



Research Article

Physics Teacher Efforts of Islamic High School in Yogyakarta to Minimize Students' Anxiety When Facing the Assessment of Physics Learning Outcomes

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Abstract

This study aims to determine the anxiety experienced by Islamic high school students in Yogyakarta and find out the efforts of Islamic high school physics teachers in Yogyakarta in minimizing the anxiety that occurs in their students when facing assessment of physics learning outcomes. This study uses qualitative research methods and descriptive approaches. The subjects of this study were Islamic high school physics teachers and Islamic Senior High School students of class X natural science until the XII natural science class in Yogyakarta. The subject of this study was determined using purposive sampling method. The results of this study indicate that the anxiety experienced by Islamic high school students in Yogyakarta when facing the assessment of physics learning outcomes in the form of a lack of mastery of the concept of learning material. Therefore, the efforts made by Islamic high school physics teachers in Yogyakarta to minimize the anxiety experienced by their students when facing assessment of physics learning outcomes is by conveying the concept of physics material that is clear and easy to understand, provides regular practice questions, provides motivation, and applying learning using existing technology.

Keywords:

physics teacher, islamic high school, anxiety, assessment, physics learning outcomes

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Introduction

The low learning outcomes, especially in the physics subjects achieved by students, is one of the important aspects that has been highlighted in the world of education. Al-Darmaki and Fatima (2004) stated that the low learning outcomes achieved by students were caused by various influential factors, both from within and from outside the students themselves. Nurlaila (2011) states that external factors that affect learning outcomes achieved by students include the school environment, and the influence of technological progress. Meanwhile, Strongman (2003), Hlalele (2011) also states that the factors within students that affect their learning outcomes in the form of family factors, parenting parents, economic background, learning style, learning motivation, enthusiasm for learning, learning intensity, and anxiety in learning and examinations or assessment of learning outcomes.

This is consistent with the views of Akin and Kurbanoglu (2011), Leppavirta (2011) which states that one of the causes of the low learning outcomes of students is the occurrence of anxiety in students. In general, students who experience anxiety when faced with subjects that are considered difficult, one of them in physics subjects. Students experience anxiety in learning activities in subjects that are considered difficult because they are oriented to get high grades, teachers are firm in teaching, and anxious when facing assessment of learning outcomes (Alipanahi & Mahmoodi, 2015; Selimović et al., 2018). Anxiety arises in students when participating in learning activities, especially when working on assignments and difficult test questions. Anxiety in facing assessment of learning outcomes is not only experienced by students whose intelligence level is low, but also experienced by students who have high levels of intelligence and learning motivation (Ritovska et al., 2017; Orozova et al., 2018). Na (2011) states that students who experience anxiety, will have difficulties in understanding the subject matter delivered by the teacher. Therefore, students become unable to master the subject matter presented by the teacher well, which results in a decrease in their learning outcomes.

This is one of the causes of learning difficulties in students. One of the learning difficulties experienced by students is the emergence of feelings of anxiety when facing a test or assessment of learning outcomes in certain subjects they consider difficult. Anxiety is a psychological condition that is almost experienced by everyone when facing a problem or event that has not yet known the results and inconvenient events (Santrock, 2007; Feist, 2010). In line with this view Sauvageot and Graca (2007), Gerald (2010) states that anxiety is a psychiatric symptom that is similar to anxiety, and fear of something that is not clear. Thus, anxiety is an important thing to increase motivation in reaching a goal, but if anxiety is too high, it will have a negative impact. Anxiety is a form of emotion in a person with regard to the feeling of being threatened by something, usually with a less obvious threat (Dodeen &

Abdelmabood, 2005). In line with previous views Veronika et al. (2018) stated that anxiety that cannot be minimized by effective treatment is called traumatic, which makes a person feel powerless in doing something. Thus, anxiety can occur to everyone and the intensity of the feelings that arise in a person can be controlled by always thinking positive and optimistic about something.

Anxiety can be experienced by anyone and anywhere, including students in classroom learning activities. Anxiety experienced by students in the class can take the form of realistic, neurotic, or moral anxiety (Lokmić, 2013). Thus, because anxiety is a psychic phenomenon that is invisible, so to determine whether a student experiences anxiety or not need a detailed action or observation by recognizing the factors and symptoms that lie behind it. However, it is important to note that the symptoms of anxiety that can be observed are only a small part of the real problem (Dankade et al., 2016; Mkhize & Maistry, 2017). In the implementation of classroom learning activities, many factors trigger the emergence of anxiety in students. Factors triggering the emergence of anxiety in students in participating in learning activities in the form of demands for learning achievement targets that are too high, Susana learning activities that are less conducive, the provision of learning tasks by teachers is very solid, and learning outcomes assessment systems are less open (Cook, 2005; Keeley et al., 2008). In addition, the attitudes and treatment of teachers towards students who are less friendly and less competent, strict school rules and more prioritizing punishment, as well as means and pre-learning facilities that are less important can also trigger the formation of anxiety in students (Misbach, 2011).

Anxiety is one of several factors that hinder the performance of students' cognitive functions, such as in remembering, concept formation, and problem solving (Jegede et al., 1990; Pan & Tang, 2005). Meanwhile, one form of feeling that arises in students when facing assessment of learning outcomes or tests of a particular subject, especially difficult subjects is the appearance of feeling afraid and tense (Pan & Tang, 2005). Some students sometimes respond to the assessment of learning outcomes or examinations as a problem in their lives, either because they are embarrassed when they get bad results or are not confident in their preparations (Stankovska et al., 2013). In line with previous views, Kleehammer et al. (1990) stated that one of the causes of anxiety in students is that teachers do not sufficiently situate or condition pleasant learning activities.

In addition, it should be remembered that in the implementation of teacher-centered learning activities it is difficult to foster students' understanding of the material presented by the teacher (Elbrusovna & Osmanovitch, 2015). Thus, in the implementation of learning centered on students is more suitable to be used because it makes it easier for students to adapt and reduce the burden on students in understanding and learning the material presented by the teacher. Meanwhile, the memorization approach taken by students or teachers only produces short-

term effects and is not contained in long-term memory. Thus, based on these problems, this study aims to determine the anxiety experienced by Islamic high school students in Yogyakarta in facing the assessment of physics learning outcomes and find out the efforts made by Islamic high school physics teachers in Yogyakarta in minimizing the anxiety that occurs in students when facing assessment results study physics.

The effort made by the teacher to minimize the anxiety of students when facing the exam is done to strengthen the self-confidence and optimism in the students. This is expected to be able to provide actual recommendations related to the effort that must be made by the teacher in minimizing students' anxiety when facing the exam. In addition, these results can be used as input for other teachers and related parties in motivating students to their abilities in completing academic examinations. Based on this background, this study aims to determine the anxiety experienced by Islamic high school students in Yogyakarta and find out the efforts of Islamic high school physics teachers in Yogyakarta in minimizing this anxiety that occurs when facing the assessment of physics learning outcomes. The results of this study are expected to contribute and benefit to education in Indonesia and can be used as input for other countries.

Method

In accordance with the problems studied, then in this study the research method used is qualitative research methods as a basis for discussion of research results. Neuman (2011) states that qualitative research is a research procedure that produces qualitative data in the form of written and oral words from a person and the behavior studied. Meanwhile, the approach used in this study is a descriptive approach. Descriptive approach can be interpreted as a problem solving procedure that is investigated by describing the state of the research subject at the present time based on the facts that appear or as it is (Flick, 2013; Grbich, 2013).

Data collected in qualitative research in the form of words, images, and not numbers (Neuman, 2011). Meanwhile, the sample used as the subject of this research is the physics subject teacher from eight Islamic high schools in Yogyakarta, namely MAN 1 Yogyakarta, MAN 2 Yogyakarta, MAN 3 Yogyakarta, MAN 1 Sleman, MAN 2 Sleman, MAN 3 Sleman, MAN 4 Sleman, and MAN 5 Sleman. MAN itself stands for State Madrasah Aliyah which is a religion-based high school. The State Aliyah Madrasah is an Islamic secondary school which is under the authority of the Indonesian Ministry of Religion. In addition, students are also used as a source of triangulation that strengthens teachers' opinions. Students who are used as a source of triangulation are six students in grade X natural science up to the XII natural science class from the eight Islamic high schools in Yogyakarta.

Meanwhile, the technique of determining the sample as the subject of this study uses purposive sampling method. Marshall and Rossman (2014) stated that purposive sampling method is a technique or method in taking research subjects that are not based on level and random, but based on the existence of certain objectives. Islamic high school physics teacher in Yogyakarta which was used as the research sample was selected based on the length of teaching. The chosen students are grouped based on the learning outcomes obtained. Meanwhile, data collection techniques used in this study use the results of interviews and questionnaires. The questionnaire used to collect data in the form of views of Islamic high school students in Yogyakarta related to the anxiety they experienced when assessing learning outcomes in physics subjects can be shown in Figure 1.

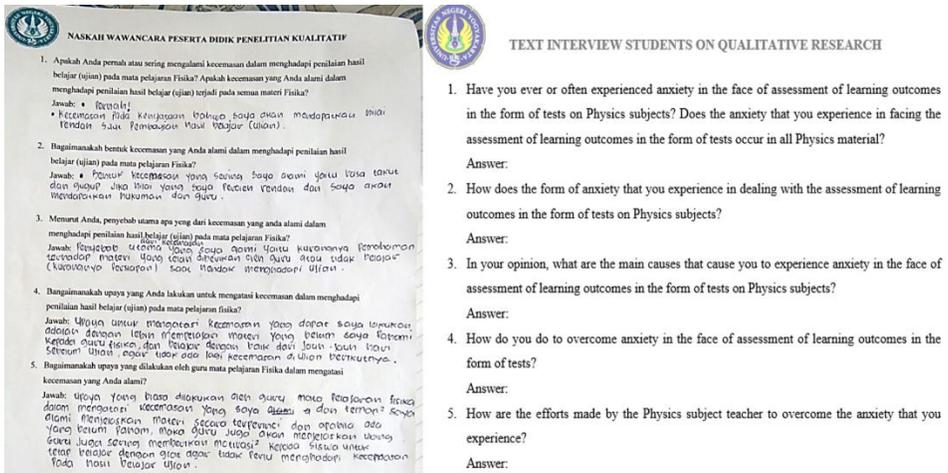


Figure 1.
Questionnaire Filled by Islamic High School Students in Yogyakarta

Meanwhile, research documentation when interviewing teachers and students filled out questionnaires and can be shown in Figure 2.



Figure 2.
Interview with Physics Teacher and Fill Out Questionnaires by Students

The interview sheet used as a reference in conducting interview activities aimed at collecting data in the form of views of Islamic high school physics subject teachers can be shown in Figure 3.

 NASKAH WAWANCARA PENELITIAN KUALITATIF	 TEXT QUALITATIVE RESEARCH INTERVIEW
<ol style="list-style-type: none"> 1. Menurut Bapak/Ibu, apa saja bentuk-bentuk kecemasan yang dialami oleh peserta didik dalam menghadapi penilaian hasil belajar? Jawab: 2. Apakah sebagai guru, Bapak/Ibu dapat mengatasi bentuk-bentuk kecemasan yang di alami oleh peserta didik dalam menghadapi penilaian hasil belajar berupa tes? Jawab: 3. Apakah kecemasan yang dialami oleh peserta didik dalam menghadapi penilaian hasil belajar berupa tes terjadi pada semua materi Fisika atau hanya materi tertentu? Materi apa saja? in? Jawab: 4. Adakah bentuk kecemasan peserta didik seperti kecemasan terhadap ancaman atau bahaya nyata (realistik), kecemasan rasa takut yang bisa membuatnya dihukum (neorotik), dan kecemasan yang membuat rasa malu (kecemasan moral) dialami saat menghadapi penilaian hasil belajar berupa tes? Jawab: 5. Bagaimanakah upaya untuk mengatasi peserta didik yang mengalami kecemasan realistik, kecemasan neorotik, dan kecemasan moral dalam menghadapi penilaian hasil belajar berupa tes? Jawab: 6. Apakah peserta didik mengalami kecemasan seperti gugup, gemetar, berkeringat saat mengerjakan penilaian hasil belajar berupa tes? Jawab: 7. Apakah peserta didik mengalami sikap putus asa atau tidak percaya diri dalam mengerjakan penilaian hasil belajar berupa tes? Jawab: 8. Apakah peserta didik mengalami kecemasan, seperti gelisah, melamun, atau mengabdarkan diri sebelum selesai mengerjakan penilaian hasil belajar berupa tes? Jawab: 9. Apakah peserta didik yang mengalami kecemasan, seperti gelisah, melamun, gugup, ataupun gemetar akan berdampak pada hasil belajar berupa tes yang diperoleh peserta didik? Jawab: 10. Menurut Bapak/Ibu, bagaimanakah cara untuk mengatasi kecemasan peserta didik dalam menghadapi penilaian hasil belajar berupa tes? Jawab: 	<ol style="list-style-type: none"> 1. According to you, what are the forms of anxiety experienced by students in the face of learning outcomes assessment? Answer: 2. As a teacher, you can overcome the forms of anxiety experienced by students in the face of assessment of learning outcomes in the form of tests? Answer: 3. Does the anxiety experienced by students in facing the assessment of learning outcomes in the form of tests occur in all Physics material or only certain material? What are the material? Answer: 4. Are there forms of student anxiety such as anxiety about threats or real (realistic) threats, anxiety that can make him punished (neorotic), and anxiety that makes shame (moral anxiety) experienced when facing assessment of learning outcomes in the form of tests? Answer: 5. How is the effort to overcome students who experience realistic anxiety, neorotic anxiety, and moral anxiety in the face of assessment of learning outcomes in the form of tests? Answer: 6. Do students experience anxiety such as nervousness, trembling, sweating while working on the assessment of learning outcomes in the form of tests? Answer: 7. Do students experience despair or lack of confidence in working on assessment of learning outcomes in the form of tests? Answer: 8. Do students experience anxiety, such as anxiety, daydreaming, or resigning before completing a learning outcome assessment in the form of a test? Answer: 9. Do students who experience anxiety, such as anxiety, daydreaming, nervousness, or trembling will have an impact on learning outcomes in the form of tests obtained by students? Answer: 10. According to you, how do you deal with student anxiety in the face of assessment of learning outcomes in the form of tests? Answer:

Figure 3.
Islamic High School Physics Teacher Interview Sheet in Yogyakarta

In addition, the researchers also considered data validation using data triangulation techniques, which was done by comparing the data from interviews with Islamic high school physics teachers in Yogyakarta and interviews with Islamic high school students in Yogyakarta. This stage is carried out with the aim to ensure the reliability of the data collected. During this triangulation phase, researchers individually explain the results of interviews with teachers and students of Islamic High Schools in Yogyakarta. Meanwhile, the focus of data analysis in qualitative research is to reduce data, describe data, and draw conclusions based on data or results obtained in interview activities tailored to the topic of research related to the anxiety of Islamic high school students in Yogyakarta.

Results and Discussion

The results of data analysis are categorized into two topics including anxiety of Islamic high school students in Yogyakarta in facing physics learning outcomes and the efforts of Islamic high school teachers in Yogyakarta to minimize student anxiety. The results of data analysis for each topic are presented as follows.

Anxiety of Islamic High School Students in Yogyakarta in Facing Physics Learning Outcomes

The sample that served as the subject of this study consisted of eight Islamic high school physics teachers in Yogyakarta who had the same opinions and views on the anxiety experienced by Islamic high school students in facing the assessment of learning outcomes or tests on physics subjects. Meanwhile, the opinions voiced by two physics teachers from the first high school, namely MAN 1 Yogyakarta and MAN 5 Sleman showed that students were less motivated while studying the learning material in school. The two teachers answered that the lack of learning motivation of students was due to lack of support to learn from parents and also the atmosphere of learning activities that were less pleasant according to the characteristics of each student. Following are the statements said by the first two Islamic high school physics teachers in Yogyakarta:

Anxiety experienced or shown by students to me in the face of assessing learning outcomes or physical exams is when working on assessing learning outcomes or physical exams, they panic and rush into completing the problems I gave in the exam questions sheet. I think this is because students do not understand the concept of the material being tested and are not serious enough in listening to the material that I have presented during the learning activities.

Based on the views conveyed by two physics teachers from MAN 1 Yogyakarta and MAN 5 Sleman shows that the anxiety experienced by students in facing assessment of learning outcomes or physics exams occurs almost in all physics material with the percentage of physics material which is difficult by 50% and easy material by 50%. This shows that various forms of anxiety experienced by students in the face of assessment of learning outcomes or examinations can affect the learning outcomes obtained by these students. It is also in accordance with the results of research Respatiningrum et al. (2015) which state that the anxiety that arises in a person, especially students with low levels can usually work on exam questions well and conversely.

Meanwhile, the lack of understanding of the concepts possessed by students towards the physics material tested is the main factor in the occurrence of anxiety for most Islamic high school students in facing the assessment of learning outcomes or physical exams. The same thing is also in accordance with what was conveyed by Karim et al. (2015), Djarod et al. (2015) which state that students have difficulty in applying the concept of momentum in various physical contexts, especially the new physics context which is stated qualitatively. The ability of students to master the concept of low material makes them difficult to learn, so that during the material examination activities, there arises feelings of panic and anxiety in students (Arief et al., 2012; Kusyairy, 2014).

Opinions or views expressed by two physics teachers from MAN 2 Yogyakarta and MAN 4 Sleman show that the anxiety experienced by students in facing the assessment of learning outcomes or examinations in physics

subjects is not only related to the lack of ability of students' conceptual understanding of the physics material being tested, but there are other forms of anxiety raised by students when working on physics exam questions. Here are the statements that were said by the second Islamic high school physics teacher in Yogyakarta:

In my opinion, the anxiety experienced by students in facing the assessment of learning outcomes or examinations on physics subjects can be seen from the attitudes or behavior of students when they will take the exam, when doing the exam, and after completing the exam. All my views, the anxiety experienced by students when they are going to work on the assessment of learning outcomes or physical exams can be shown from behaviors such as restlessness, daydreaming, and pounding on the table using a pencil or pen.

Based on the views expressed by the two physics teachers from MAN 2 Yogyakarta and MAN 4 Sleman shows that the anxiety experienced by participants when working on assessing learning outcomes or examinations in physics subjects can be demonstrated by behavior or attitude students in the form of panic, and anxiety. This is in accordance with the results of research by Rudiansyah et al. (2016) which states that the anxiety in students when conducting exams or assessment of learning outcomes in the form of emergence of nervousness, trembling, sweating in addition to abnormalities or diseases while working on learning outcomes. Meanwhile, the opinions or views expressed by the two physics teachers from MAN 3 Yogyakarta and MAN 3 Sleman showed that the anxiety experienced by students in facing the assessment of learning outcomes or exams in physics subjects is not only related to the lack of ability of students' conceptual understanding of the physics material being tested, but there are other forms of anxiety raised by students when working on physics exam questions. The following are the statements said by the third Islamic high school physics teacher in Yogyakarta:

In my opinion and view that my students experience anxiety such as, nervousness, anxiety, and sweating while working on assessment of learning outcomes is not much only students with a high level of intelligence while students with moderate and low levels of intelligence do not experience anxiety about assessment learning outcomes, they are apathetic about the assessment of learning outcomes done by me. In addition, my students experienced despair or lack of confidence in working on evaluating learning outcomes or examinations. This can be seen from the ability of students to answer questions that sometimes seem careless and often ask their friends about answers to items that are tested.

Based on the views conveyed by two physics teachers from MAN 3 Yogyakarta and MAN 3 Sleman, it shows that the anxiety experienced by participants when working on assessing learning outcomes or examinations in physics subjects can be demonstrated from the behavior shown by students when working on physics subject exam items such as panic, anxiety, despair, and not confident by asking answers to friends. In addition, the anxiety that arises in students is not only when

students work on test items, but students experience anxiety when going to the exam and also after completing the exam or assessment of learning outcomes. Meanwhile, the opinions or views expressed by the two Islamic schools from MAN 1 Sleman and MAN 2 Sleman show that the anxiety experienced by students in facing the assessment of learning outcomes or examinations in the eye physics lessons are not only related to the lack of ability of students' conceptual understanding of the physics material being tested and also the attitudes raised by students, but the anxiety that arises in students tends to be caused by teacher weaknesses in delivering physics material to students. Here are the statements that were said by the fourth or last Islamic high school physics teacher in Yogyakarta:

In my opinion and view that my students experience anxiety may be due to me in delivering physics learning material to them less well, less fun, and lacking in understanding the characteristics of each of my students. In addition, in the implementation of learning activities I may not be integrated with my students, I am not able to make the atmosphere of learning fun, and the material that I present to students may be too serious. Therefore, with some weaknesses and shortcomings in submitting physics material to students, causing my students to become depressed and anxious when they get unsatisfactory results.

Based on the views expressed by the two or the fourth physics teachers from MAN 1 Sleman and MAN 2 Sleman, it shows that the anxiety experienced by students in facing assessment of learning outcomes or physical exams arises due to influences or factors weaknesses and shortcomings of teachers in delivering material to students. The results are also in accordance with the results of research by Sugiatno et al. (2015), Milenkova et al. (2018); Segalo and Rambuda (2018) stated that the factors that influence the emergence of anxiety in students are the lack of scaffolding provided by the teacher, an unsupportive learning environment, direct problem solving activities in the classroom, unpleasant experiences in the past, such as a physics teacher and cruel mathematics, and lack of motivation in learning.

Thus, the results of data collection through interviews with eight Islamic high school physics teachers in Yogyakarta were considered appropriate to represent the views or opinions of Islamic high school physics teachers in Yogyakarta in addressing the problem of the anxiety of Islamic high school students in Yogyakarta in facing the assessment of learning outcomes or exams especially in physics subjects. Based on the views of the eight respondents of Islamic High School physics teachers from eight MAN (State Madrasah Aliyah) in Yogyakarta, it can be explained that the anxiety experienced by Islamic high school students in Yogyakarta in facing the assessment of learning outcomes or exams in the form of lack of learning concepts, lack of mastery of material, thus concluding panic, anxiety, and hesitation when working on the exam, while working on the exam, even after completing the work and test time. In addition, the anxiety that arises in students can also be caused

by weaknesses and shortcomings of the teacher in delivering learning material to students.

The Efforts of Islamic High School Physics Teachers in Yogyakarta to Minimize Student Anxiety

Dodeen et al. (2014) stated that certain efforts carried out by the teacher in minimizing students' anxiety when facing assessment of learning outcomes include creating a pleasant learning atmosphere and during ongoing learning activities the teacher should be able to develop his "sense of humor" and the students. In line with this opinion, the respondents, namely Islamic high school physics teachers in Yogyakarta also have their views and opinions on the efforts made in minimizing the anxiety faced by Islamic high school students in Yogyakarta. The views expressed by the two physics teachers from MAN 1 Yogyakarta and Sleman 5 MAN showed that the efforts or actions they did in minimizing the anxiety experienced by students in facing the assessment of learning outcomes or examinations in the eye physics lessons not only create an atmosphere of fun learning and develop a "sense of humor", but there were several attempts made by the first Islamic high school physics teacher in Yogyakarta. Following are the statements said by the first two Islamic high school physics teachers in Yogyakarta:

In my opinion, that the effort I have made to minimize the anxiety that arises in my students when faced with the assessment of learning or exam results, especially in the eyes of physics learning is to instill the concept of physics material that will be tested strongly, because a strong basic concept will make students are easy to understand more complicated material. I also conduct learning activities by often giving practice test questions, and doing learning activities using various learning models, such as NHT (Number Hight Together) forms of games, and different learning methods.

Based on the views expressed by the two physics teachers from MAN 1 Yogyakarta and MAN 5 Sleman, it shows that the efforts made by the teacher to minimize the anxiety experienced by students when facing assessment of learning outcomes or physical exams are by convey concepts that are clear and easy to understand by students, provide regular practice questions, and conduct more varied learning activities. The results are also in accordance with the results of research by Veronika et al. (2018) stating that the more often the teacher evaluates the learning activities he has done by adjusting to the characteristics of students, conducting learning activities by delivering the material to students actively and centrally for students, as well as learning with a variety of models and methods, it is able to reduce anxiety in students when they follow a series of learning activities and also make students more confident in what they do. Meanwhile, the views expressed by the two physics teachers from MAN 2 Yogyakarta and MAN 4 Sleman showed that

the efforts or actions they did in minimizing the anxiety experienced by students in facing assessment of learning outcomes or Exams on physics subjects not only strengthen students' understanding of concepts and do varied learning, but there are several efforts made by the second Islamic high school physics teacher in Yogyakarta. Here are the statements that were said by the second Islamic high school physics teacher in Yogyakarta:

In my opinion that the effort I made to minimize the anxiety that arises in my students when facing assessment of learning outcomes or exams especially in the eyes of physics learning is to inform my students that the exam or assessment of learning outcomes is not the only determinant of success and student graduation towards subjects. In addition, I also told the students that the determinants of the success and graduation of students towards physics subjects were not only assessed from the exam, but from assignments, assessment of activeness, and attitude.

Based on the views expressed by the two physics teachers from MAN 2 Yogyakarta and MAN 4 Sleman, it shows that the efforts made by the teacher to minimize the anxiety experienced by students when facing assessment of learning outcomes or physical exams are by provide motivation and change the mindset of students that the assessment of learning outcomes or tests is not the only determination of study success and life success. These results are also in accordance with the results of the study that there is a significant relationship between anxiety in learning and learning motivation, so that if the higher learning anxiety, especially in the face of assessment of learning outcomes, the lower motivation and awareness in students (Yanti et al., 2013; Hikmawati et al., 2017). Therefore, if the mindset in the students related to the results of learning assessment is not the only determinant of the success of the study is still low, then students will justify the way to get the best results in doing the assessment of learning outcomes.

The views expressed by the two physics teachers from MAN 3 Yogyakarta and MAN 3 Sleman showed that the efforts or actions they did in minimizing the anxiety experienced by students in the face of assessing learning outcomes or examinations in the eyes physics studies not only strengthen students' concept understanding, do varied and motivational learning, but there are some efforts made by the third Islamic high school physics teacher in Yogyakarta. The following are the statements said by the third Islamic high school physics teacher in Yogyakarta:

In my opinion and view that the effort I made to minimize the anxiety that arises in my students when facing assessment of learning outcomes or exams, especially in the eyes of physics learning is by positioning themselves as friends who are not rigid to students by considering the limitations. In addition, I also try to situate learning activities in the classroom in a fun and non-boring way. This is possible so that my students feel comfortable and there is no gap or gap in the gap between me and students that causes students to feel less comfortable and arise anxiety in learning activities, especially when facing assessment of learning outcomes in physics subjects.

Based on the views expressed by the two Islamic high school physics teachers from MAN 3 Yogyakarta and MAN 3 Sleman, it shows that the efforts made by the teacher to minimize the anxiety experienced by students when facing assessment of learning outcomes or physical exams are by position yourself right next to students during learning activities, sometimes the teacher can act as a friend and sometimes the teacher can act as a parent who must be respected. This is done so that learning activities run dynamically, not monotonically, and are fun, so that the material presented by the teacher can be easily understood by students. These results are also in accordance with the results of the research by Woudstra et al. (2018) stating that the relationship between teachers and students must be well maintained so that learning activities can be fun so that students can understand the material presented by the teacher. In addition, the biggest factor determining the success of learning activities in the classroom is the existence of a good and not rigid relationship between the teacher and students by paying attention to the limitations, so that if there is a distance between teachers and students, it is likely that students will behave negatively as they appear anxiety in learning, the emergence of bullying actions, and the morale of students who become low (Albien & Naidoo, 2017).

The views expressed by the two Islamic high school physics teachers from MAN 1 Sleman and MAN 2 Sleman showed that the efforts or actions they did in minimizing the anxiety experienced by students in facing the assessment of learning outcomes or examinations in the eye physics lesson is by giving certain treatment to students and doing learning activities by adjusting technological progress. The following are the statements said by the fourth Islamic high school physics teacher in Yogyakarta:

In my opinion and view that the efforts I have made to minimize the anxiety that arise in my students when facing assessment of learning outcomes or exams especially in the eyes of physics learning are by giving certain treatment to students, such as emotional management training through counseling guidance activities. In addition, I also delivered learning materials, especially physics to students, by implementing existing technological advancements, such as using android simulations, using video animation, and also learning using social media such as Facebook.

Based on the views expressed by the two Islamic high school physics teachers from MAN 1 Sleman and MAN 2 Sleman, it shows that the efforts made by the teacher to minimize the anxiety experienced by students when facing assessment of learning outcomes or physical exams are by treat the psychic of students such as training in controlling emotions and also implementing learning activities with existing technological advancements. These results are also in accordance with the results of research which states that the anxiety that is observed by students in learning activities, especially when working on test questions will be reduced by

doing training or self-efficacy activities, and learning independently (Naswiati, 2012; Kurniawati & Siswono, 2014).

Thus, the results of data collection through interviews with eight Islamic high school physics teachers in Yogyakarta were considered appropriate to represent the views or opinions of Islamic high school physics teachers in Yogyakarta in determining the most appropriate effort or action in minimizing the anxiety experienced by Islamic high school students in Yogyakarta when facing assessment of learning outcomes or examinations especially in physics subjects. Based on the views of the eight respondents of Islamic High School physics teachers from eight MAN (State Madrasah Aliyah) in Yogyakarta, it can be explained that the effort or action taken by the teacher in minimizing the anxiety experienced by students when facing assessment of learning outcomes or examinations is by submitting the concept of material clearly and easily understood by students, providing learning motivation to students, by positioning themselves right next to students during learning activities, as well as providing treatment to students' psychics and applying learning activities to existing technological advances.

Meanwhile, the results of filling out an open questionnaire conducted by six Islamic High School students in Yogyakarta were used as triangulation data which aimed to strengthen interview data on physics teachers. Based on the results of filling out the questionnaire conducted by six Islamic high school students in Yogyakarta, the six students in the opinion were almost the same related to the anxiety they had experienced when facing assessment of learning outcomes, especially exams on physics subjects. The views expressed by two students of class X natural science Islamic High School in Yogyakarta who have low learning outcomes indicate that the anxiety experienced by students is the emergence of fear because they do not understand and learn the material to be tested. Here are the statements said by the two students of class X natural science Islamic High School in Yogyakarta:

In my opinion and view that the anxiety that I experienced when faced with the assessment of learning outcomes, especially in physics subjects because I was lacking in learning material to be tested and in many physics subjects formulas so that it was difficult to understand, and I did not understand the material explained by the teacher. Meanwhile, the effort I made to minimize the anxiety that I experienced was to pray. By praying my mind becomes calm and can think and remember the physical formulas that the teacher conveyed well.

Based on the views expressed by two students of class X natural science Islamic high schools in Yogyakarta who have low learning outcomes indicate that the anxiety they experience is due to their lack of and irregular patterns and intensity of learning. Therefore, the efforts they can do when experiencing anxiety in facing the assessment of learning outcomes are by praying and remembering the material that has been delivered by the teacher. Match results of students who have low learning outcomes are also in accordance with the results of research which states that the

anxiety experienced by students in learning activities, especially when working on test questions can arise due to unfavorable behavior and too neglect or easily consider the learning material delivered by the teacher. Therefore, students become lazy to learn which results in poor learning outcomes because one of them when doing the exam arises anxiety in students (Rusnayatia et al., 2015). Meanwhile, the opinions expressed by two students of class XI natural science Islamic high schools in Yogyakarta who have learning outcomes that are showing that the anxiety experienced by students in the form of the emergence of fear of getting less satisfactory exam results. Here are the statements that were said by the two students of class XI natural science Islamic high schools in Yogyakarta:

In my opinion and view that the anxiety that I experienced when facing assessment of learning outcomes especially in physics subjects was due to the appearance of feelings of nervousness, fear, lack of confidence, sweating, and increased emotions in me. I am also afraid if the results of the learning assessment that I get are bad. Meanwhile, the efforts made by my teacher in minimizing the anxiety that occurred to me were by giving motivations to students to keep studying hard and not be afraid of getting bad results. My teacher also often reminded of the importance of a learning process rather than learning outcomes.

Based on the views conveyed by two students of class XI natural science Islamic high schools in Yogyakarta who have learning outcomes that are showing that their anxiety is due to fear that arises when getting less satisfactory exam results. Therefore, the efforts made by the teacher when students experience anxiety in facing the assessment of learning outcomes is to provide motivation to students to continue to try and not be afraid of the results to be obtained. Match results of students who have moderate learning outcomes are also in accordance with the results of research which states that the anxiety experienced by students in learning activities, especially when working on test questions can arise because of the lack of learning motivation provided by the teacher (Dutta & Kaur, 2014). The opinions expressed by two students of class XII natural science Islamic high schools in Yogyakarta who have high learning outcomes indicate that the anxiety experienced by students arises because students do not understand the material to be tested and also lack cooperation in learning activities with friends to exchange understanding of the material to be tested. Here are the statements that were said by the two students of class XII natural science Islamic high schools in Yogyakarta:

In my opinion and view that the anxiety that I experienced when facing assessment of learning outcomes especially in physics subjects because I did not understand the physics material being tested and the anxiety that I experienced was not all physics material only on difficult material. In addition, in my opinion due to the absence of joint group work to be able to share opinions with friends, so that the readiness to answer the existing exam questions is reduced. Meanwhile, according to the efforts made by my teacher in minimizing the anxiety that I and my natural

friends when facing assessment of learning outcomes or exams on physics subjects is by giving exercises and giving material to students comprehensively.

Based on the views conveyed by two students of class XII natural science Islamic high schools in Yogyakarta who have high learning outcomes indicate that the anxiety they experience because students are less prepared to learn about the material to be tested, students' concept understanding of the material being tested low, and lack of learning activities carried out in groups by students. Therefore, the effort made by the teacher is to increase the group work activities carried out by students and also increase the practice of exam questions. Match results of students who have high learning outcomes are also in accordance with the results of research which states that the anxiety experienced by students in learning activities can be minimized by conducting learning activities and providing practice questions by applying technological advances such as through facebook and learning animation videos that Android-based (Ekahitanond, 2018; Tutan & Baf, 2018).

Thus, the results of data collection through interviews with eight Islamic high school physics teachers in Yogyakarta are considered appropriate to represent the views or opinions of Islamic high school physics teachers in Yogyakarta in addressing the problem of students' anxiety in facing the assessment of physics learning outcomes. Based on the views of the eight respondents of the Islamic High School physics teacher in Yogyakarta, it can be explained that the efforts made to minimize the anxiety experienced by Islamic High School students in Yogyakarta when facing assessment of physics learning outcomes is to convey concepts that are clear and easily understood by students, giving regular practice questions, as well as conducting more varied learning activities, providing motivation, and positioning themselves appropriately beside students in the implementation of learning activities. Based on the results of the students' opinions as a source of triangulation data that strengthens the main data sources derived from the opinions or views of Islamic high school physics teachers in Yogyakarta, it was found a match between the opinions of Islamic high school physics teachers in Yogyakarta and Islamic high school students in Yogyakarta about the anxiety and effort conducted by Islamic high school physics teacher in Yogyakarta in minimizing the anxiety experienced by Islamic high school students in Yogyakarta when facing assessment of learning outcomes or examinations in physics subjects.

Conclusions

Based on the results of this study, it can be concluded that the anxiety experienced by Islamic high school students in Yogyakarta when facing assessment of learning outcomes in physics subjects in the form of lack of mastery of the concept of material, so that it can cause anxiety when going to do the exam, while working on the exam, even after completing the work and the time of the exam. Anxiety that

arises in Islamic high school students in Yogyakarta can also be caused by weaknesses and shortcomings of teachers in delivering learning material to students. Meanwhile, the efforts made by physics teachers in Yogyakarta Islamic high school to minimize the anxiety experienced by their students are conveying concepts that are clear and easily understood by students, giving regular practice questions, conducting learning activities which are more varied, and provide motivation. Furthermore, position themselves appropriately in addition to students in the implementation of learning activities as well as provide treatment to the students' psychics and apply learning activities to existing technological advances.

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