

Differences in Anxiety on the New Student of STKIP Singkawang

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Abstract

The purpose of this study is to investigate differences in anxiety based on gender, study program and ethnicity on the new students of STKIP Singkawang. The research method used is quantitative. The number of samples used is 71 new students. The data are analyzed using SPSS with descriptive analysis techniques and ANOVA. The results show that the female students have higher anxiety than the male ones. The students in Guidance and Counseling study program have the highest rate of anxiety, followed by elementary Students Teachers, Physics, *Bahasa Indonesia* (Indonesian language), and Mathematics study programs. The students from Javanese ethnic have the highest level of anxiety, followed by Malay, Batak, Dayak, Chinese, and Madura. However, there are no significant differences related to the students' anxiety in terms of sex, study programs, and ethnicity.

Keywords: Anxiety, new students

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1. Introduction

The change in status from high school to college students is a part of transitions that must be considered by new students. The status change requires that they face a fact that they are no longer treated the same as when they were high school students. They are required to be independent in learning and doing other activities. In addition, a varied learning system requires them to be more creative and innovative. Not to mention they will be faced with learning materials with higher level of difficulty because they have to focus on one particular field of science or department. Then, the new environment also demands them to adapt well, such as new friends and new cultures that are different from their culture.

Some of the things above will certainly give their own concerns to adolescent period, so that there are new problems in undergoing the lecturing process, such as self-adjustment, identity crisis and shock culture that increase the rate of anxiety on them (Leta, 2001). These matters will have an impact on their academic performance at the start of college activities (McCraty, 2007; McCraty, Dana, Mike, Pam and Stephen, 2000) and the main impact is averagely negative (Vitasari, et al 2010).

Anxiety is an intense state of an individual as a result of an unpleasant external stimulus which is felt to threaten him or herself, which then creates a comprehensive feeling that something bad will happen, so that he/she can prepare appropriate adaptive reactions. This is in accordance with Jeffrey S. Nevid, et al (2005) stating that anxiety is an emotional state that has physiological arousal characteristics, unpleasant tense feelings, and a feeling of comprehension that something bad will happen. Anxiety is also an unpleasant subjective experience of worry or tension in the form of anxious, tense, and emotional feelings experienced by a person within certain state (anxiety), which is facing an uncertain and dynamic situation on his ability to deal with that object (Ghufron & Risnawita, 2011). Then, Freud, in psychoanalytic theory, revealed that anxiety is also an ego function to warn individuals about the possibility of a danger coming up, so that appropriate adaptive reactions can be prepared well (Feist and Feist, 2010).

The new students experiencing anxiety disorder are caused by psychosocial factors, where they do not respond appropriately and accurately to the stressors (Chandratika & Purnawati, 2014). In addition, Adler and Rodman (1991) revealed that the causes of anxiety are; 1) past negative experiences; the main cause of the emergence of anxiety is mostly from childhood, in form of an unpleasant feeling about something that may happen again in the future, if individuals face the same situation and also cause discomfort, such as experience having failed in the test. 2) irrational thoughts; They are divided into four forms, namely: (a) Catastrophic failure, which is an assumption of an individual that something bad will happen to him. Individuals may experience anxiety and feelings of incompetence and inability to overcome problems, (b) Perfection, individuals expect themselves to behave perfectly and flawlessly. Individuals make a measure of perfection as a target and source that can provide inspiration, (c) approval, (d) incorrect generalizations (excessive generalization). This occurs in those who have little experience.

Anxiety can be classified according to its intensity. Stuart & Laraia (2005) identified anxiety into four parts, namely mild, moderate, severe anxiety, and heavy anxiety (panic). If the anxiety that occurs in an individual is classified as low, the anxiety is called normal anxiety. But, if it is classified as high intensity, the anxiety is called anxiety disorder. At the most basic level, anxiety is the result of emotions which are subjective conditions,

characterized by changes in feelings, behavior, thoughts, and physiology (Jacofsky et al. 2019). However, if the anxiety is excessive (high), it can cause the students to experience psychosomatic problems. Psychosomatic symptoms that can be experienced by them are the feelings of worry, tension, fear, afraid of something, sleep disorders, intelligence disorder, depression (moody), somatic/physical (muscle) symptoms, somatic/physical (sensory) symptoms, cardiovascular, respiratory, gastrointestinal (digestive), urogenital, autonomic, and behavioral symptoms (attitude) (Hamilton in McDowell, 2006). This is due to the increasing work system of the sympathetic nerves (Patimah, Suryani, & Nuraeni, 2015).

Every new student certainly has a different level of anxiety from one another. These differences can be seen from how they respond to various stimuli that trigger it. Therefore, in this research, the main objective is to investigate different level of anxiety on the students based on sex, study programs and ethics. Through the implementation of this research, it can contribute to higher education institutions in an effort to identify the anxiety of new students so that they can prepare preventive and curative measures to implement tertiary education well.

2. Methods

This research uses a quantitative approach with survey method. The research is conducted at STKIP Singkawang with the total sample of 71 new students in the academic year 2018/2019. The data collection medium is a scale developed by William WK Zung (1971) called A Rating Instrument for Anxiety Disorders. This scale is developed based on anxiety symptoms in the Diagnostic and Statistical Manual of Mental Disorder (DSM-III) which focuses on the most common disorders in general anxiety. There are 20 questions where each question is rated 1-4 (1: never, 2: sometimes, 3: most of the time, 4: almost every time). On this ZSAS scale, there are 5 questions leading to affective symptoms of anxiety, and 15 questions leading to psychological symptoms of anxiety (McDowell, 2006). The scores that will be generated from this scale range from 20 to 80, with criteria 25-44 for normal value of anxiety, 45-59 for mild-moderate, 60-74 for moderate-heavy, and ≥ 75 for very heavy/severe anxiety (panic) (McDowell, 2006). The researcher carries out the research directly, by giving a questionnaire to the new students who become the research sample to be filled out directly. The collected data are processed and analyzed using SPSS with descriptive analysis techniques and ANOVA.

3. Results and Discussions

The purpose of this research to investigate differences on the students' level of anxiety based on sex, study programs and ethics. The descriptive statistical test results (Table 1) show that female students have higher level of anxiety ($M = 34.2708$, $SD = 6.80344$) than male ($M = 34.1739$, $SD = 6.27877$). Then, the new students of Guidance and Counseling study program have higher anxiety than other study programs ($M = 36.2500$, $SD = 8.53913$), followed by Elementary Teachers ($M = 35.2121$, $SD = 7.12284$), Physics ($M = 34.6667$, $SD = 4.61880$), Bahasa Indonesia ($M = 33.3125$, $SD = 5.27534$), and Mathematics ($M = 32.4667$, $SD = 6.71743$). The Javanese ethnics have highest anxiety ($M = 37.5455$, $SD = 7.50151$), followed by Malay ($M = 34.2500$, $SD = 6.49566$), Batak ($M = 33.4000$, $SD = 2.19089$), Dayak ($M = 33.3571$, $SD = 7.77181$), Chinese ($M = 32.8000$, $SD = 2.77489$) and Madura ($M = 31.0000$, $SD = 7.07107$).

Table 1. Values of Mean and Standard Deviation of Anxiety based on Sex, Study Programs and Ethnicity

Variable		Mean	SD	Ranking	Category
Sex	Female	34.2708	6.80344	1	Low
	Male	34.1739	6.27877	2	Low
	Total	34.2394	6.59321		Low
Study Program	GD	36.2500	8.53913	1	Low
	ET	35.2121	7.12284	2	Low
	Physics	34.6667	4.61880	3	Low
	<i>Bahasa Indonesia</i>	33.3125	5.27534	4	Low
	Mathematics	32.4667	6.71743	5	Low
	Total	34.2394	6.59321		Low
Ethnics	Javanese	37.5455	7.50151	1	Low
	Malay	34.2500	6.49566	2	Low
	Batak	33.4000	2.19089	3	Low
	Dayak	33.3571	7.77181	4	Low
	Chinese	32.8000	2.77489	5	Low
	Madura	31.0000	7.07107	6	Low
	Total	34.2394	6.59321		

Based on the ANOVA test, the results show that there are no significant differences regarding the level of anxiety based on the sex, study program and ethnicity (Table 2). The significance of the difference in anxiety in terms of sex result in $F = .003$ and reaches the significance level of $p > 0.05$ while in the study program, $F = .612$

and it reaches the level of significance $p > 0.05$, and ultimately for ethnicity, the results show $F = .851$ and reaches p significance level > 0.05 .

Table 2. ANOVA Test to See the Differences on the Level of Anxiety based on Sex, Study Program, and Ethnicities

Variable		ss	df	MS	F	P
Sex	Between Group	.146	1	.146	.003	.954
	Within Group	3042.784	69	44.098		
	Total	3042.930	70			
Study Program	Between Group	108.827	4	27.207	.612	.655
	Within Group	2934.103	66	44.456		
	Total	3042.930	70			
Ethnicity	Between Group	186.988	5	37.398	.851	.519
	Within Group	2855.942	65	43.938		
	Total	3042.930	70			

Based on the results of the study, female's anxiety is higher than male. But, the difference is not highly significant. The anxiety experienced by new students both women and men, is still in the low category. This is different from the view of some experts who stated that the rate of anxiety in female is twice as high as the male (Kaplan & Saddock, 1998 and Sadock & Sadock, 2009). Then, the results of other studies also show that the number of mental emotional disorders in women is higher than men (Riskesdas, 2013). This may be because women have a more unstable personality, as well as the role of hormones that affect their emotional conditions so they are easily overflow, anxious, and are suspicious. The research has shown that, in general, women are more social-emotional in their interactions with others, while men are more independent and less emotional (Merchant, 2012). The male's anxiety can be the same as that of women because their personality in general is extroverted so their low level of anxiety will be high if they are being left alone without getting any help and support from the surrounding environment (Fratiwi, 2010).

Meanwhile, in the variable of study programs, the anxiety experienced by the Guidance and Counseling students is higher than others, followed by elementary Teachers, Physics, Bahasa Indonesia, and Mathematics. The anxiety experienced by the students coming from those study programs is not significantly different and is still in the normal category. This means that there is no pressure on the choice of study programs taken, so that they are truly ready to carry out their duties as the college students. The experienced pressure can cause excessive emotions (such as worrying about failure), causing anxiety. This is in line with what was suggested by Clift, et al. (2011) that excessive emotional reactivity, blunt or sensitive depression, and emotional responses are outputs of anxiety. Then, the level of education is also one of the factors that make the students' anxiety are not quite high, because the higher a person's education, the more they can think rationally and can capture new information positively (Kaplan et al., 2010 & Carpenito, 2009).

Then, the anxiety experienced by the new students from each ethnic group is still in the normal category and does not differ significantly, although Javanese students have higher anxiety than Malay, Batak, Dayak, Chinese, and Madura. Essentially, each ethnic group has a different culture, so that it forms a person's personality which then generates different ways of thinking in response to each coming stimulus. Culture is formed from a particular ethnic environment and the family is the smallest environment that applies every culture of an ethnicity. Therefore, the family environment, both positively and negatively, can have an impact on one's vulnerability to experience anxiety (Stuart & Sundeen, 2000). The absence of differences in inter-ethnic anxiety illustrates that each new student has applied a positive culture that embedded in their respective family environment.

From the results of this research, it can also be understood that sex, study programs and ethnicities cannot predict the anxiety level of new students. Although there are theories that prove that sex and environment (study programs and ethnicity) are variables / factors that can predict one's anxiety level (Kaplan et al., 2010 & Stuart, 2013), in this case, the three variables do not affect the students significantly. This may be that they have lower level of anxiety so that it does not cause a significant influence from these variables.

4. Conclusions and Suggestions

Based on the results of the research, it can be concluded that the anxiety experienced by the new students is still in the normal category, so that it does not cause a significant difference in terms of sex, study program, or ethnicity. The next researchers can consider examining the effects of anxiety on other variables, such as academic performance. Then, each college is expected to facilitate insight development about transformation period from high school to the college students, so that the new students do not experience excessive anxiety. Besides, educators in and parents should always provide support to the new students so that they are increasingly motivated to go through the lecturing process in the colleges.

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