

The Effect of Family Function on Anxiety before SBMPTN Exam Participants are moderated by Peers' Social Support

Nurul Hidayah^{1*}, Nur Andini Sudirman¹, Dini Cahyani¹, Latipun¹

ABSTRACT

The purpose of this study was to determine the effect of family function on anxiety in SBMPTN exam participants who were moderated by peer social support. The sample for this study were 75 participants of Muhammadiyah Madrasah Aliyah alumni who were participants in the SBMPTN exam aged 17-29 years who were male or female. Subjects will take the 2018 SBMPTN exam in Malang. Sampling technique using non probability quota sampling technique. This study uses a quantitative method, the analysis test uses statistical techniques with MRA (Moderated Regression Analysis) test, using SPSS 23. Software help The results show that the role of family function on anxiety has a significant negative effect and also the results of this study do not support the moderation model between family function, peer social support, and anxiety on SBMPTN exam participants.

Keywords: *Family function, Anxiety, Peers' social supports.*

Based on the Legislation, the implementation of new student admission to undergraduate programs at State Universities (PTN) refers to Law Number 12 of 2012 concerning Higher Education, Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education; Minister of Research, Technology and Higher Education Regulation on New Student Admission Undergraduate Programs at State Universities, new student admission paths are carried out through the National Selection to Enter State Universities (SNMPTN), Joint Selection to Enter State Universities (SBMPTN), and Independent Selection .

SBMPTN is the selection of new student admissions through written examinations or a combination of written exam results and skills exams. The 2018 SBMPTN implementation consists of Print-Based Writing Exams (UTBC) and Computer-Based Writing Exams (UTBK) which can be attended by graduate students in 2016, 2017, and 2018 from secondary education (SMA / MA / SMK) and equivalent, as well as graduates of Package C in 2016, 2017, and 2018. This year the Central Committee will improve UTBK participant services.

The written exam consisting of UTBC and UTBK uses exam questions that are designed according to the academic rules of developing the test. The SBMPTN written exam is

¹ (University of Muhammadiyah Malang, Malang, Jawa Timur, Indonesia)

**Responding Author*

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designed to measure basic abilities that can predict the success of prospective students in all study programs, namely higher order thinking, which includes academic potential, mastery of basic study fields, science and technology (science and technology), and fields social and humanities (soshum). In addition to participating in UTBC or UTBK, participants who choose the Arts and / or Sports Science study programs are required to take a skills exam (UK). The aim of the SBMPTN is to select prospective students who are predicted to be able to finish their studies in college well and on time and provide opportunities for prospective students to choose more than one PTN across the region.

The SBMPTN exam or selection is the second stage of the process of admitting new students to state universities, after the first stage has been carried out through the National Selection of State Universities (SNMPTN). The SBMPTN participants were tested to determine the extent of their academic potential abilities and other basic abilities in accordance with their chosen majors. However, often the SBMPTN exam becomes an arena that raises anxiety for many participants. Anxiety before the actual exam is a natural one and can be a motivation for SBMPTN participants in learning. But excessive anxiety can interfere with learning activities and reduce the concentration of participants facing the exam. Various kinds of efforts were mobilized to succeed in facing the SBMPTN exam. Participants prepare themselves by taking lessons or tutoring to be able to pass the SBMPTN exam. Based on the results of the study it was found that there was an increase in anxiety two weeks before the SBMPTN was held with one week before the SBMPTN was conducted (Miftahul, 2015). Based on the results of the study in Banda Aceh Tutoring, the results of 37 students (38.5%) were not anxious, 40 students (41.7%) were mildly anxious, 15 students (15.6%) were moderately anxious, 4 students (4.2 %) heavy anxiety. Most science students are in the category of not anxious (55.0%), social studies students are in the category of mild anxiety (50.0%) and IPC students are in the category of mild anxiety (50.0%) (Sari, 2016).

One of the factors that influence participants' anxiety ahead of the exam is learning stress related to learning strategies in learning time. Shields mentioned that the causes of learning stress experienced by participants were 35% due to facing exams. When facing an exam, many participants are unable to manage their study time well. In many countries, the stress-learning phenomenon is also found in participants in favorite schools, such as in Singapore, Japan, Malaysia, including the United States. According to the results of the study, it was reported that participants from favorite schools, including those from favorite departments, such as medicine, experienced stress in learning. This is because they feel burdened with subject matter and a lot of workloads and must follow a number of tests / tests that require them to have satisfactory values (Aryahi, 2016). Learning stress can cause anxiety for participants before the exam, this can be known based on research that shows that of the 202 participants in the Kalisat Senior High School, 49.51% of participants experienced high anxiety (Mahardeka, 2012) before the exam. In another study it was found that most participants were in the mild level of anxiety (51.3%) and moderate (40%) categories in facing national examinations (Sammy, 2015).

Family is an important factor in children's psychological and social development. Family functioning is not only limited to things related to parenting and attachments that parents do to children, but also family responsibilities to children. Family function is a combination of two dimensions, namely Soft Index which includes affective responses, involvement, behavioral control, values and rules as well as Rigid Index which includes problem solving, communication and role assignment (Dai, 2015). However, the life of today's modern society

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which is all complex as a result of the development of modern technology, industrialization, and also mechanization can have an impact on social life. Adaptability of each individual to the situation becomes a matter that is not easy because it can lead to conflict, anxiety in the individual. Bandura (1989) in his study explained that families, community groups, and mass media can systematically form memory patterns depicted in habits of behaving individuals through imitating and modeling (modeling). Family is an important factor in the development of child psychology. Parents also provide the basis for emotional life and the basis of a child's moral life. The emotional life of the family can guarantee the emotional development of the child in his personal formation. Likewise, the example of parents in speaking and behaving daily will be a vehicle for moral education for children to form moral human beings. The family is the basic foundation of moral education and religious life views. The nature and character of children are mostly taken from both parents and other family members. Based on data obtained from previous research, it is known that family functions have a relationship with child anxiety variables (Purba, 2017), but conversely there are also studies that explain that there is no relationship between family function and anxiety (Ghamari, 2012).

Individual development is greatly influenced by what happens in social contexts such as relationships with peers. The familiarity of individuals with friends can be understood because in reality modern society like this now spends most of its time together with peers. Based on research conducted by Buhrmester shows that in adolescence the closeness of relationships with peers increased dramatically and at the same time the closeness of the relationship between adolescents and parents decreased dramatically. The results of Buhrmester's study were reinforced by Nickerson & Nagle (2005) that in adolescence communication and trust in parents diminished and shifted to peers to fulfill attachments. Friendships between peers can occur because of the deep feelings of interest and affection, marked by showing each other a total openness and sharing, even talking about each other's personal lives. A friend can be a behavior change agent who can disseminate information and influence group norms in their community.

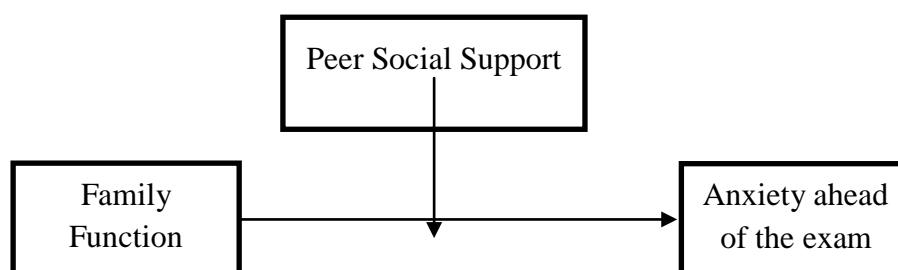
Peer groups are a group of people who are of the same age and have the same status, with whom someone generally relates or associates. In one's life, peers are a group that is used as a reference after family groups, teachers (schools) and this requires time in the process. Socialization through peers has an informal and direct nature (Damsar, 2012). Social support received from peers even gives more influence than families in adolescence.

According to Sunarto (2004), Peer group is a playmate consisting of relatives and neighbors and school friends where a child begins to learn the values of justice. Whereas according to Riyanti, Peer group is one characteristic that is formed in social behavior where the behavior of the group will influence the behavior and values of the individuals who are members so that the individual will form new patterns of behavior and values which in turn can replace values and behavioral patterns learned at home. From the research conducted by Yulia (2010) stated that peer social support can reduce participants' anxiety in facing the test. Participants who get social support from their peers will feel that they are loved, cared for, thus increasing their sense of self-worth. A person with high self-esteem tends to have a sense of self-confidence, self-confidence that they are able to master the situation and provide positive results, in this case is self-confidence in the face of the test. This situation will help participants reduce the anxiety they feel before the exam.

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Based on the exposure in this background, it is known that peer social support also plays a role in reducing participants' anxieties before the exam, but there has not been any research that attempts to express peer social support as a mediator on the influence of family functioning on children's or participants' anxiety ahead of the exam. Therefore, the purpose of this study is to explain how the influence of social support on relationships

Research Design



METHODOLOGY

Sample

The participants in this study were 75 people. The participants of the study were Muhammadiyah Madrasah Aliyah alumni who were participants of the 2018 SBMPTN exam aged 17-29 years who were male or female. Subjects will take the 2018 SBMPTN exam in Malang. The sampling technique used is a population where the subject is determined to be a participant is the whole person who has certain characteristics set by the researcher.

Instruments

There are three scales used in this study,

1. The scale of family function is measured using the family function scale developed by Trio saputra (2017) with 50 items containing answer choices, namely (SS) strongly agree, (S) agree, (TS) disagree, and (STS) very not agree. An example of a statement on this scale is "My parents always pay attention to my association".
2. An anxiety scale that contains choices of answers, namely (SS) strongly agrees, (S) agrees, (TS) disagrees, and (STS) strongly disagrees. An example of a statement on this scale is "I feel anxious about media coverage of the SBMPTN exam".
3. The scale of peer social support was measured using a scale used developed by Dian Lati Utami (2016). The scale of peer social support contains 35 containing answer choices, namely (SS) strongly agree, (S) agrees, (TS) disagrees, and (STS) strongly disagrees. Examples of statements such as "I am considered important by friends".

Procedure

The study participants were Muhammadiyah Madrasah Aliyah alumni who were participants of the 2018 SBMPTN exam, the data were then analyzed using the SPSS 23 for Windows program which would then be explained and drawn based on the results of the analysis.

RESULTS

The test results using statistics show the mean and standard deviation of each variable. Anxiety variable (Y) has an average value ($M = 41.04$; $SD = 5,007$), family function

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variables ($M = 160,41$; $SD = 17,836$), and peer variables ($M = 107,48$; $SD = 13,063$). Results Test for tolerance between variables shows that each variable has a negative and positive relationship. This family function variable has a significantly negative correlation with anxiety ($r = -1.35$; $p < 0.05$), family function and peer support variables ($r = 0.284$; $p > 0.05$), peer support variables and anxiety ($r = -2.80$; $p < 0.05$).

The variable function (X) has a t of -0.512 with a significance value with a significance value of 0.000 , which is smaller than the significance level of 0.05 (5%). This shows that family functions have a significant effect on anxiety. In conclusion, the first hypothesis H1 which states that family functions have an influence on the anxiety of SBMPTN exam participants is acceptable. This means that the better the family function in the family will reduce participants' anxiety.

Moderating variable in this study is Teman Sebaya which has a t of -0.617 with a significant value of 0.539 which is greater than the significance level of 0.05 . This shows that peers are not able to moderate the relationship between the Family function and anxiety. In conclusion, family functions cannot reduce anxiety during exams when peer support is higher, H2 is rejected

DISCUSSION

The results of this study support hypothesis 1, that family functions have a significant influence on anxiety on SBMPTN exam participants. Family functioning according to The McMaster Model of Family Functioning (MMFF) is defined as a situation in the family where each unit of the family is able to carry out basic tasks in daily life in the family related to problem solving, communication, role, affective response, involvement affective and behavioral control. The results of this study support the research of Melinda (2017) which states that family functions have an influence on individual anxiety.

Peer support moderates the effect of family function on anxiety on SBMPTN exam participants. The fact that the source of social support is important for adolescents is not just from peers. Social support from peers makes students feel that they have friends who pay attention to them, respect them, and have feelings of affinity, but this is not enough to reduce their anxiety in the face of the test. This study does not prove peer support that can reduce individual anxiety in the face of examinations.

CONCLUSION

Based on the research that has been done the results are that the role of family function on anxiety has a significant negative effect and also the results of this study do not support the moderation model between family functions, peer support, and anxiety in SBMPTN participants in facing the test. As for the implications of this study families who have elderly family members, are expected to support SBMPTN participants in the face of examinations. The fact that the source of social support is important for adolescents is not just from peers. Thus other variables can be used such as learning readiness, discipline or self-management. For further researchers who want to make improvements in this study, it is expected to conduct further research with other research models by increasing the supporting literature, considering other variables as moderation, and also expected to increase the number of subjects so that the results of research are more diverse.

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