

Anticipatory Anxiety Among Indonesian Secondary School Students Facing the National University Entrance Test: A Cross-School Quantitative Study

Muhammad Adnanil Azam¹, Raden Muhammad Ikhsan¹, Yuna Puteri Kadarisman^{1*}, Usep Rahmat¹

¹MAN Insan Cendekia Serpong, South Tangerang, Banten, Indonesia

*Corresponding author: yunakadarisman14@gmail.com

Proceedings of the Kalijaga International Conference on Education 2026

Abstract. Anticipatory anxiety, the excessive worry directed at events that have not yet occurred, is a common experience among adolescents preparing for high-stakes university admission. In Indonesia the national entrance test admits fewer than three in ten registrants each year, making it a substantial source of psychological pressure. This study measured the level of anticipatory anxiety among secondary school students facing the UTBK-SNBT. Using a descriptive quantitative design, data were collected from 105 respondents drawn from twelve schools across Indonesia through an online questionnaire distributed between 3 March and 4 September 2025. The instrument comprised twelve four-point Likert items covering physiological, cognitive and behavioural dimensions. All twelve items proved valid, with item-total correlations between 0.476 and 0.777 against a critical value of 0.192, and the scale was reliable with a Cronbach's alpha of 0.882. Total scores spanned the full theoretical range of 12 to 48, with a mean of 28.26 and a standard deviation of 7.58. Most respondents (59.0%) fell into the moderate category, 29.5% into the low category and 11.4% into the high category. The cognitive dimension was the most prominent ($M = 11.17$ of 16) while the behavioural dimension was the least evident ($M = 7.39$ of 16), indicating that worry and negative expectation were not yet accompanied by avoidance of academic tasks. Respondents who answered prospectively and those who answered retrospectively did not differ significantly. The findings support school-based cognitive intervention and indicate that roughly one student in nine needs targeted psychological attention.

Keywords: Academic anxiety; Anticipatory anxiety; Madrasah students; Secondary education; UTBK-SNBT

Abbreviations: SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri), the title used for the Indonesian national written entrance selection from 2013 to 2022; SNBT (Seleksi Nasional Berdasarkan Tes), the title that replaced it from 2023 onward; SNPMB (Seleksi Nasional Penerimaan Mahasiswa Baru), the national admissions committee; UTBK (Ujian Tulis Berbasis Komputer), the computer-based written test through which the selection is administered. The questionnaire retained the term SBMPTN because that was the wording most familiar to respondents at the time of data collection. Both titles denote the same admission pathway, and the present article uses UTBK-SNBT throughout.

INTRODUCTION

Adolescence is a formative period in which young people negotiate identity while absorbing social and academic pressure from the environment around them. External stressors such as high academic expectation weigh heavily on emotional well-being during this stage, and examination periods concentrate that pressure into a narrow window [1], [2]. One frequent consequence is anticipatory anxiety, an excessive and future-directed apprehension about an event that has not yet occurred. Contemporary work frames it as an exaggerated anticipatory response to an uncertain threat, in which the imagined outcome rather than the present situation drives distress [3]. Recent evidence from secondary schools identifies fear of failure and uncertainty about the future as the dominant sources of examination anxiety among adolescents [4].

In Indonesia this apprehension gathers around the national university entrance selection, administered as a computer-based written test. Competition is severe and stable. Of the 860,976 candidates registered for the 2025 cycle, 253,421 were admitted, an acceptance rate of 29.43 per cent [5]. Roughly seven candidates in ten therefore leave the process without a place, and the same ratio has held across consecutive cycles. For students in academically selective schools, where intensive curricula and a competitive culture are directed at admission to leading universities, that arithmetic translates into sustained psychological pressure.

Cognitive-behavioural accounts treat anticipatory anxiety as the product of persistent negative cognitive processing, in which individuals rehearse worst-case scenarios about future events and thereby inflate the perceived threat [6], [7]. Perfectionism, elevated self-expectation and social pressure to excel are

recognised contributors in educational settings [8], and parental expectation has been shown to moderate the path from academic stress to test anxiety [9]. Mild anxiety may sharpen motivation, but excessive anticipatory anxiety disturbs concentration and erodes self-confidence [10], with possible consequences for performance [11] and for burnout [12]. Because the condition is not a formal disorder and because its components present differently across students, it frequently escapes notice in schools [13].

Indonesian research on this topic has grown, yet it remains concentrated on general test anxiety or on self-efficacy as a correlate, usually within a single institution [14], [15], [16], [17]. Studies that isolate the anticipatory component, that separate its physiological, cognitive and behavioural expressions, and that draw respondents from more than one school are scarce. The absence of cross-school evidence makes it difficult to judge whether the pattern reported in any one setting reflects that setting or the selection process itself.

This study therefore measures the level of anticipatory anxiety among Indonesian secondary school students facing the UTBK-SNBT, using respondents from several schools rather than one. It pursues three aims: to establish the psychometric adequacy of a short three-dimensional instrument, to describe the distribution of anticipatory anxiety and the relative prominence of its three dimensions, and to test whether students who responded before the test differ from those who responded after it. By mapping which symptoms actually emerge, the findings are intended to inform targeted psychosocial support in competitive school settings.

METHODS

Study area and participants

Data were collected online from students at Indonesian secondary schools preparing for or having recently completed the UTBK-SNBT. The questionnaire was distributed through Google Forms and circulated via school and peer networks between 3 March and 4 September 2025, a window that spans both sides of the announcement of the 2025 results on 28 May 2025.

Respondents were recruited by convenience sampling. The questionnaire was open to any eligible student who received the link and chose to complete it, so participation was voluntary and self-selected rather than randomly drawn from a defined population. A total of 105 complete responses were obtained. All 105 respondents answered every one of the twelve scale items, so no case was excluded for incompleteness.

Because an earlier version of the form did not yet include demographic questions, school of origin and grade level were reported by 51 respondents. Those 51 came from twelve schools distributed across Banten, West Java, Central Java, Jambi, East Java, Bengkulu and Papua. Age was reported by all 105. Respondent characteristics appear in Table 1.

Data collection instrument

The instrument consisted of twelve statements built on the three dimensions of anticipatory anxiety described in the cognitive-behavioural literature, namely physiological, cognitive and behavioural manifestations [18], [7], with four items per dimension. The three-component structure follows the model applied to adolescent test anxiety by Torrano et al. (2020).

Each item used a four-point Likert scale anchored at 1 for strongly disagree and 4 for strongly agree. The even-numbered scale deliberately omitted a neutral midpoint so that respondents would commit to a direction on every statement. The theoretical total therefore ranges from 12 to 48.

Three versions of the form were circulated over the collection period. Two used present-tense wording for students who had not yet sat the test, and one used past-tense wording for students who had already sat it. The versions are otherwise item-for-item equivalent. Eighty-two respondents completed a prospective version and 23 completed the retrospective version; this distinction is treated as an analytic variable rather than ignored.

Data analysis

Item validity was examined through Pearson product-moment correlations between each item and the total score, computed in SPSS at the five per cent significance level. With 105 respondents the critical value at $df = 103$ is 0.192, and an item was retained where the computed coefficient exceeded that value with a significance below 0.05. Internal consistency was assessed using Cronbach's alpha for the full scale and for each dimension.

Descriptive analysis covered the mean, standard deviation, median, range and frequency distribution. Levels of anticipatory anxiety were classified by dividing the theoretical range of 12 to 48 into three

intervals of equal width: low for totals of 12 to 24, moderate for 25 to 36 and high for 37 to 48. Applying a fixed theoretical range rather than sample-derived cut-offs keeps the categories comparable across samples.

Finally, total scores of the prospective and retrospective groups were compared using Welch's t-test, which does not assume equal variances, in order to check whether pooling the two groups was defensible.

RESULTS AND DISCUSSION

Respondent characteristics

The sample was concentrated in the age band typical of the final years of secondary schooling, with 61 respondents (58.1%) aged 16 to 17. Among those who reported grade level, Grade 11 predominated. No respondent reported being in Grade 10, so the findings speak to the two upper grades and to students who had just graduated. Table 1 sets out the full profile.

Table 1. Characteristics of respondents (N = 105).

Characteristic	Category	n	%
Age	Under 16 years	20	19.0
	16-17 years	61	58.1
	Over 17 years	24	22.9
Grade level	Grade 11	31	29.5
	Grade 12	17	16.2
	Recent graduate (2025 cohort)	3	2.9
	Not reported	54	51.4
School of origin	MAN Insan Cendekia Serpong	20	19.0
	MAN 1 Kota Bekasi	10	9.5
	SMA Unggulan Rushd	8	7.6
	SMAN 18 Kota Bekasi	4	3.8
	MAN Insan Cendekia Sumedang (incl. filial)	4	3.8
	Five other schools (1 respondent each)	5	4.8
	Not reported	54	51.4
Questionnaire version	Prospective (before sitting the test)	82	78.1
	Retrospective (after sitting the test)	23	21.9

Note: Percentages are calculated over the full sample of 105. School of origin and grade level were not requested in the earliest version of the questionnaire.

Instrument validity and reliability

All twelve items exceeded the critical value of 0.192 by a wide margin, with item-total correlations between 0.476 and 0.777 and significance below 0.001 in every case. The instrument therefore requires no item revision at this sample size. Cronbach's alpha for the full scale was 0.882, and the dimension subscales returned 0.841 for the physiological dimension, 0.857 for the cognitive dimension and 0.790 for the behavioural dimension. These values indicate good internal consistency at both the scale and subscale level.

This result is worth stating plainly because an earlier pilot of the same instrument on only ten respondents, where the critical value rises to 0.632, had suggested that eight of the twelve items were unusable. That conclusion was an artefact of the pilot's sample size rather than a property of the items. The episode illustrates a practical point for small-scale school research: item statistics obtained from very small pilots can misrepresent an instrument that performs adequately once a reasonable sample is reached, a concern also raised in recent work on the construction and validation of adolescent academic stress measures [19].

Table 2. Item statistics, item-total correlations and internal consistency (N = 105).

Item	M	SD	r	Agreement (%)	Decision
PHYSIOLOGICAL DIMENSION (alpha = .841)					
1. Rapid heartbeat when thinking	2.71	0.93	0.732	65.7	Valid

Item	M	SD	r	Agreement (%)	Decision
about the test					
2. Difficulty sleeping due to anxiety	2.30	0.96	0.638	36.2	Valid
3. Cold sweats when imagining the result	2.45	1.04	0.691	43.8	Valid
4. Headache or bodily tension	2.24	0.99	0.656	40.0	Valid
COGNITIVE DIMENSION (alpha = .857)					
5. Worry about not competing with others	3.03	1.03	0.713	67.6	Valid
6. Imagining the consequences of failure	3.05	0.95	0.699	74.3	Valid
7. Difficulty concentrating while studying	2.36	0.99	0.777	42.9	Valid
8. Low confidence in one's own ability	2.73	1.01	0.740	57.1	Valid
BEHAVIOURAL DIMENSION (alpha = .790)					
9. Procrastinating on study	2.00	0.96	0.596	32.4	Valid
10. Avoiding discussion about the test	1.92	0.88	0.501	25.7	Valid
11. Avoiding mock tests	1.47	0.73	0.476	8.6	Valid
12. Difficulty keeping a structured schedule	2.00	0.96	0.662	30.5	Valid

Note: *r* denotes the item-total Pearson correlation; the critical value at *df* = 103 and *a* = .05 is 0.192. Agreement is the combined percentage selecting 3 (agree) or 4 (strongly agree). Item wording is abbreviated; the full statements were administered in Indonesian.

Levels of anticipatory anxiety

Total scores covered the entire theoretical range from 12 to 48, with a mean of 28.26, a standard deviation of 7.58 and a median of 29. That total corresponds to an average item score of 2.36 on the four-point scale, marginally below the item midpoint of 2.5, which places the typical respondent in the middle of the distribution rather than at either extreme.

The frequency distribution in Table 3 shows 62 respondents (59.0%) in the moderate category, 31 (29.5%) in the low category and 12 (11.4%) in the high category. The proportion in the high category deserves attention. Roughly one student in nine reported anticipatory anxiety at a level that, if sustained, is likely to interfere with preparation rather than assist it.

Table 3. Distribution of anticipatory anxiety levels (N = 105).

Category	Score range	n	%
Low	12-24	31	29.5
Moderate	25-36	62	59.0
High	37-48	12	11.4
Total	12-48	105	100.0

Note: Categories derive from equal division of the theoretical range 12 to 48. Overall *M* = 28.26, *SD* = 7.58, *Mdn* = 29, minimum 12, maximum 48.

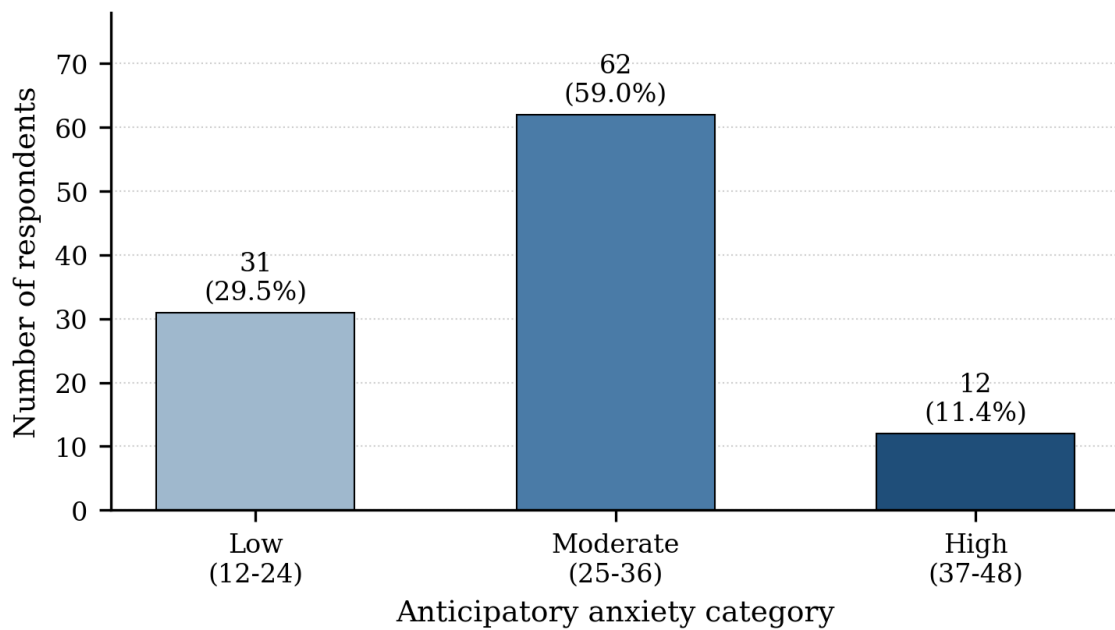


Figure 1. Distribution of respondents across anticipatory anxiety categories (N = 105).

Profile across the three dimensions

The three dimensions were far from equally expressed. The cognitive dimension recorded the highest mean at 11.17 of a possible 16, the physiological dimension followed at 9.70, and the behavioural dimension was clearly lowest at 7.39. Figure 2 displays the contrast.

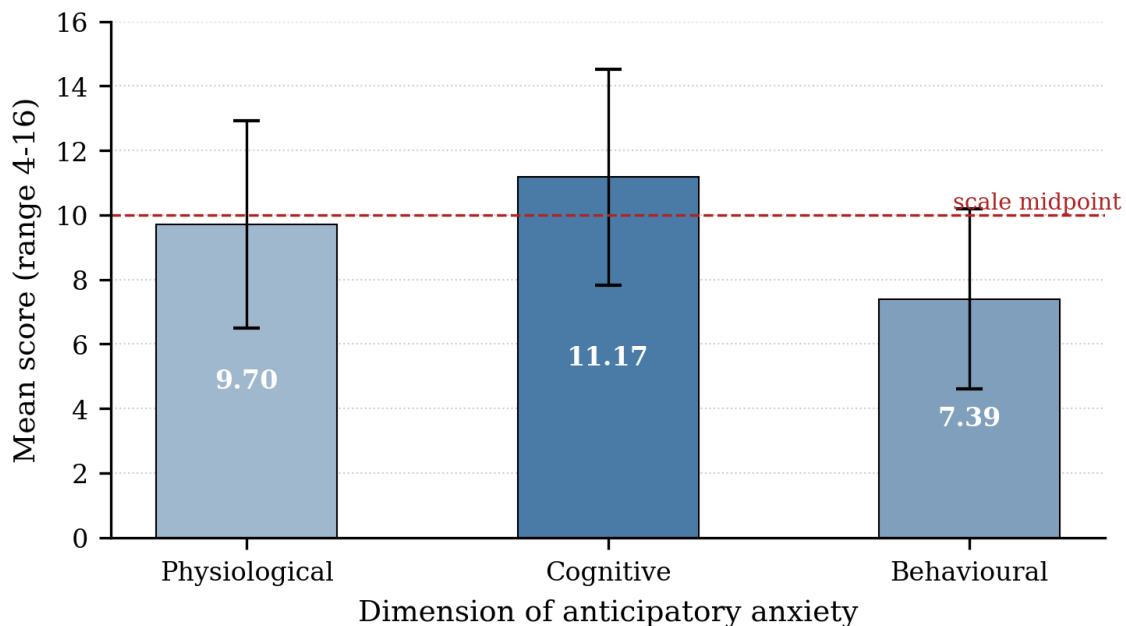


Figure 2. Mean scores across the three dimensions of anticipatory anxiety, with standard deviation bars (N = 105).

The item-level pattern in Table 2 reinforces this ordering. The two most strongly endorsed statements were cognitive: imagining the consequences of failure drew agreement from 74.3 per cent of respondents and worry about competing with candidates from other schools from 67.6 per cent. At the other end, only 8.6 per cent admitted avoiding mock tests and 25.7 per cent admitted avoiding discussion of the examination.

Read together, these figures describe students who worry intensely but continue to work. The apprehension is concentrated in thought rather than expressed in withdrawal from academic tasks. That pattern is consistent with the three-component account of adolescent test anxiety, in which the cognitive and avoidance components behave independently and respond to different variables [13].

Prospective and retrospective respondents

Since 23 respondents answered after they had already sat the test, their scores reflect recalled rather than currently experienced anxiety. Table 4 compares the two groups.

Table 4. Comparison of prospective and retrospective respondents.

Group	n	M	SD	Low n (%)	Moderate n (%)	High n (%)
Prospective	82	28.73	7.52	22 (26.8)	50 (61.0)	10 (12.2)
Retrospective	23	26.57	7.72	9 (39.1)	12 (52.2)	2 (8.7)

Note: Welch's *t*-test on total scores: $t = 1.197$, $p = .240$. Percentages are within group.

The retrospective group scored 2.16 points lower on average, but the difference did not reach significance ($t = 1.197$, $p = .240$). Pooling the two groups is therefore statistically defensible. The direction of the gap is nevertheless worth noting, since recalled anxiety being slightly lower than anxiety reported in the moment is what a fading-affect account would predict. The comparison is reported here as a robustness check rather than as a substantive finding.

Discussion

Students facing the UTBK-SNBT experience anticipatory anxiety at a level that is, for most, moderate and workable. Moderate anxiety before a consequential examination is common and is not by itself an indicator of poor academic standing; large-scale evidence finds no clear association between test anxiety and attainment in high-stakes examinations [20], and longitudinal data from Taiwan show that levels shift with the design of the selection system rather than with the students themselves [21].

The dominance of the cognitive dimension aligns closely with cognitive-behavioural theory, which locates anticipatory anxiety in negative expectations about the future [6]. Thoughts of the form “what if I fail” or “what if I do not get a state university place” magnify the perceived threat of an event that has not occurred [7], and the anticipatory response itself, rather than the event, sustains the distress [3]. The practical implication is specific: interventions should target the content and handling of these thoughts. School-based programmes delivered by counsellors within the ordinary curriculum have shown promise in reducing examination stress among adolescents preparing for national examinations [22].

Competitive school environments contribute to the picture. High expectation from teachers, parents and peers intensifies academic pressure, and parental expectation has been shown to moderate how academic stress converts into test anxiety [1], [9]. The comparatively low behavioural scores nevertheless suggest reasonable adaptive capacity: these students continued to study, discuss and take mock tests. Earlier Indonesian work associates such resilience with self-efficacy and adaptive coping [23], [24], [16], [25], [17].

The minority in the high category is the group that matters most for practice. Twelve students out of 105 is a small share but a substantial absolute number when scaled to a school population, and sustained anxiety at that level carries risks for concentration, motivation and well-being, including progression toward academic burnout [10], [12]. Because these students continue to function outwardly, routine observation will not identify them; brief screening at the start of the examination season would.

Drawing respondents from twelve schools rather than one is the main departure from previous Indonesian studies on this topic, and the similarity of the pattern across settings suggests that what is being observed belongs to the selection process rather than to any particular institution. That interpretation should be held loosely, since the sample was not designed to represent any school and the number of respondents per school is uneven.

CONCLUSION

This study measured anticipatory anxiety among 105 Indonesian secondary school students from twelve schools facing the UTBK-SNBT. The twelve-item instrument proved valid on every item and reliable at the scale and subscale level, with a Cronbach's alpha of 0.882. Total scores averaged 28.26 of a possible 48. Most respondents (59.0%) fell into the moderate category, 29.5 per cent into the low category and 11.4 per cent into the high category.

The cognitive dimension dominated, the physiological dimension followed, and the behavioural dimension was least evident. Anticipatory anxiety in this sample therefore takes the form of worry and negative expectation rather than avoidance of academic work, which suggests a degree of mental preparation rather than dysfunction for the majority. The minority scoring in the high range warrants targeted attention, and the concentration of symptoms in the cognitive domain points clearly toward cognitive-based counselling and stress management as the intervention of choice.

Several limitations qualify these conclusions and should be read as constraints on generalisation rather than as incidental caveats.

First, self-selection bias. Respondents completed a voluntary online questionnaire rather than being drawn at random, and students who feel anxious may be either more inclined or less inclined to participate. The direction of this bias cannot be determined from the data.

Second, retrospective recall bias. Twenty-three respondents (21.9%) answered past-tense items after the results had been announced, so their reports are reconstructions that may be coloured by knowledge of the outcome.

Third, single-source self-report. All data derive from student self-report without clinical assessment, observation or physiological corroboration, leaving the findings open to social desirability effects.

Fourth, incomplete demographic coverage. Fifty-four of 105 respondents (51.4%) did not report school or grade level because the earliest form version omitted those questions, so the composition of the sample cannot be described in full.

Fifth, variation in item wording. Three versions of the questionnaire circulated with small differences in phrasing, so measurement equivalence across versions is assumed rather than demonstrated.

Sixth, uneven representation across schools. One school contributed 20 respondents while five contributed one each, so the sample represents no defined population and between-school comparison is not possible.

Seventh, an extended collection window. Data were gathered over six months spanning the announcement of results, placing respondents at different points relative to the examination.

Eighth, a cross-sectional descriptive design. No causal inference is available, and the study did not measure academic attainment, self-efficacy, coping style or social support.

Future work should recruit a defined sampling frame with proportional representation across schools and grade levels, administer a single instrument version at a fixed point before the examination, and pair the anxiety measure with attainment and self-efficacy data. A qualitative strand would further clarify how students in the high-anxiety minority experience and manage the period leading up to the test.

DATA AVAILABILITY

The raw questionnaire responses and the cleaned dataset supporting the findings of this study are available from the corresponding author upon reasonable request.

REFERENCES

- [1] Pienyu, K., Margaret, B., & D'Souza, A. (2024). Academic stress, perceived parental pressure, and anxiety related to competitive entrance examinations and the general well-being among adolescents – A cross-sectional survey from Karnataka, India. *Journal of Education and Health Promotion*, 13(1). https://doi.org/10.4103/jehp.jehp_2094_23
- [2] Santrock, J. W. (2019). *Adolescence* (17th edn). McGraw-Hill Education.
- [3] Xu, Y., Huang, W., Yan, X., Lu, F., & Li, M. (2022). Anticipatory threat responses mediate the relationship between mindfulness and anxiety: A cross-sectional study. *Frontiers in Public Health*, 10, 988577. <https://doi.org/10.3389/fpubh.2022.988577>
- [4] Reshu, Kumar, S., & Rathi, A. (2025). Adolescent academic stress and exam anxiety in schools in the wake of the COVID-19 pandemic. *Acta Psychologica*, 261, 105820. <https://doi.org/10.1016/j.actpsy.2025.105820>
- [5] Panitia Seleksi Nasional Penerimaan Mahasiswa Baru (SNPMB), “Hasil SNBT 2025 Resmi Diumumkan: 29,43% Peserta Dinyatakan Lulus,” *Siaran Pers No. 07/sipers/snpmb/V/2025*, 2025. [Online]. Available: https://files.snpmb.id/web2025/07_Sipers%20Pengumuman%20SNBT%202025.pdf
- [6] Beck, A. T., Emery, G., & Greenberg, R. L. (1985). *Anxiety disorders and phobias: A cognitive perspective*. Basic Books.
- [7] Clark, D. A., & Beck, A. T. (2011). *Cognitive therapy of anxiety disorders: Science and practice* (Updated ed.). Guilford Press.
- [8] Ustabaşı, K. N. (2024). The Impacts of Anxiety on Highly Intellectual Students. *Next Generation Journal for The Young Researchers*, 8(1), 95. <https://doi.org/10.62802/z273yq04>
- [9] Zheng, G., Zhang, Q., & Ran, G. (2023). The association between academic stress and test anxiety in college students: The mediating role of regulatory emotional self-efficacy and the moderating role of parental expectations. *Frontiers in Psychology*, 14, 1008679. <https://doi.org/10.3389/fpsyg.2023.1008679>
- [10] Chakraborty, A. (2023). Exploring the Root Causes of Examination Anxiety: Effective Solutions and Recommendations. *International Journal of Science and Research (IJSR)*, 12(2), 1096–1102. <https://doi.org/10.21275/SR23220002911>
- [11] Hua, X., Li, J., Zhou, Y., & Zhou, Z. (2024). The Relationship between Chinese High School Students' Test Anxiety and Academic Performance during the National College Entrance Examination. *SHS Web of Conferences*, 193, 02003. <https://doi.org/10.1051/shsconf/202419302003>

- [12] Gao, X. (2023). Academic stress and academic burnout in adolescents: A moderated mediating model. *Frontiers in Psychology*, 14, 1133706. <https://doi.org/10.3389/fpsyg.2023.1133706>
- [13] Torrano, R., Ortigosa, J. M., Riquelme, A., Méndez, F. J., & López-Pina, J. A. (2020). Test Anxiety in Adolescent Students: Different Responses According to the Components of Anxiety as a Function of Sociodemographic and Academic Variables. *Frontiers in Psychology*, 11, 612270. <https://doi.org/10.3389/fpsyg.2020.612270>
- [14] Laja, Y. P. W., & Simarmata, J. E. (2022). Pengaruh Kecemasan Matematika Terhadap Persiapan Tes Utbk Siswa Sman 1 Kefamenanu. *Jurnal Magister Pendidikan Matematika (JUMADIKA)*, 4(2), 58–64. <https://doi.org/10.30598/jumadikavol4iss2year2022page58-64>
- [15] Putri, D. M. B. S., Adiputra, L. M. I. S. H., Tirtayasa, K., & Juhanna, I. V. (2022). Gambaran tingkat kecemasan dalam menghadapi UTBK SBMPTN pada calon mahasiswa baru angkatan 2020/2021 di Denpasar. *Intisari Sains Medis*, 13(3), 575–583. <https://doi.org/10.15562/ism.v13i3.1506>
- [16] Rismadiyanti, E. F. (2022). Hubungan Efikasi Diri dengan Kecemasan Siswa dalam Menghadapi UTBK 2020. *Acta Psychologia*, 3(2), 148–155. <https://doi.org/10.21831/ap.v3i2.46192>
- [17] Setiawan, N., Rezeki, S. M., Simarmata, A. C., Br Tarigan, A. N., Ginting, T. L., & Mirza, R. (2026). Efikasi Diri Dengan Kecemasan Akademik Pada Siswa Kelas XII Yang Hendak Mengikuti Ujian SNBT 2026. *Ganaya : Jurnal Ilmu Sosial Dan Humaniora*, 9(2), 69–79. <https://doi.org/10.37329/ganaya.v9i2.5306>
- [18] Barlow, D. H. (2004). *Anxiety and its disorders: The nature and treatment of anxiety and panic* (2nd edn). Guilford Press.
- [19] Wang, R., Yang, S., Xu, X., Mi, S., & Hao, N. (2025). Exploring adolescent academic stress in the digital and urban age: A mixed-methods study from CIT to checklist validation. *Frontiers in Psychology*, 16, 1692113. <https://doi.org/10.3389/fpsyg.2025.1692113>
- [20] Jerrim, J. (2023). Test anxiety: Is it associated with performance in high-stakes examinations? *Oxford Review of Education*, 49(3), 321–341. <https://doi.org/10.1080/03054985.2022.2079616>
- [21] Chao, T.-Y., Sung, Y.-T., & Tseng, F.-L. (2024). High-stakes test anxiety among Taiwanese adolescents: A longitudinal study. *Cogent Education*, 11(1), 2321019. <https://doi.org/10.1080/2331186X.2024.2321019>
- [22] Uzun, B., Orman, A., & Essau, C. A. (2024). Integrating “Super Skills for Exams” Programme in the School Curriculum to Support Adolescents Preparing for Their National Examinations in Turkey. *Children*, 11(2), 180. <https://doi.org/10.3390/children11020180>
- [23] Fa'izah, S., & Cahyanti, I. Y. (2021). Strategi Koping Stres Siswa SMA dalam Menghadapi UTBK 2021. *Buletin Riset Psikologi Dan Kesehatan Mental (BRPKM)*, 1(2), 1410–1419. <https://doi.org/10.20473/brpkm.v1i2.29721>
- [24] Mukminina, M., & Abidin, Z. (2020). Coping Kecemasan Siswa SMA dalam Menghadapi Ujian Tulis Berbasis Komputer (UTBK) Tahun 2019. *JURNAL AL-AZHAR INDONESIA SERI HUMANIORA*, 5(3), 110. <https://doi.org/10.36722/sh.v5i3.384>
- [25] Sari, D. A., & Khoirunnisa, R. N. (2022). Hubungan Efikasi Diri Dengan Kecemasan Akademik Siswa DI Sma X Pada Masa Pandemi COVID-19. *Character Jurnal Penelitian Psikologi*, 9(1), 160–170. <https://doi.org/10.26740/cjpp.v9i1.44857>