The Influence of Anxiety on the Learning Outcomes of Grade 5 Students at SDN 62 Rontu, Bima City

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A B S T R A C T

Anxiety is a feeling of discomfort, tension, or worry that arises without a clear cause. This study aims to determine the influence of anxiety on the learning outcomes of 5th-grade students at SDN 62 Rontu in Bima City. The research method used is qualitative, employing interviews, observations, and documentation techniques. The subjects of the study are students who exhibit signs of anxiety while learning. The results show that students experience physical symptoms such as palpitations, sweating, and general discomfort, as well as psychological symptoms like difficulty concentrating and being easily forgetful. Students also demonstrate negative attitudes, such as low self-confidence and increased anxiety. This anxiety leads to decreased participation and academic achievement. Factors causing anxiety include pressure from teachers, assignments, exams, and a lack of support from family and peers. In conclusion, anxiety has a negative effect on learning outcomes. Therefore, the roles of teachers and parents are essential in creating a supportive and comfortable learning environment.

1. Introduction

Learning is a process of changing human behavior in various aspects of life in order to achieve certain goals. According to (Nais et al., 2022) learning is a person's effort to acquire new behavioral changes through experience and interaction with the surrounding environment. (Raudhah et al., 2018) defines learning as a stable behavioral change that occurs because of experience. Learning activities are commonplace for all living beings from childhood until old age, so it can be said that humans learn from waking up until they fall asleep again. (Suarim & Neviyarni, 2021) states that the aim of learning is to obtain learning outcomes and develop students' potential so that they have spiritual strength, self-control, personality, intelligence, good morals, and skills that are useful for themselves and society. The learning process consists of several stages, starting from providing information

about the material to evaluating learning outcomes used to measure student understanding. (Yahya Ayyasy & History, 2024) mentions that learning occurs when triggering situations and memory influence student behavior, causing gradual behavioral change.

The learning process is influenced by two main factors: internal and external. Internal factors consist of physical conditions such as health, as well as psychological aspects like intelligence, interest, attention, readiness, maturity, and motivation. External factors include the family environment (for example parenting style, economic conditions, and home atmosphere), the school environment (curriculum, teaching methods, teacher-student relationships, and facilities), and the community environment (peers, mass media, and social activities), (Kodirun, 2019). According to learning outcomes are a form of lasting behavioral change that encompass three domains: cognitive, affective, and psychomotor. Learning outcomes indicate the level of success in achieving learning objectives within a certain period of time.

Anxiety is an uncomfortable, tense, or worried feeling without a clearly identifiable cause. Anxiety arises when a person faces an unwanted situation. Anyone, whether adult or child, can experience anxiety. One common form experienced by students is academic anxiety. According to (Nais et al., 2022) students with academic anxiety often have difficulty focusing, avoid assignments, frequently complain, feel physical discomfort, experience a racing heart when doing tasks, and lack confidence when facing learning challenges. Anxiety in a school environment can intensify, especially during exams or tests. (Fadilah et al., 2024) explains that test results influence future educational decisions, which can trigger high anxiety. There are two main types of anxiety: Trait Anxiety an enduring anxiety as a personality trait, where someone tends to feel threatened even when the situation is not actually dangerous and State Anxiety a temporary anxiety that arises in certain circumstances, characterized by conscious feelings of tension and worry (Amalia et al., 2016). According (Kodirun, 2019) students with high anxiety levels typically do not master the material early on, which leads to difficulty understanding subsequent material and increasing anxiety when facing tests. (Anggraini, 2022) found that anxiety in learning can affect outcomes positively or negatively. If controlled, anxiety can motivate learning. However, if uncontrolled, anxiety can lead to stress, hopelessness, and poor academic performance.

Based on preliminary observations conducted by the researcher on November 16, 2024 in class V at SDN 62 Rontu, Kota Bima, it was found that out of 20 students, 6 showed signs of anxiety during learning. This anxiety affected their learning effectiveness. Some students appeared tense when solving problems on the blackboard, reluctant to ask questions to the teacher, and tended to avoid classroom interaction. Physical symptoms like sweating and a racing heart were often observed, especially during exams or presentations. Observed behaviors showed that anxious students typically had difficulty concentrating, frequently left and re-entered the classroom, and avoided learning activities. They were afraid of failure, which made them hesitant to ask or attempt. Additionally, some students seemed bored and wanted the lesson to end quickly, indicating low engagement in the

learning process. To determine students' anxiety levels, the researcher used an anxiety measurement tool. From the 20 students sampled, results showed that 6 experienced anxiety at levels higher than their peers. These results were obtained through direct observation, questionnaire responses, and interaction during classroom learning.

Based on the theory and data obtained, it can be concluded that anxiety affects students' learning outcomes. Anxiety that arises from pressure, lack of preparation, and insufficient environmental support can reduce students' ability to concentrate, enthusiasm for learning, and courage. However, students who manage anxiety well can use it as a motivation to learn. Therefore, the role of teachers and parents is very important in helping students cope with anxiety. Teachers are expected to create a comfortable, open, and enjoyable learning atmosphere. Through varied learning methods, a more personal approach, and continuous motivation, students will feel safer and more confident. Parents also need to provide emotional support, help children establish good learning routines, and pay attention to early signs of anxiety. Schools should also pay attention to students' mental health, including providing counseling services and academic guidance. Students experiencing anxiety should not be left alone but supported gradually so that they can better face academic challenges.

2. Methodology

This study employs a descriptive qualitative approach aimed at gaining an in-depth understanding of the influence of anxiety on students' learning outcomes. This approach was chosen because it is capable of uncovering phenomena contextually by utilizing narrative data derived from the experiences of research subjects. The subjects of the study consist of six fifth-grade students at SDN 62 Rontu, Bima City, who exhibit symptoms of learning anxiety, as well as a classroom teacher who serves as an additional informant. The focus of this study is on the impact of anxiety on students' learning outcomes, which are divided into three aspects: cognitive, affective, and psychomotor domains (Slameto, 2015). The data sources include primary data in the form of interview results and observations of both students and the teacher; and secondary data consisting of documentation of grades, teacher records, and relevant literature.

Data collection techniques include structured interviews, designed based on indicators of anxiety (Muhassanah et al., 2022) learning outcomes (Hasanah et al., 2024) and causal factors of anxiety (Raudhah et al., 2018) participatory observation, in which the researcher participates in school activities to observe the behaviors of students experiencing anxiety; and documentation studies, used to complement primary data with various visual and administrative evidence. Research instruments consist of interview and observation guidelines developed from theoretical indicators.

These serve as reference tools to ensure that data collection is more structured and focused. Data analysis was conducted using the interactive model by Miles and

Huberman, which consists of three stages: first, data reduction, i.e. the process of filtering and summarizing important information obtained in the field; second, data presentation in the form of systematically organized descriptive narrative; third, drawing conclusions and verification, i.e. formulating findings that validly and logically address the research focus.

3. Results and Discussion

Based on the research findings, overall, the condition of the fifth-grade students at SDN 62 Rontu Kota Bima shows variations in their learning abilities and the levels of anxiety they experience. Some students appeared to have fairly good self-confidence in participating in lessons, while others showed fear when being asked to answer questions. Several students seemed enthusiastic about learning, while others tended to be passive and remained mostly silent in class. From the observations, it was found that some students became easily nervous, as indicated by blushing, sweaty hands, or speaking in a very soft voice. In addition, several students showed symptoms of cognitive anxiety, such as difficulty concentrating, easily forgetting material that had just been explained, and often making mistakes in writing answers even though they actually understood.

The classroom teacher also revealed that some students often displayed hesitation when working on practice questions, even feeling incapable before trying. On the other hand, there were also students who were able to adapt well, dared to ask questions, and actively participated in group discussions. The students' social and emotional conditions also varied, with some easily interacting with peers, while others tended to isolate themselves. Family environment and socioeconomic background were also suspected to influence students' levels of learning anxiety. Thus, this fifth-grade class presents a fairly complex condition, which serves as an important basis for the researcher to further explore the impact of anxiety on learning outcomes.

This study was conducted with fifth-grade students at SDN 62 Rontu, Bima City. The research employed a purposive sampling technique, namely the selection of subjects based on specific considerations, in this case, students who exhibited varying levels of anxiety during the learning process. Research data were collected through several methods, including in-depth interviews with students and classroom teachers, direct observation during learning activities, and documentation in the form of students' academic results.

This study aims to examine the effect of anxiety on the academic achievement of fifth-grade students at SDN 62 Rontu, Bima City. The background of this research is based on the fact that elementary school students, particularly those in the fifth grade, are at a developmental stage that is highly influenced by their psychological conditions, including fear, anxiety, lack of self-confidence, and pressure within the learning environment. In a learning process that requires understanding, concentration, and active interaction, poorly managed anxiety can become a significant barrier to students' academic achievement.The interview process

consisted of several questions related to anxiety, which are presented in Table 1 below.

Table 1. Questions for Students at SDN 62 Rontu, Bima City

No	Aspects Investigated	Closed-Ended Questions	Answer Options
1.	Cognitive	Do you find it difficult to concentrate when the teacher explains the lesson?	Yes / No
2.	Cognitive	Do you often forget the material you have learned when you are in class?	Yes / No
3.	Cognitive	Do you feel anxious when the teacher asks you questions in front of the class or during a sudden test?	Yes / No
4.	Somatic	Have you ever experienced a pounding heart, trembling hands, cold sweat, or a pale face while in class?	Yes / No
5.	Somatic	Do these physical conditions make it difficult for you to pay attention to the lesson?	Yes / No
6	Somatic	Do you often feel the urge to leave the classroom (for example, to go to the restroom) when you are nervous?	Yes / No
7.	Attitude	Do you often avoid answering questions or presenting in front of the class?	Yes / No
8.	Attitude	Do you feel afraid or embarrassed to express your opinion in class?	Yes / No
9.	Attitude	Do you feel a lack of self-confidence when completing assignments or answering questions?	Yes / No
10.	Attitude	Do you find it difficult to socialize with classmates because of anxiety?	Yes / No

Anxiety in the educational context often arises as a response to academic pressure or demands. This pressure may come from teachers, parents, peers, or the students themselves. The anxiety experienced by students not only affects their mood but, more importantly, can impair cognitive functions, cause physical (somatic) symptoms, and influence how students behave in the learning environment. Therefore, it is critically important that this study be conducted to reveal these effects in a detailed and comprehensive way.

From the data collected through in-depth interviews with students and teachers, direct classroom observation, and documentation of students' academic results, it emerged that anxiety affects three main aspects in the learning process and outcomes: the cognitive aspect, the somatic aspect, and attitude. These three dimensions are interrelated and mutually influence each other in shaping the learning responses of anxious students. Cognitively, students experiencing anxiety display specific symptoms that significantly interfere with their thinking processes. Students appear to struggle to focus when teachers explain material especially in tense classroom settings or when they feel unprepared to face tasks or questions. Their concentration is easily disrupted because their minds are preoccupied with fear of making mistakes, lack of confidence, and worry about judgment from teachers or peers.

Some students reported that despite having studied beforehand, they feel as if they forget the material once in class. They feel confused about where to begin when answering questions or explaining something in front of the class. This indicates

that anxiety directly impacts their ability to process and recall information. One student stated, "When I'm scared in advance, it feels like everything I studied just disappears." This statement provides a vivid illustration of how anxiety obstructs access to knowledge that students actually possess. This is supported by (Ocha Maulia Fadli et al., 2024) who asserted that anxiety influences students' cognitive level. According to their view, when students are anxious, their brains experience obstacles to accessing long-term memory and reduced working memory capacity in understanding new concepts. Consequently, students respond slowly to questions, are less able to think critically, and ultimately struggle to achieve optimal learning outcomes.

Teachers also confirmed that students with high anxiety rarely participate actively during lessons. They seldom raise their hands, avoid discussions, and show little interest in the material being taught. In the long run, this condition can result in falling behind in material, low academic scores, and weakened motivation to learn. Anxiety that disrupts cognitive function not only diminishes thinking ability but also impacts the learning cycle negatively. Students become fearful of failure, and that fear further impairs their ability. If allowed to persist, this can lead to deeper psychological effects such as low self-esteem, feeling unintelligent, and believing they cannot compete with their peers. From the somatic perspective, students with anxiety exhibit certain observable physical symptoms. Based on classroom observations, it was found that some students experience physical signs such as rapid heartbeat, trembling hands, cold sweat, even a pale face when facing stressful situations, like being called to the front of the class, facing a surprise quiz, or being asked questions by the teacher.

These symptoms are manifestations of the body's response to emotional pressure. Biologically, the bodies of anxious students enter a state of alert fight or flight'where the sympathetic nervous system activates and triggers various physical reactions as a form of self-defense. Although this reaction is normal in dangerous situations, in a learning context it becomes an obstacle because it disrupts students' comfort and calmness during lessons. One student said that when he feels nervous in class, he wants to cry, feels nauseated, and can't sit still. This condition makes it uncomfortable for the student to remain in class and prevents them from paying attention to the lesson properly. This certainly has a direct impact on their understanding of the material presented by the teacher.

Theoretically, the somatic aspect involves bodily movement, meaning that learning should involve direct experience and active engagement from students. If a student's body is tense and uncomfortable, the learning process cannot proceed effectively. This is supported by (Fadilah et al., 2024) cited (Suhery et al., 2020) who stated that anxious students are often characterized by motor tension, hyperactivity, and excessive fear of negative expectations or thoughts in their minds. Teachers also observe that students exhibiting such physical symptoms tend to feel restless in class. They frequently request to go to the bathroom, seem fidgety, and cannot sit still in their seat. A teacher unfamiliar with these conditions may interpret the student as undisciplined or inattentive, whereas in reality they are under significant emotional stress. Hence, it is crucial for teachers and parents to

understand that these physical symptoms are part of the anxiety response and not an act of defiance or laziness in learning.

If these somatic conditions are not addressed properly, they can have long-term effects on a student's physical and mental health. Students may associate learning activities with discomfort or even pain, gradually losing motivation to learn and participate in the educational process. In terms of attitude, anxious students tend to avoid various activities requiring active classroom participation. They prefer to remain silent, avoid expressing opinions, and often refuse to present in front of the class. A sense of inferiority and lack of confidence become defining features of anxious students. They believe that whatever they do will inevitably be wrong, so it is better to remain silent and not even try.

During interviews with the class teacher, it was found that anxious students tend to exhibit passive behavior and withdraw from social interaction. They show a lack of interest in lessons, are not enthusiastic about group assignments, and often avoid interacting with peers. These attitudes further isolate them academically and socially. The teacher also noted that anxious students typically struggle to understand lesson content not because of intellectual incapability, but because they are reluctant to ask questions or clarify misunderstandings. They also seldom complete assignments to the best of their ability, feeling that their work will never be satisfactory. This creates a negative cycle where declining confidence due to poor academic outcomes leads to worse outcomes because anxiety persists and limits class participation.

These findings are supported by (Saputra et al., 2023), who stated that anxiety directly affects students' academic achievement. Anxiety can erode students' intrinsic motivation, prevent them from demonstrating their true academic potential, and in the long term influence their personality development and learning character. Furthermore, negative attitudes resulting from anxiety can carry over into higher levels of education students accustomed to avoiding and lacking confidence in learning often struggle at advanced educational stages, where independence, active engagement, and self-assurance are increasingly required.

4. Conclusion

Based on the qualitative research conducted on fifth-grade students at SDN 62 Rontu in Bima City, it is evident that anxiety significantly affects students' learning outcomes. The anxiety experienced by the students manifests in several symptoms, such as physical signs (e.g. a racing heart, sweating, and general discomfort), mental signs (such as difficulty concentrating and forgetfulness), and emotional states (like low self-confidence and fear of asking questions). Some contributing factors to this anxiety include pressure from the school environment, lack of support from parents, and overly monotonous teaching methods. As a result, students become less engaged in learning, frequently distracted, and ultimately achieve lower academic performance. Therefore, it is necessary that both teachers and

parents take measures to reduce students' anxiety levels so that they can learn more effectively and reach their optimal academic potential.

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