

## Profile of Anxiety Facing Examinations and its Implications for The Learning Guidance Program in Junior High School Students

Willibald Milicheor Fandi Lelan<sup>1</sup>, Wens Nagul<sup>2</sup>, Rosa Mustika Bulor<sup>3</sup>

<sup>1,2,3</sup>Widya Mandira Catholic University, Indonesia



DOI : <https://doi.org/10.61796/acjoure.v4i2.579>

### Sections Info

#### Article history:

Submitted: July 30, 2026

Final Revised: August 10, 2026

Accepted: August 20, 2026

Published: September 15, 2026

#### Keywords:

Test anxiety

Junior high school students

Learning guidance

Student anxiety

### ABSTRACT

**Objective:** This study aimed to determine (1) the profile of test anxiety among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year and (2) the implications of the test anxiety profile for the learning guidance program. **Method:** This study used a quantitative descriptive approach. The variable in this study was students' test anxiety. The population consisted of 345 students, with a sample of 52 eighth-grade students. Data were collected using a questionnaire and analyzed using central tendency analysis. **Results:** The results showed that the average score of students' test anxiety was 86, which fell within the score range of 76–98 and was categorized as high. These results indicate that, in general, eighth-grade students at UPTD SMP Negeri 10 Kota Kupang experienced a high level of test anxiety. **Novelty:** The novelty of this study lies in identifying the profile of test anxiety among eighth-grade students and formulating its implications for a learning guidance program. The findings provide a basis for developing learning guidance services aimed at helping students manage and reduce test anxiety.

## INTRODUCTION

Schools are educational institutions that play an important role in helping students acquire knowledge, develop academic abilities, and achieve optimal development. One important activity in the educational process is the administration of examinations as a means of determining students' level of understanding of the learning material that has been taught. Although examinations serve an important function in evaluating learning outcomes, evaluation situations can become a source of pressure for some students. According to [1], [2], [3], and [4] the demand to obtain good grades, fear of failure, limited mastery of learning materials, and pressure to demonstrate their best abilities can cause anxiety when students face examinations. This anxiety is an important concern because it can affect students' experiences during both examination preparation and implementation. [4] further indicated that test anxiety is associated with academic achievement, academic self-concept, self-efficacy, and other psychosocial outcomes among school-aged students.

Test anxiety is a psychological condition associated with worry and tension when a person faces an evaluation situation. This condition can affect students' learning processes and their ability to face examinations. [5], through a systematic review of test anxiety among children and adolescents, showed that test anxiety is an issue that needs attention in educational contexts because it is associated with students' emotional experiences and the evaluation situations they face. [6] found a relationship between perfectionism and test anxiety among junior high school students, with self-efficacy and

trait anxiety playing roles in this relationship. This finding indicates that test anxiety among junior high school students is not only related to the examination situation itself but also to how students perceive their abilities to deal with academic demands.

Test anxiety is also evident among eighth-grade students. [7] examined test anxiety among eighth-grade students and showed that attention to students' psychological conditions is important in understanding and helping them deal with anxiety in examination situations. The study also showed that factors such as mindfulness and self-efficacy are associated with test anxiety. In addition, research among secondary school students indicates that test anxiety can fluctuate during evaluation situations and is related to students' experiences of competence and autonomy needs. These findings indicate that test anxiety needs to be understood not only in relation to examination results but also through students' psychological experiences when preparing for and taking examinations.

Test anxiety can also have consequences for students' learning processes and academic achievement. [8] found that test anxiety was associated with reduced use of self-testing strategies during learning and subsequently with lower learning performance. This finding indicates that anxiety does not only occur when examinations are taking place but can also influence students' behavior when preparing for examinations. [9] also found that test anxiety affects students' academic performance at the senior high school level. These findings demonstrate the importance of identifying students' level of test anxiety so that appropriate assistance can be provided according to their needs.

The problem of test anxiety was also identified through a preliminary study conducted among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang. Based on the results of initial interviews, the majority of students reported feeling anxious before examinations because they felt unprepared, were uncertain about their mastery of the learning materials, and were afraid of running out of time when answering questions. Symptoms of anxiety were also observed by the researcher in February 2026. When students were given practice questions, they appeared less focused and restless, frequently looked at the wall clock, lowered their heads, and showed tense facial expressions. This condition indicates that test anxiety is a real problem experienced by students and requires attention through guidance and counseling services at school.

One service that can be used to help students deal with this problem is learning guidance. Through learning guidance, students can receive assistance in overcoming learning difficulties, improving their readiness for examinations, developing learning skills, managing time, understanding learning materials, and developing the ability to manage anxiety. Thus, learning guidance is not only directed toward academic achievement but also toward developing students' abilities to face learning and examination demands more calmly and independently.

Although previous studies have discussed test anxiety, many studies have focused on factors associated with anxiety, its effects on academic achievement, or interventions to reduce it. [6] for example, focused on the relationships among perfectionism, self-

efficacy, trait anxiety, and test anxiety, while [7] examined the roles of mindfulness and self-efficacy among eighth-grade students. Therefore, further research is needed to specifically identify the profile of test anxiety among junior high school students in a particular school context and subsequently use the results of this assessment as a basis for determining its implications for a learning guidance program. The novelty of this study lies in describing the profile of test anxiety among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang and using the results of the profile as a basis for determining its implications for a learning guidance program.

Based on the above description, this study aimed to determine (1) the profile of test anxiety among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year and (2) the implications of the test anxiety profile for the learning guidance program.

## RESEARCH METHOD

This study used a quantitative approach with a descriptive quantitative method. The study was conducted at UPTD SMP Negeri 10 Kota Kupang from January to June 2026. The study aimed to obtain a description of test anxiety among eighth-grade students in the 2025/2026 academic year.

The population consisted of 345 eighth-grade students at UPTD SMP Negeri 10 Kota Kupang, distributed across 11 classes, namely VIII A to VIII K. The research sample consisted of 52 students. The sampling technique used was Proportionate Stratified Random Sampling, so that each class received a proportional number of samples according to the number of students in the population.

Data were collected using a closed-ended test anxiety questionnaire consisting of 30 items with four response alternatives: Strongly Appropriate (SA), Appropriate (A), Inappropriate (IA), and Strongly Inappropriate (SIA). The instrument measured three aspects of test anxiety: physiological, cognitive, and affective aspects. The instrument used was a questionnaire developed by [10], with aspects and subject characteristics that were consistent with those of this study. Based on the reported test results, the instrument demonstrated adequate validity and a reliability coefficient of 0.935.

The data were analyzed using central tendency analysis to obtain a description of students' level of test anxiety. The analysis included the preparation of frequency distribution, calculation of the mean, standard deviation, standard error, and estimation of the population mean at a 5% significance level. The results were then interpreted based on four categories: very high, high, low, and very low. With 30 items and a score range of 30–120, the test anxiety categories were 99–121 (very high), 76–98 (high), 53–75 (low), and 30–52 (very low).

## RESULTS AND DISCUSSION

### Results

#### Overall Analysis of Research Data

Overall, based on the scores obtained from 52 research respondents for the test anxiety variable, the researcher conducted data analysis using central tendency analysis.

##### a. Creating a Frequency Distribution Table

50 54 56 61 61 62 62 64 65 71 73 74 78  
81 85 85 86 88 88 89 90 90 90 91 92 93  
93 93 93 93 94 94 94 95 95 95 96 96 97  
97 97 97 97 98 98 99 99 99 99 100 103 104

##### 1. The range of the data was calculated as follows:

$$R = 104 - 50$$

$$R = 54$$

##### 2. The number of class intervals was calculated using the Sturges formula:

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 52$$

$$K = 1 + 3.3 (1.716)$$

$$K = 1 + 5.6628$$

$$K = 6.6628$$

$$K = 7$$

##### 3. The class length was calculated as:

$$I = R/K = 54/7 = 7.71429$$

$$I = 8$$

##### 4. Creating the distribution table.

**Table 1.** Frequency Distribution of Questionnaire Scores of Students' Test Anxiety

| No | Class Interval | $f_i$     | $x_i$      | $f_i x_i$   | $x_i - \bar{x}$ | $(x_i - \bar{x})^2$ | $f_i (x_i - \bar{x})^2$ |
|----|----------------|-----------|------------|-------------|-----------------|---------------------|-------------------------|
| 1  | 98-104         | 9         | 102        | 918         | 15,8            | 249,58              | 2246,21                 |
| 2  | 90-97          | 23        | 93,5       | 2151        | 7,298           | 53,262              | 1225,02                 |
| 3  | 82-89          | 6         | 85,5       | 513         | -0,7            | 0,4927              | 2,95618                 |
| 4  | 74-81          | 3         | 77,5       | 233         | -8,7            | 75,723              | 227,17                  |
| 5  | 66-73          | 2         | 69,5       | 139         | -16,7           | 278,95              | 557,908                 |
| 6  | 58-65          | 6         | 61,5       | 369         | -24,7           | 610,19              | 3661,11                 |
| 7  | 50-57          | 3         | 53,5       | 161         | -32,7           | 1069,4              | 3208,25                 |
|    | <b>Amount</b>  | <b>52</b> | <b>543</b> | <b>4483</b> | <b>-60,4</b>    | <b>2337,6</b>       | <b>11128,6</b>          |

##### b. Calculating the mean ( $\bar{x}$ ) using the formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{4483}{52} = 86,20$$

##### c. Calculating the standard deviation using the formula:

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{11128,6}{51}} = \sqrt{218} = 14,77$$

##### d. Calculating the standard error using the formula:

$$GB_{\bar{x}} = \frac{SB}{\sqrt{n}} = \frac{14,77}{\sqrt{52}} = \frac{14,77}{7,21} = 2,05$$

This value was then consulted with the normal distribution table of z values at a 5% significance level. The results showed that  $\mu$  (mu) was between  $\bar{x} - (1.96 \times GB_{\bar{x}})$  and  $\bar{x} + (1.96 \times GB_{\bar{x}})$ . Therefore, the minimum  $\mu$  at the 5% significance level was  $86.20 - (1.96 \times 2.05) = 86.20 - 4.02 = 82.18$ , while the maximum  $\mu$  was  $86.20 + (1.96 \times 2.05) = 86.20 + 4.02 = 90.22$ . Based on these calculations, the average score of students' test anxiety was:  $\frac{82,18 + 90,22}{2} = \frac{170,40}{2} = 86,20$

Based on the established criteria, the average score of the test anxiety questionnaire among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year was 86 (rounded), which fell within the score range of 76–98 and was categorized as high. Thus, it can be stated that test anxiety among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang tended to be high, as reflected in the physiological, cognitive, and affective aspects.

### Analysis of Data for Each Aspect of Test Anxiety

After analyzing the test anxiety questionnaire for eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year as a whole, the researcher also analyzed each aspect of the test anxiety questionnaire.

#### Physiological Aspect

Based on the scores obtained from 52 research respondents, the data were analyzed using frequency distribution and central tendency analysis.

##### a. Creating a Frequency Distribution Table

The steps for creating a frequency distribution table are as follows:

Arrange the data from the smallest to the largest:

|    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 12 | 13 | 14 | 14 | 16 | 16 | 17 | 17 | 18 | 19 | 19 | 20 | 20 |
| 22 | 23 | 23 | 23 | 24 | 24 | 24 | 24 | 24 | 26 | 26 | 26 | 26 |
| 26 | 27 | 27 | 27 | 27 | 28 | 28 | 28 | 28 | 29 | 29 | 29 | 29 |
| 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 31 | 32 | 33 | 33 |

##### 1. The range was:

$R = \text{largest data value} - \text{smallest data value}$

$$R = 33 - 12 = 21$$

##### 2. The number of class intervals was:

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 52$$

$$K = 1 + 3.3 (1.716)$$

$$K = 1 + 5.6628$$

$$K = 6.6628$$

$$K = 7$$

##### 3. The class length was:

$$I = R/K = 21/7 = 3$$

$$I = 3$$

##### 4. Creating the frequency distribution table

**Table 2.** Frequency Distribution of Questionnaire Scores for the Physiological Aspect

| No | Class Interval | $f_i$     | $x_i$      | $f_i x_i$     | $x_i - \bar{x}$ | $(x_i - \bar{x})^2$ | $f_i (x_i - \bar{x})^2$ |
|----|----------------|-----------|------------|---------------|-----------------|---------------------|-------------------------|
| 1  | 30-33          | 13        | 31,5       | 409,5         | 6,61            | 43,6362             | 567,27043               |
| 2  | 27-29          | 12        | 28         | 336           | 3,11            | 9,6458              | 115,74963               |
| 3  | 24-26          | 10        | 25         | 250           | 0,11            | 0,01119             | 0,1118713               |
| 4  | 21-23          | 4         | 22         | 88            | -2,9            | 8,37657             | 33,506287               |
| 5  | 18-20          | 5         | 19         | 95            | -5,9            | 34,742              | 173,70978               |
| 6  | 15-17          | 4         | 16         | 64            | -8,9            | 79,1073             | 316,42936               |
| 7  | 12-14          | 4         | 13         | 52            | -12             | 141,473             | 565,8909                |
|    |                | <b>52</b> | <b>155</b> | <b>1294,5</b> | <b>-20</b>      | <b>316,992</b>      | <b>1772,6683</b>        |

b. Calculating the mean ( $\bar{x}$ ) using the formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1294,5}{52} = 24,89$$

c. Calculating the standard deviation using the formula:

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1772,6683}{51}} = \sqrt{34,7580} = 5,90$$

d. Calculating the standard error:

$$GB_{\bar{x}} = \frac{SB}{\sqrt{n}} = \frac{5,90}{\sqrt{52}} = \frac{5,90}{7,21} = 0,82$$

This value was then consulted with the normal distribution table of z values at a 5% significance level. The results showed that  $\mu$  ( $\mu$ ) was between  $\bar{x} - (1.96 \times GB_{\bar{x}})$  and  $\bar{x} + (1.96 \times GB_{\bar{x}})$ . Therefore, the minimum  $\mu$  at the 5% significance level was  $24.89 - (1.96 \times 0.82) = 24.89 - 1.61 = 23.28$ , while the maximum  $\mu$  was  $24.89 + (1.96 \times 0.82) = 24.89 + 1.61 = 26.50$ . Based on these calculations, the average score of test anxiety in the physiological aspect was:  $\frac{23,28+26,51}{2} = \frac{49,78}{2} = 24,89$

Based on the established criteria, the average score of the test anxiety questionnaire for the physiological aspect among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year was 25 (rounded), which fell within the score range of 23–29 and was categorized as high. Thus, test anxiety in the physiological aspect tended to be high, as indicated by physical symptoms such as increased heart rate, sleep disturbances, fatigue, headaches, cold and sweaty hands, muscle tension, cold sweats, stomachaches, and frequent urination.

### Cognitive Aspect

Based on the scores obtained from 52 research respondents, the data were analyzed using frequency distribution and central tendency analysis

a. Creating a frequency distribution table

The steps for creating a frequency distribution table are as follows:

Arrange the data from the smallest to the largest:

16 17 17 18 18 19 19 20 25 25 25 26 27  
 27 27 28 28 29 29 29 29 30 30 30 30 31  
 31 31 31 31 31 32 32 32 32 32 33 33 33

- 33 34 34 34 34 34 35 35 35 35 36 37 38
1. Calculating the data range (R)  
 $R = \text{largest data value} - \text{smallest data value}$   
 $R = 38 - 16 = 22$
  2. Calculating the interval class (K) using the Sturges formula:  
 $K = 1 + 3.3 \log n$   
 $K = 1 + 3.3 \log 52$   
 $K = 1 + 3.3 (1.716)$   
 $K = 1 + 5.6628$   
 $K = 6.6628$   
 $K = 7$
  3. Calculating the class length (I)  
 $I = R/K = 22/7 = 3.1429$   
 $I = 3$
  4. Creating the frequency distribution table

**Table 3.** Frequency Distribution of Questionnaire Scores for the Cognitive Aspect

| No | Class Interval | $f_i$ | $x_i$ | $f_i x_i$ | $x_i - \bar{x}$ | $(x_i - \bar{x})^2$ | $f_i (x_i - \bar{x})^2$ |
|----|----------------|-------|-------|-----------|-----------------|---------------------|-------------------------|
| 1  | 35-38          | 7     | 36,5  | 255,5     | 7,3654          | 54,249              | 379,7422                |
| 2  | 32-34          | 14    | 33    | 462       | 3,8654          | 14,941              | 209,1768                |
| 3  | 29-31          | 14    | 30    | 420       | 0,8654          | 0,7489              | 10,48447                |
| 4  | 26-28          | 6     | 27    | 162       | -2,135          | 4,5566              | 27,3395                 |
| 5  | 22-25          | 3     | 23,5  | 70,5      | -5,635          | 31,749              | 95,24667                |
| 6  | 19-21          | 3     | 20    | 60        | -9,135          | 83,441              | 250,3236                |
| 7  | 16-18          | 5     | 17    | 85        | -12,13          | 147,25              | 736,2445                |
|    |                | 52    | 187   | 1515      | -16,94          | 336,93              | 1708,558                |

- b. Calculating the mean ( $\bar{x}$ ) using the formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1515}{52} = 29,135$$

- c. Calculating the standard deviation:

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{1708,558}{51}} = 5,788$$

- d. Calculating the standard error using the formula:

$$GB_{\bar{x}} = \frac{SB}{\sqrt{n}} = \frac{5,788}{\sqrt{45}} = \frac{5,788}{7,2111} = 0,8027$$

The calculation results showed that  $GB_{\bar{x}} = 0.8027$ . This value was then consulted with the normal distribution table of z values at a 5% significance level. The results showed that  $\mu$  (mu) was between  $\bar{x} - (1.96 \times GB_{\bar{x}})$  and  $\bar{x} + (1.96 \times GB_{\bar{x}})$ . Therefore, the minimum  $\mu$  at the 5% significance level was  $29.135 - (1.96 \times 0.8027) = 29.135 - 1.5732 = 27.561$ , while the maximum  $\mu$  was  $29.135 + (1.96 \times 0.8027) = 29.135 + 1.5732 = 30.708$ .

Based on these calculations, the average score of the test anxiety questionnaire for the cognitive aspect was:  $\frac{27,561+30,708}{2} = \frac{58,269}{2}$

Based on the established criteria, the average score of the test anxiety questionnaire for the cognitive aspect among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year was 29, which fell within the score range of 26–33 and was categorized as high. Thus, test anxiety in the cognitive aspect tended to be high, as indicated by cognitive symptoms such as decreased achievement, confusion, boredom, negative thoughts, forgetfulness, difficulty prioritizing tasks, feeling stuck, low self-esteem, loss of hope, and difficulty concentrating.

### Affective Aspect

#### a. Creating a frequency distribution table

The steps for creating a frequency distribution table are as follows:

Arrange the data from the smallest to the largest:

16 18 18 19 19 22 24 25 27 28 29 30 30  
 30 32 32 32 32 32 32 32 33 33 34 34 34  
 34 34 35 35 35 35 36 36 36 36 36 36 36  
 37 37 38 38 38 38 38 38 38 39 39 39 42

#### 1. The range was

$R = \text{largest data value} - \text{smallest data value}$

$$R = 42 - 16 = 26$$

#### 2. The number of class intervals was

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 52$$

$$K = 1 + 3.3 (1.716)$$

$$K = 1 + 5.6628$$

$$K = 6.6628$$

$$K = 7$$

#### 3. the class length was

$$I = R/K = 26/7 = 3.7143$$

$$I = 4$$

#### 4. Creating the frequency distribution table

**Table 4.** Frequency Distribution of Questionnaire Scores for the Affective Aspect

| No | Class Interval | $f_i$ | $x_i$ | $f_i x_i$ | $x_i - \bar{x}$ | $(x_i - \bar{x})^2$ | $f_i (x_i - \bar{x})^2$ |
|----|----------------|-------|-------|-----------|-----------------|---------------------|-------------------------|
| 1  | 39-42          | 4     | 40,5  | 162       | 8,05769         | 64,9264             | 259,706                 |
| 2  | 35-38          | 20    | 36,5  | 730       | 4,05769         | 16,4649             | 329,297                 |
| 3  | 32-34          | 14    | 33    | 462       | 0,55769         | 0,31102             | 4,35429                 |
| 4  | 28-31          | 5     | 29,5  | 147,5     | -2,9423         | 8,65717             | 43,2859                 |
| 5  | 24-27          | 3     | 25,5  | 76,5      | -6,9423         | 48,1956             | 144,587                 |
| 6  | 20-23          | 1     | 21,5  | 21,5      | -10,942         | 119,734             | 119,734                 |
| 7  | 16-19          | 5     | 17,5  | 87,5      | -14,942         | 223,273             | 1116,36                 |
|    |                | 52    | 204   | 1687      | -23,096         | 481,562             | 2017,33                 |

- b. Calculating the mean ( $\bar{x}$ ) using the formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1687}{45} = 32,442$$

- c. Calculating the standard deviation using the formula:

$$SB = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}} = \sqrt{\frac{2017,33}{51}} = 6,2893$$

- d. Calculating the standard error using the formula:

$$GB_{\bar{x}} = \frac{SB}{\sqrt{n}} = \frac{6,2893}{\sqrt{52}} = \frac{6,2893}{7,2111} = 0,8722$$

The calculation results showed that  $GB_{\bar{x}} = 0.8722$ . The results of the consultation showed that  $\mu$  (mu) was between  $\bar{x} - (1.96 \times GB_{\bar{x}})$  and  $\bar{x} + (1.96 \times GB_{\bar{x}})$ . Therefore, the minimum  $\mu$  at the 5% significance level was  $32.442 - (1.96 \times 0.8722) = 32.442 - 1.7095 = 30.733$ , while the maximum  $\mu$  was  $32.442 + (1.96 \times 0.8722) = 32.442 + 1.7095 = 34.152$ . Based on these calculations, the average score of the test anxiety questionnaire for the affective aspect was:  $\frac{30,733+34,152}{2} = \frac{64,885}{2}$

Based on the established criteria, the average score of the test anxiety questionnaire for the affective aspect among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year was 32, which fell within the score range of 27–34 and was categorized as high. Thus, test anxiety in the affective aspect tended to be high, as indicated by behavioral symptoms such as nervousness, complaints, blaming others, lying, difficulty disciplining oneself, a tendency to isolate oneself, avoiding responsibility, truancy, aggressive behavior, and feeling inferior.

### **Discussion**

The implications for the learning guidance program are recommendations made by the researcher based on the results of the study on the profile of test anxiety among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang.

The results of the data analysis on the profile of test anxiety among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year showed that test anxiety was in the high category, with a score of 86, which was within the score range of 76–98. Therefore, the recommendation provided is a learning guidance program design that can be used by guidance and counseling teachers as a reference for implementing learning guidance programs for eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year.

The research data showed that test anxiety among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year was in the high category, as reflected in its three aspects, namely physiological, cognitive, and affective.

This finding is supported by [11], whose study, entitled Description of the Level of Anxiety in Facing Examinations among Students of SMPN 2 Loceret, reported that 67% of junior high school students experienced academic anxiety, with symptom intensity ranging from moderate to severe during the examination period. This finding reinforces the view that examination situations may generate considerable psychological pressure among junior high school students.

The physiological aspect shown by eighth-grade students at UPTD SMP Negeri 10 Kota Kupang included increased heart rate, sleep disturbances, fatigue, headaches, cold and sweaty hands, muscle tension, cold sweats, stomachaches, and frequent urination. These bodily reactions indicate that the mental pressure experienced by students has triggered an automatic response of the physical nervous system. This condition is consistent with [12], who explain that high levels of anxiety can activate physical reactions as a natural somatic response when a person is under pressure or faces a situation perceived as threatening.

The cognitive aspect among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang was evident when they lost focus and had to read questions repeatedly. In addition, students felt tense and wanted to avoid examinations, and they felt anxious when seeing other students finish more quickly. This is consistent with [13], who stated that high levels of anxiety can interfere with, worsen, and disrupt students' learning behavior. When students' thoughts are filled with fear of failure, they may have greater difficulty understanding and recalling previously learned information.

The affective aspect shown by eighth-grade students at UPTD SMP Negeri 10 Kota Kupang was reflected in behavioral symptoms such as nervousness, complaints, blaming others, lying, difficulty disciplining themselves, a tendency to isolate themselves, avoiding responsibility, truancy, aggressive behavior, and feeling inferior. These psychological conditions indicate strong emotional instability when facing examinations at school. This is supported by [14], who stated that an unsettled emotional condition or one filled with anxiety can disrupt students' attention, preventing them from expressing their potential and abilities optimally.

The findings also have implications for the learning guidance program. The high level of test anxiety found in the physiological, cognitive, and affective aspects indicates that assistance should address students' needs comprehensively rather than focusing only on academic preparation. Learning guidance can include activities related to effective study strategies, examination preparation, time management, concentration training, relaxation, emotional regulation, and constructive approaches to examination-related thoughts.

Based on the high level of test anxiety among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang, which includes physiological, cognitive, and affective aspects, serious intervention is needed through a structured learning guidance program. Guidance and counseling teachers play a crucial role in providing learning guidance services through classical, group, and individual services designed to reduce students' test anxiety.

This is consistent with [15], who emphasized that guidance and counseling teachers have an important responsibility in designing and implementing effective learning guidance programs to help students overcome anxiety when facing examinations at school. Therefore, the findings of this study can serve as an empirical basis for guidance and counseling teachers in formulating learning guidance services that are responsive to students' psychological and academic needs.

## CONCLUSION

**Fundamental Finding :** The study found that test anxiety among eighth-grade students at UPTD SMP Negeri 10 Kota Kupang in the 2025/2026 academic year was in the high category, with an overall average score of 86 within the score range of 76–98. The high level of anxiety was reflected in the three aspects examined, namely physiological, cognitive, and affective aspects. This finding emphasizes that test anxiety is an important issue that needs attention because it can affect students' readiness and ability to face examinations effectively. **Implication :** The findings imply that learning guidance programs need to be developed according to students' needs by addressing the physiological, cognitive, and affective aspects of test anxiety. Guidance and counseling teachers can use these findings as a basis for developing structured learning guidance services to help students manage anxiety, improve examination readiness, and face examinations more calmly. **Limitation :** This study was limited to eighth-grade students at one junior high school, namely UPTD SMP Negeri 10 Kota Kupang, with a sample of 52 students. Therefore, the findings may not fully represent test anxiety among junior high school students in other schools or regions. **Future Research :** Future research is expected to involve larger and more diverse samples and examine factors that contribute to students' test anxiety. Further studies may also develop and test specific learning guidance interventions designed to reduce test anxiety and improve students' readiness to face examinations.

## ACKNOWLEDGEMENTS

The researcher would like to express sincere gratitude to Wens Nagul and Rosa Mustika Bulor, as supervisors who provided guidance, direction, and support throughout the research process and the completion of this article. The researcher also extends appreciation to UPTD SMP Negeri 10 Kota Kupang for granting permission and providing the opportunity to conduct this research. Appreciation is also extended to the Guidance and Counseling teacher and eighth-grade students of UPTD SMP Negeri 10 Kota Kupang for their participation and support throughout the research process. Finally, the researcher would like to thank all parties who contributed to the implementation of this research and the completion of this article.

## REFERENCES

- [1] Von der Embse, Nathan, D. Jester, D. Roy, and J. Post, "Test anxiety effects, predictors, and correlates: A 30-year meta-analytic review," *J. J. Affect. Disord.*, vol. 227, pp. 483–493, 2018, [Online]. Available: 10.1016/j.jad.2017.11.048
- [2] F. L. Schillinger, J. A. Mosbacher, C. Brunner, S. E. Vogel, and R. H. Grabner, "Revisiting the role of worries in explaining the link between test anxiety and test performance," *J. Educ. Psychol. Rev.*, vol. 33, pp. 1887–1906, 2021, [Online]. Available: 10.1007/s10648-021-09601-0
- [3] S. Caviola, E. Toffalini, D. Giofrè, J. Mercader Ruiz, D. Szűcs, and I. C. Mammarella, "Math performance and academic anxiety forms, from sociodemographic to cognitive aspects: A meta-analysis on 906,311 participants," *J. Educ. Psychol. Rev.*, vol. 34, pp. 363–399, 2022, [Online]. Available: 10.1007/s10648-021-09618-5

- [4] D. A. Robson, S. J. Johnstone, D. W. Putwain, and S. Howard, "Test anxiety in primary school children: A 20-year systematic review and meta-analysis," *J. J. Sch. Psychol.*, vol. 98, pp. 39–60, 2023, [Online]. Available: [10.1016/j.jsp.2023.02.003](https://doi.org/10.1016/j.jsp.2023.02.003)
- [5] S. H. Tan, J. C. Cassady, J. K. C. Wong, K. H. Khng, and W. S. Leong, "A systematic review of test anxiety identification and leveling in children and adolescents," *Psychol. Sch.*, vol. 62, pp. 2373–2389, 2025.
- [6] S. Wan, S. Lin, S. Li, S. Tu, and G. Qin, "The relationship between perfectionism and test anxiety of junior high school students: The mediating role of self-efficacy and trait anxiety," *Educ. Stud.*, vol. 50, no. 6, pp. 1184–1199, 2024, [Online]. Available: <https://doi.org/10.1080/03055698.2022.2058868>
- [7] N. Yue, C. Li, S. Si, S. Xu, Q. Zhang, and L. Cui, "Brief meditation on test anxiety of eighth grade Chinese students: Chain-mediating roles of mindfulness and self-efficacy," *School Ment. Health*, vol. 16, pp. 483–499, 2024.
- [8] S. Liu, W. Zhao, D. R. Shanks, X. Hu, L. Luo, and C. Yang, "Effects of test anxiety on self-testing and learning performance," *Educ. Psychol.*, 2024, [Online]. Available: <https://doi.org/10.1007/s10648-024-09882-1>
- [9] C. Yarkwah, C. K. Kpotosu, and D. Gbormittah, "Effect of test anxiety on students' academic performance in mathematics at the senior high school level," *Discov. Educ.*, vol. 3, no. 245, 2024, [Online]. Available: <https://doi.org/10.1007/s44217-024-00343-z>
- [10] B. Kowa, "Profil Kecemasan Siswa Dalam Menghadapi Ujian dan Implikasinya Bagi Pengembangan Program Bimbingan Belajar Pada Siswa Kelas XI IPS1 SMA Negeri 4 Kupang Tahun Pelajaran 2019/2020.," Universitas Katolik Widya Mandira, 2020.
- [11] S. Bisarya, "Gambaran Tingkat Kecemasan dalam Menghadapi Ujian pada Siswa-Siswi SMP," *J. Psychol. Educ. Res.*, vol. 4, no. 2, pp. 10–15, 2025.
- [12] E. P. Sarafino and T. W. Smith, *Health psychology: Biopsychosocial interactions (7th ed., International student version)*. John Wiley & Sons., 2012.
- [13] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta., 2010.
- [14] S. B. Djamarah, *Psikologi Belajar*. Jakarta: Rineka Cipta., 2011.
- [15] D. K. Sukardi, *Pengantar Pelaksanaan Program BK di Sekolah*. Jakarta: Rineka Cipta., 2008.

---

**\*Willibald Milicheor Fandi Lelan (Corresponding Author)**

Widya Mandira Catholic University, Indonesia

Email: [Willibardlelan548lelanfandi@gmail.com](mailto:Willibardlelan548lelanfandi@gmail.com)

**Wens Nagul**

Widya Mandira Catholic University, Indonesia

**Rosa Mustika Bulor**

Widya Mandira Catholic University, Indonesia

---