

Husnudzan and Anxiety in Students Dealing with National Examination

Nur Baity Ulya Shabrina¹, Mira Aliza Rachmawati¹

¹Master of Professional Psychology, Universitas Islam Indonesia, Yogyakarta, Indonesia

ABSTRACT

National exams as an evaluation stage of learning often make students feel anxious. anxiety arises because of perceptions about the inability to deal with themselves and have an impact on the disruption of thinking patterns and physical responses and behaviors because of the possibility of the performance displayed by students is not well received while doing the test. Perceiving positive things to God is one form of worship dimensions manifested in *Husnudzan's* attitude. *Husnudzan* means to be prejudiced towards God in dealing with all problems that make a person feel peaceful and secure. Negative perceptions of students in facing exams that cause anxiety can be rectified with positive thinking patterns. This will lead to both positive perceptions and behavior based on *Husnudzan's* attitude. This study uses a literature study method that explains how *Husnudzan* can influence student anxiety in facing a national exam.

Keywords: *Husnudzan*, anxiety, students, national exams

PRELIMINARY

Education is a very important part of human life, and through education, humans can form quality human resources both in terms of spiritual, intelligence, and ability through learning activities (Sari, Mudjiran, & Alizamar, 2017). In every process of learning, there will always be an evaluation process. Evaluation aims to determine the extent of progress or learning outcomes of students through national examinations. National Examination (UN) according to the definition of the National Education Standards Agency (BSNP) is an activity of measuring and evaluating student competencies nationally at the secondary education level. The results are used as one of the considerations for mapping the quality of education units and / programs, the basis for selection of subsequent levels of education, determining students' graduation from education programs and or units and guidance and providing assistance to education units in efforts to improve the quality of education (BSNP, 2008).

Anxiety can arise when someone assesses a situation which according to him is a threat or what is called a stressor is the reality of facing the National Examination (Spielberger, 1979). Sholehah (2012) explains the things that become a factor of student anxiety including policies in the form of graduation standard values, fears of not being able to reach graduation standards, thoughts of the possibility of failure, and consequences of failure. Agustiar and Asmi (2010) also explained that fear of failure in the national exam was considered by students as a threat which then triggered the emergence of anxiety. This explains the anxiety of students in facing the national exam.

Basically, anxiety is a normal reaction to stressors that help an individual to deal with situations that require motivation to overcome them, but when anxiety becomes excessive, it can have a serious impact on daily life and disrupt a person's normal functioning (Hartley & Phelps in Singh & Jha, 2013). Anxiety is explained as a condition that has the characteristics of physiological tension, unpleasant tense feelings, and anxious feelings that something bad will happen (Nevid & Beverly, 2005). Anxiety can be seen from the emergence of an individual's worries or fears in

certain matters. Bourne (in Singh & Jha, 2013), anxiety can be identified by a variety of physical, emotional, cognitive and behavioral symptoms. Things like sweating, trembling, shortness of breath, suffocation, chest pain and other symptoms are signs of physical changes caused by anxiety.

According to Eysenck, Santos and Calvo (2007) anxiety in facing exams that are at moderate to low levels will actually increase motivation and develop effective strategies to relieve such anxiety in order to achieve success. However, if anxiety is at a high level, it will interfere with clarity of mind, desire to learn, self-reliance, feelings of helplessness, and memory to be able to learn effectively. Low-level anxiety that can improve performance is called facilitating anxiety, whereas many anxiety usually hinders this effective performance, which is often known as debilitating anxiety (in Ormrod, 2008). Pervin & John (1997), argue that anxiety arises not because of something threatening but rather due to a perception of the inability to deal with it. Anxiety will have an impact on the disruption of thinking patterns and physical responses and behavior because of the possibility of the performance displayed by students is not well received in taking the exam.

The impact of excessive anxiety makes the concentration and attention of students to work on the final exam becomes disrupted. Very easy tasks or tasks that students can do almost without thinking are usually facilitated by high levels of anxiety. However, more difficult tasks or tasks that require a lot of thought and mental effort are best done only with very high levels of anxiety, in difficult situations which can interfere with several aspects of cognition that are important for successful learning and performance on an exam, including: Paying attention to what needs to be mastered; process information effectively; retrieve information and show skills that have been previously sent (in Ormrod, 2008). According to Bandura (Prawitasari, 2012) anxiety in the face of national exams is anxiety that is triggered by the lack of confidence in the ability of students to work on national examinations. Negative thoughts in the form of lack of confidence in the ability to take the national exam make students feel anxious.

Nashori and Mucharam (2002) explained that the dimension of religiosity consists of five dimensions, namely the dimension of faith, the dimension of worship or ritual, the dimension of charity, the dimension of ihsan, and the dimension of science. One example of the dimension of worship or ritual is having good prejudice. This is in accordance with the hadith narrated by Al-Haakim which states that having good prejudice is part of worship. Good prejudice according to the concept of Islamic religiosity is called *Husnudzan* (Siddik & Uyyun, 2017). *Husnudzan* is explained as taking a good or positive assumption about something that happens in his life. According to Rusydi (2012) by having positive thoughts, individuals, especially students who take the national exams, can develop an optimistic mindset that will then arouse enthusiasm for activity, have self-confidence, never give up in facing problems in their lives. Individuals who have religious characteristics are prejudiced both towards Allah, fellow human beings and themselves.

Islam teaches every human being to be prejudiced both about what happens and forbid humans to have pessimistic behavior in carrying out life and worship. Optimistic behavior will bring up the spirit to work hard, have confidence and never give up in facing problems in life (Rusydi, 2012). In addition, individuals who have prejudice both towards God and others tend to feel they have no pressure so that in carrying out activities in their daily lives will feel relaxed and can solve their problems properly. Fairuzzahra, Aryandari, and Purwadi (2018) through their research showed that *Husnudzan* as a form of positive thinking with good prejudice on students proved to have a negative relationship. That means the higher the *Husnudzan* a person has, the lower his anxiety. Therefore, researchers are interested in examining the relevance of *Husnudzan* to students in facing the national exam.

Husnudzan

Husnudzan comes from two words namely Husnun which means good and zhannun which means suspicion, so *Husnudzan* can be interpreted as both suspect. Good thinking is an attitude that shows no suspicion of other matters outside the individual, accompanied by an attitude of seeing that what is outside the individual is a good thing (Yumansyah, 2008). According to Pinandito (in Rusydi, 2012), *Husnudzan* becomes a basic foundation for humans to think positively on all events experienced. A positive way of thinking according to Islam (Khan, 2011) is a positive way of thinking or known as *Husnudzan* which means a way of thinking that is able to be free of all complexity, hatred, prejudice and various other negative emotions. A positive mindset will also have an impact on positive behavior. (Yucel, 2014). Rusydi (2012) defines Husn al-zhann as taking a good assumption of something that gives rise to the spirit of working hard, having confidence and never giving up in facing problems in life.

According to Rusydi (2012), husn al-zhann or husnudzon consists of the aspect of prejudice to Allah (husn al-zhann bi Allah), good prejudice to fellow human beings (husn al-zhann bi al-mu'mini). Good faith in God is explained in a shahih hadith narrated by al Haakim (Rusydi, 2012) that it is said: "It is true to be good to Allah as part of worship to Allah" Allah. One of the best forms of prejudice to God is the existence of tawakal. Tawakal is to surrender to God and accept all the circumstances, following the maximum effort (Rusydi, 2012).

According to Rusydi (2012), *husn al-zhann* or *husnudzon* consists of two aspects, namely prejudice to Allah (*husn al-zhann bi Allah*) and good prejudice to fellow human beings (*husn al-zhann bi al-mu'mini*).

a. *Husn al-zhann bi Allah*

In a shahih hadith narrated by al Haakim (Rusydi, 2012) it is said that "truly good faith in Allah is part of the worship of Allah" Looking at these hadiths means that believers will always show good prejudice to Allah. One of the best forms of prejudice to God is the existence of tawakal. Tawakal is to turn to God and accept all the circumstances. The essence of Islam in Islam is not total devotion to God, but rather to happiness followed by maximal effort (Rusydi, 2012)

According to al-Nawaawiy (Rusydi, 2012) a good prejudice against God is one's assumption that God will always give love, health, and forgiveness. This aspect of God's forgiveness is important as one of the indicators of Husn al-zhann. Because in Islam it is forbidden to be prejudiced against God at the moment of death, in this context prejudice is bad because its sins are not forgiven.

b. *Husn al-zhann bi al-mu'mini*

In the teachings of Islam, humans are commanded to avoid prejudice against others, although some prejudices are allowed (Rusydi, 2012). According to al-Utsaimin (Rusydi, 2012) one of the hallmarks of negative prejudice is tajassus, which is the attempt to seek out the evils of others, even though the evils are already visible to the senses. This tajassus attitude can eventually provoke the behavior to talk about other people's laughter. In addition to al-Hanafy's tajassus (Rusydi, 2012) there are two characteristics of people who are prejudiced, namely, hate and feel envy at other.

Anxiety Test (Anxiety Test)

Anxiety according to Good (in Shakir, 2014) is fear, tension or discomfort caused by fear, torture, or uncertainty about a source of problems. This causes a continuing fear in determining a

decision in the future. Anxiety is divided into several levels where in a low to moderate level, anxiety will be useful to increase the sense of responsibility and motivation of individuals in the face of national examinations. But it is different if the level of anxiety is at a high point, then it will create fear, anxiety, a sense of responsibility and low motivation in students (Shakir, 2014). Low-level anxiety that can improve performance is called facilitating anxiety, whereas many anxiety usually hinders this effective performance, which is often known as debilitating anxiety (in Omrod, 2008). Anxiety is explained as a condition that has the characteristics of physiological tension, unpleasant tense feelings, and anxious feelings that something bad will happen (Nevid & Beverly, 2005).

Anxiety is an individual response to an unpleasant situation experienced by almost everyone in everyday life. Ottens (in Kifli, Sunawan & Jafar, 2019) explains anxiety can affect most student learning activities. Pekrun, Frenzel, Gotz, and Perry (2007) explained that anxiety in students tends to interfere with the learning process and make achievement decline including attention, and memory performance. When anxiety has great control over students, it will have a negative effect on students which then causes a decrease in psychological aspects, results in low learning outcomes, and makes students avoid wanting to face the national exam.

In terminology test anxiety comes from two words, namely test which means test and anxiety which means anxiety. So literally test anxiety is anxiety facing a test or exam. Anxiety is seen as related to the specific situational characteristics of the test and the context of the test through a process of perception and cognitive assessment (Lazarus & Folkman, 1984). The National Examination which is seen by students as frightening and threatening will increase the likelihood of a negative assessment of the National Examination itself. This, in turn, will increase participatory feelings and cognitive evaluators that are negative in the form of fears, worries and feelings of helplessness in dealing with exam situations (Lazarus & Folkman, 1984). Excessive anxiety will affect the academic life of students which results in low student motivation, coping skills, poor learning strategies, negative self-evaluation, difficulty concentrating and poor health perceptions (Aysan, Thomson, & Hamarat, 2001). The results also showed that the high anxiety of students in facing exams had a bad effect on learning, academic competence, self-confidence, self-acceptance and self-concept of students (Briggs & Ribinch, 1999).

Holmes (1991) divides anxiety into four components, namely mood (psychological), cognitive, somatic, and motoric. The explanation of the four components of anxiety are:

a. Mood component (psychological)

Holmes said that mood symptoms (psychological) that occur in the form of worry, tension, panic, and fear. Mood (psychological) someone who feels anxiety can be in the form of anxiety, worry, anxiety, fear, tension, nervousness, and insecurity. Individuals can not feel calm and easily offended, thus allowing it to get depressed.

b. Cognitive component

Cognitively, someone who feels anxious will continue to worry about all kinds of problems that might occur, so that he will be difficult to concentrate or make decisions, confused, and become difficult to recall.

c. Somatic component

Somatically (in physical or biological reactions), anxiety disorders are divided into two parts, namely the first is a direct symptom consisting of easily sweating, shortness of breath, rapid heartbeat, increased blood pressure, dizziness, tense muscles. Second, if anxiety is felt protracted, then it will continuously increase blood pressure, headaches, muscle tension, and often feel nauseous.

d. Motor component

Motorically (gestures) anxiety can be seen from bodily disorders in a person, such as hands that are always trembling, stuttering sounds, and rushes.

DISCUSSION

Husnudzan is described by Rusydi (2012) as taking a good view of things and thus developing a sense of hard work, self-confidence and a reluctance to give up on life's problems. According to Rusydi (2012), *husn al-zhann* or *husnudzon* consists of the aspect of prejudice to Allah (*husn al-zhann bi Allah*), good prejudice to fellow human beings (*husn al-zhann bi al-mu'mini*). The dimension of *husn al-zhann bi Allah* is one of the best forms of prejudice to Allah which is the nature of *tawakal*. *Tawakal* is to turn to God and accept all the circumstances. The essence of Islam in Islam is not total devotion to God, but rather to submission followed by maximal effort. Anxiety described by Good (in Shakir, 2014) is the fear, tension or discomfort caused by fear, torture, or uncertainty as the source of the problem. This had been explained by the Hadith of good prejudice to Allah: "I am with my servant and I will be with him. As long as he remembers me then I remember him inside me. And if he remembers me so much, then I will remember him more than he. And when he draws near to me, I will draw near to him for a day. And if he comes near me for a day, then I will draw near to him. And when he comes to me walking, I will approach him by running" (Hadith Shahiih history of al-Tirmidzy). The above hadith explains how Islam greatly motivates students to be optimistic and to avoid the prejudice against God in the face of national exams. Because being good to God will motivate you to behave better in order to have a better way of coping in the face of national exams and to increase your worship.

In Islam, it explains that behavior is not only something that is visible (behavioral), but the act of the heart (*'amal al-qalb*) is also considered as behavior that must be accounted for and has consequences for it. Therefore, Islam recognizes the existence of scientific analysis or human metaphysical potentials such as heart (*qalb*), soul (*nafs*), and spirit (Rusydi, 2012). Research by Pangastuti (2014) on the effectiveness of positive thinking training to reduce the odds in facing the National Examination on high school students, inviting subjects to think and imagine, so individuals have automatic thoughts every time. Automatic thoughts that arise in the form of positive thoughts are strengthened through self-affirmation such as the anxiety of facing the National Examination revealed with positive things according to what the individual believes. If the individual believes something might happen, then the individual will create behavior that supports that belief. This proves that someone who uses positive thinking patterns in dealing with problems will have an optimistic character in dealing with their problems, have a high regard for themselves, and believe that the world is a rational and predictable place (Goodhart, 1985).

The second dimension of *Husn Al-zhann* is Prejudice to fellow human beings (*Husn al-zhann bi al-mu'mini*). According to al-Utsaimin (Rusydi, 2012) one of the characteristics of a negative prejudiced attitude is *tajassus*, which is an attempt to search for the ugliness of others, even though the ugliness is already visible by the senses. Al-Hanafy (Rusydi, 2012) explains that there are two characteristics of people who are prejudiced, namely hating their siblings and being jealous. Research conducted by Istiantoro (2018) identified one of the factors causing anxiety in students is intense competition between students. Students perceive that competition is a threat that makes students feel that their friends are smarter than it is a threat. This does not always have a bad effect if accompanied by an understanding of his positive perception or an attitude of worship that when humans have endeavored in accordance with their abilities, then the rest must rely on what

God wills later. If students' attitudes are too absorbed in feelings of anxiety in the completion of the national exam, then this can be changed by making the anxiety as bait to provoke a sense of motivation and responsibility to behave even better. When students are in a state of anxiety, it is difficult for them to work hard, lack confidence, and are easily fragile (Mujib, 2002).

Attitude dedicated to what will become God's will after making every effort to the national examination readiness, will increase the spiritual level of the individual itself. If students' anxiety in facing a national exam is at a high level, eating will disrupt the clarity of mind, the desire to learn, self-reliance, feelings of helplessness, and memory to be able to learn effectively. This will affect how students will give their self-consideration regarding their ability and ability to be able to predict the extent of success that will be achieved in the implementation of the national exam. Based on the hadith Sahih narrated by al-Haakim about the prejudice of Allah is the prejudice of His servants, it has been explained that Allah will will in accordance with what we label ourselves. So when students feel unsure of their ability and readiness to take the exam will bring good results later, then indirectly it can affect self-suggestion on how to address the things that must be considered in achieving national exam success.

According to Bandura (in Prawitasari, 2012) student anxiety is triggered by a lack of confidence in one's ability to cope with academic tasks, especially when facing a national exam. Anxiety felt by students, especially when facing tests can affect students, especially when the anxiety is addressed in an unhealthy way, then anxiety will be more widespread in the long term (Barrows, Dunn, & Lloyd, 2013). This can have a negative influence, especially on the results and low confidence to be able to successfully pass the test. Individuals who consider themselves to be incompetent will find it easier to lose motivation to complete difficult tasks and get caught up in thoughts and prejudices that they will get poor results. This is then explained in Islam if put confidence in God that will get the best, then the individual will get it in the form of reality. In Islam, belief is an important thing that makes a wish, hope, and ideals come true. Conversely, belief in something bad, such as worry, fear, anxiety about something will also be granted by God in real terms. The following hadith from the history of Al-Baihaqy reads: "I think that tawakkal is a prejudiced attitude towards Allah 'Azza wa Jalla ". The hadith both explain that people who are prejudiced towards Allah will surrender themselves to Allah (tawakkal) and accept all conditions that occur.

Mulkey and O'Neil (in Barrows, Dunn, & Lloyd, 2013) explain anxiety in the face of tests is a multidimensional phenomenon that involves a sense of concern, emotional, and behavior in responding to the bad possibilities that can occur in academic results. anxiety as one of the emotional states with the characteristics such as physiological arousal, unpleasant tense feelings, and an comprehensive feeling that something bad will happen (Nevid, 2005). Feelings that make individuals feel tense and afraid that interfere with diverse activities in an academic situation are also called academic anxiety. This explains students' prejudices about things that have not yet happened. This can be explained by the hadith which reads: "actually prejudiced good to Allah is part of worship to Allah" (Sahih Hadith narrated by al-Haakim). The hadith explains that one form of manifestation of worship is to think positively to God in the form of *Husnudzan's* attitude. When students feel anxiety in thinking about their success in facing a national exam, then the application of the hadith then turns anxiety into things for generating self-confidence and responsibility for their achievement.

Husnudzan individual attitudes are related to interpersonal relations, intrapersonal to self) and transcendental relations (with God). Islam teaches His people to be kind with all the things that are encountered in life, both when interacting with humans, prejudice both in themselves, and facing the destiny of God (Gusniarti, Wibisono & Nurtjahjo, 2017). Basically, humans like things that are

good according to their views and do not like things that he thinks are unpleasant. In the verse Al Baqarah verse 216 explained: "It is obliged for you to fight, even though it is not pleasing to you. But maybe you don't like something, even though it's good for you, and maybe you like something, even though it's not good for you. Allah knows, while you do not know." (Q.S. Al-Baqarah: 216). This explains that in Islam, matters regarding feelings of displeasure and objection to something have been calculated based on human nature. Islam also recognizes that behind the heavy, bitter, and unpleasant feelings there is wisdom that makes the light of the difficulties, the sweetness of bitterness and unseen goodness which is sometimes not realized by a limited human view.

CONCLUSION

Anxiety is a feeling of fear, worry and prejudice about negative things that affect psychological aspects, the lack of learning outcomes and withdrawal from the attitude of facing a national exam. This is contrary to the meaning of *Husnudzan* who always upholds good prejudice. *Husnudzan's* connection with anxiety in students facing national exams makes it easy for students to identify things that make them feel worried and afraid when facing exams from a positive perspective that is *Husnudzan* or prejudiced to God. Things that become a student's fear or anxiety in facing a national exam can then be rectified from an Islamic perspective through the *Husnudzan* concept, so students can achieve more positive thinking and confidence to achieve better academic achievement.

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