

THE INFLUENCE OF ENVIRONMENT ON GRADE 12 STUDENTS' EMOTIONS DURING CAREER PREPARATION AFTER GRADUATION

Ade Gracia Xuely Kiak¹, Juliendry ED Folamauk², Refi Ervatamia³
{gratiaxuelyk@gmail.com¹, juliendrydaniela23@gmail.com², refiervatamiaa@gmail.com³}

Nusa Cendana University, Indonesia^{1,2,3}

Abstract. This research aims to analyze the influence of the environment on the emotions of grade 12 students during the career preparation process after graduation. In this phase, students are faced with various emotional pressures due to challenges in determining their career direction. This research uses a qualitative approach with an interview method involving 5 students from high schools in Kupang City, East Nusa Tenggara. The instruments used are audio recorded interviews which measure environmental factors such as family support and peer influence regarding career preparation, as well as an emotional measurement scale which includes anxiety, stress and motivation. The research results show that positive family support and the influence of supportive peers can reduce anxiety and stress in students. It is hoped that this research can provide insight for parents and the surrounding environment in creating a supportive environment for students to better prepare for their careers and manage the emotions that arise during this process.

Keywords: environment, emotions, students, career preparation, family support, peers

INTRODUCTION

The final period of high school education is one of the crucial phases in a student's life. At this stage, grade 12 students are faced with various important decisions that will affect their future, such as the choice to continue their education to a higher level, enter the workforce, or take another career path. These decisions are often filled with complexity and uncertainty, causing considerable emotional stress. This condition becomes even more challenging when students have to manage various expectations from their environment, such as family, friends, teachers, and society.

The environment, in this context, plays a very significant role. The family environment, for example, is often the main source of emotional support for students, but it can also be a source of pressure if family expectations are too high or do not align with the student's desires. On the other hand, the school environment plays a role in providing career information, building self-confidence, and supporting the development of students' skills. The social environment, which involves peers and the community, also influences students' views on careers, either through competition, group influence, or prevailing social norms. However, the dynamics of this environment do not always have a positive impact. Various studies have shown that an unsupportive environment can increase the risk of stress, anxiety, and even depression in students. The pressure to meet environmental expectations often hinders students' ability to recognize and explore their interests and potential. As a result, many students feel confused, anxious, and disoriented in determining their career steps after graduation. This situation not only affects students' psychological condition but also has the potential to affect their overall decision-making.

Understanding the influence of the environment on students' emotions is important, considering that stable and positive emotions are one of the prerequisites for effective decision-making. Students who have good environmental support tend to feel more confident and optimistic in planning their future. Conversely, students who are in a stressful or less supportive environment are more susceptible to emotional disturbances, which can ultimately hinder their success in preparing for a career.

This study aims to examine the influence of the environment on the emotional condition of grade 12 students during the career preparation period after graduation. This study will explore various dimensions of the environment, including family, school, and social environments, and their impact on emotions such as anxiety, stress, and motivation. With a deeper understanding of the relationship between the environment and emotions, it is hoped that this study can contribute to designing effective strategies to support students in facing their future challenges.

RESEARCH METHOD

This study focuses on grade 12 students at SMA Citra Bangsa located in Kupang City, East Nusa Tenggara, Indonesia. This study aims to analyze and identify the influence of various environmental factors, including family support, interaction with peers, on the emotional condition of grade 12 students in facing the post-graduation transition period. This study also aims to explore how these environmental factors can affect the levels of anxiety, self-confidence, and stress experienced by students, as well as to understand the extent to which the role of the environment can contribute to students' emotional readiness in preparing for their careers and futures after completing their education in high school.

The researcher used a qualitative approach, this research was compiled by collecting data using the interview method. This method allows researchers to explore students' feelings, experiences, and perceptions in depth. Emotions are highly subjective, and interviews provide an opportunity for students to express their feelings openly and in detail about how their environment is, the interview method also provides researchers with greater flexibility to adjust questions based on the responses given by participants.

The results of this study are expected to provide a clear picture of the magnitude of the influence of the environment on the emotions and psyche of grade 12 students when preparing themselves to live life after graduating from high school. By understanding the various factors that influence students' emotions, the author can conclude that there are several factors that are very important for controlling students' emotions during their next career preparation.

This research was granted permission from the principal of Citra Bangsa High School in Kupang City, East Nusa Tenggara, Indonesia. All answers we obtained from each respondent will be used as data to be included in the research report. Five (5) respondents aged 17 to 18 years agreed and were willing to be involved in all stages of the research. The purposive sampling we used with several criteria, namely (1) Respondents are students of the high school and (2) Residing in Kupang City. Further respondent information can be seen in the following table.

Table 1. Respondent Information

NAME	AGE	CLASS
George Axel Kore Ludji	17 years	12 E
Theodorus Doni Kuma	18 years	12 H
Mitha Nesimnasi	17 years	12 H
Charmalita Sanu	17 years	12 H
Judith Pandie	17 years	12 H

The three authors are first semester students of the Psychology Study Program, Faculty of Public Health who are studying at Nusa Cendana University, Kupang. The authors conducted the research to fulfill the assignment of the Basic Psychology of Human Development course.

This research began on October 12, 2024. This research began with the author and researcher visiting SMA Citra Bangsa to meet with the Principal to convey the intent and purpose of coming to the school. After providing information related to the research to be conducted. The author and the

Principal agreed on the date and number of respondents that must be obtained to adjust to the given target. The target that we have agreed on is grade 12 students who attend SMA Citra Bangsa. Then on the specified date, the author as the research team went directly to provide a little education related to the research to be conducted and then the respondents were directed to provide answers related to the questions that had been provided. We as the research team got 5 respondents, the majority of whom were women.

The data was obtained through direct interviews, where the researcher recorded the conversation during the question and answer session and then transcribed it to get the results of the interview. Through this study, the author wants to reveal that the emotions of 12th grade students are influenced by family, peers and the surrounding environment. In addition, the author also found several ways for students to relieve their minds and emotions when there is too much pressure from people around them, such as walking/healing, playing games, and praying.

The results of this study indicate that environmental factors, especially family support and interaction with friends, have a major influence on the emotions of 12th grade students in facing career preparation after graduation. These factors interact with each other and influence students' levels of anxiety and emotional readiness. Therefore, it is important for students' social environment to provide better support, both emotionally and informationally, to help students feel more prepared to face their future.

RESULT AND ANALYSIS

1.1 Feelings of Stress and Anxiety

Stress and anxiety related to exam preparation and college entrance tests are often experienced by 12th grade students. Almost all respondents felt this. Various sources of stress and anxiety are challenges for students who are currently preparing for their future. For example, Mitha expressed feelings of frustration and excessive stress, as well as the desire to take impulsive actions such as "cutting hair" to cope with pressure. stress due to parental pressure experienced by Charmalita influenced her decision in choosing a university to continue her studies later.

Charmalita :pressure from my parents to want me to enter this university, continued pressure to get a scholarship, basically whatever I do, I don't want to know, I have to graduate there.

This feeling of stress and anxiety is not only caused by test preparation, but also because the uncertain choice of plans after graduation is also a source of stress and anxiety as experienced by Theodorus.

This shows that stress and anxiety are common things experienced by students when facing big challenges such as exams or entrance tests, especially towards the end of high school.

1.2 Factors that Influence Emotions

Stress and anxiety can come from anywhere. Pressure from the social environment, especially family and friends, plays a big role in influencing stress and anxiety. Mitha, Charmalitha, and Theodorus revealed that pressure from family or the environment greatly influenced their emotional condition. Charmalitha specifically mentioned the great pressure from parents who wanted her to graduate from a certain university and get a scholarship. This shows the tendency of parents who have high and excessive expectations of their children, which will be a source of additional stress for them where at this time children need support from their parents in determining the right choice.

Mitha: there is a strong influence in the environment. Because they often get pressure and coercion from the environment to follow their standards and desires and satisfy their expectations.

Meanwhile, George revealed that the encouragement came from himself, especially the desire to make his parents happy. This reflects the existence of internal motivation that can help reduce laziness, anxiety and relieve stress that he has.

1.3 How to Manage Emotions

There are many ways to manage stress and anxiety. Mitha, chooses to pray and confide in the right person, and does actions such as "haircuts" to relieve pressure. This shows that Mitha feels the need to do something concrete to channel and reduce her stress and seek relief from feelings of frustration.

Refreshing activities such as walking are also done to reduce stress and refresh the mind. By refreshing, someone can feel happy and relieved, free from the burden and pressure of the mind.

Seeking peace of mind by praying is also done by most respondents. Praying is not only a religious act, but also a form of seeking psychological comfort. Praying can help someone to relieve heavy feelings, gain peace. This shows a more spiritual approach in dealing with emotional problems.

Sleep is also one of the options to reduce stress. Sleep is usually used as a temporary escape from problems or pressures experienced.

1.4 Discussion

Our study highlights the stress and anxiety experienced by 12th graders during their career preparation after graduation. The results show that stress and anxiety are common among 12th graders. These results indicate that exam preparation is not only related to academic readiness, but also affects students' emotional state.

One of the most dominant factors in influencing stress is external pressure, especially from family, friends, and the surrounding environment. As expressed by several respondents, high expectations from parents or social pressure to meet certain standards can add to the emotional burden, for example, expressing that they feel pressured by parental expectations that are not always in line with their interests or desires. Unrealistic expectations or a lack of parental understanding of their children's career choices can exacerbate anxiety and make students feel trapped by parental desires, rather than pursuing choices that are in line with their interests and abilities. Lack of honest communication and mutual understanding is often a significant source of stress among students, as explained by several students who feel they are not given the opportunity to make independent decisions about their future.

However, there is also a positive side to expectations that come from family. The internal motivation to please parents can act as a source of strength in overcoming anxiety. When students feel that they have a clear goal and want to meet their parents' expectations, it can provide encouragement to work harder and reduce feelings of anxiety. In other words, although pressure from parents can worsen anxiety, there are times when the motivation to meet their expectations can actually be a driving force that drives students to achieve.

From the results of this study it can be concluded that stress and anxiety are major challenges faced by grade 12 students, they show various ways to deal with it. The strategies used by the respondents show a balance between internal approaches (personal and spiritual motivation) and external (social support and communication with family). This illustrates the importance of a combination of internal and external factors in helping students manage stress.

CONCLUSION

The results of interviews with five respondents who are preparing for exams and college entrance tests, it can be concluded that stress and anxiety are common things experienced by grade 12 students, both related to exam preparation and uncertainty about future plans after graduation. External factors such as pressure from family, friends, and the surrounding environment play a big role in exacerbating feelings of anxiety, especially when there are high expectations from parents or social pressure to achieve certain standards. Some respondents, such as Mitha and Charmalitha, experience quite severe emotional stress due to parental expectations that are not always in line with their own desires. On the other hand, internal motivation, such as the desire to make parents happy (as expressed by George), can also help relieve stress. To manage emotions, respondents use various methods, from praying, confiding in the right person, to doing refreshing activities such as walking or sleeping to reduce anxiety. Overall, although stress and anxiety are major challenges, individuals

can deal with them with various approaches, both spiritually, socially, and through personal motivation.

References

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