intense competition, and high academic pressure. High self-efficacy can reduce anxiety by increasing confidence in one's abilities. Adolescents who have high levels of self-efficacy are more motivated, achieve better academic results, and face challenges head-on. In this case, increasing self-efficacy should be a top priority in educational and mental health intervention initiatives (22).

Adolescents with high self-efficacy tend to have more effective coping strategies, feel more able to manage stressful situations, and are better able to focus and concentrate. Late adolescents with high self-efficacy can better manage their anxiety about exams. Nurul Huda's study (2024) showed that this had a significant impact on students' ability to think critically. These results are in line with the latest research by Donohoo and Velasco (2021) which found that students' critical thinking skills will be stronger when they are able to control their thinking processes better through metacognitive self-regulation. The high level of self-efficacy from this study allows adolescents to think critically and feel comfortable in facing exams (23). This shows the importance of someone who has self-efficacy in facing exams so that anxiety does not occur.

Teens with mild anxiety typically experience feelings of restlessness or worry that do not interfere with daily activities. Relaxation methods such as meditation, light exercise, or talking to a friend can be very helpful in managing mild anxiety. Moderate anxiety can cause more significant disruption to daily routines and requires a more structured approach such as counseling. Then, a combination of psychological treatments and medication can be used to treat extreme anxiety, which is often accompanied by physical symptoms including shortness of breath and rapid heart rate.



## CONCLUSION

Higher self-efficacy is linked to lower anxiety levels. To help teens manage exam stress, schools should promote self-efficacy through supportive environments, confidence-building strategies, and positive reinforcement. Encouraging self-belief is key to academic success and mental well-being.

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