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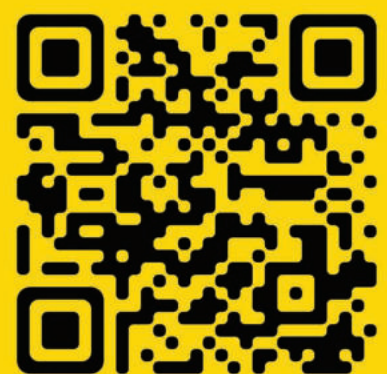
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## **A Module of Systematic Desensitization Guidance and Counseling to Reduce Learning Anxiety of Junior High School Students**

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**Abstract.** Generated from the problem statement, the present study aimed to produce a module of systematic desensitization guidance and counseling as a medium to reduce the learning anxiety of junior high school students. It relied on a Research and Development method by Sugiyono, limited to seven stages: (1) potential and problem, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, (7) product revision. The expert subject consisted of the experts of guidance and counseling media, guidance and counseling, and Indonesian language. Meanwhile, the small-group trial subject involved four teachers of guidance and counseling. The data were primarily collected from a questionnaire and were analyzed qualitatively (content analysis) and quantitatively (t-test). The results of the expert validation and the small-group trial showed that the module of systematic desensitization guidance and counseling was feasible and practical as a medium to reduce the learning anxiety of junior high school students.

**Keywords.** Counseling, Content analysis, learning anxiety, systematic desensitization

### **1. Introduction**

Students in school frequently experience learning anxiety as a psychological process. Anxiety is an invisible illness that can only be observed through behavior. Learning anxiety felt by students is in the form of the following things: being anxious about presenting group and independent study results, working on independent tasks in front of the class, and exams. Irrational thoughts that cause worry about what will be faced may trigger anxiety. Learning anxiety problems must be fully addressed as it will affect students' learning activities and outcomes. Anggraeni; Alpian; and Kodariah (2021) argued that learning anxiety contributed to students' learning achievement. Sadiq, 2017 (Rayani and Perwarna, 2020) and Abdillah, 2018 (in Hanafie, et al., 2022) concluded that learning anxiety was among the emotional disorders that highly influenced foreign language learners' academic achievement. Although Sadiq's research is related to language learning anxiety, it is still relevant that learning anxiety can affect

students academic achievement in general. Dealing with learning anxiety can be done through preventive or curative guidance and counseling services.

Such services can be effectively performed if students have learned about learning anxiety and how to cope with it through media. Rahim, et al., (2015) pointed out that media also served as the determining factor for the success of guidance and counseling services. Using media would make the activities more interesting and fun and could help clarify the messages being discussed. Various media in guidance and counseling can be utilized, including modules. Modules are selected considering that they are beneficial for students to study independently. In addition, such media have been widely used today. As Handayani (Fitriyati, et al.: 2015) claimed, modules had high adaptability to science and technology development and were flexible in use.

Modules can also support the implementation of guidance and counseling in preventing and addressing the students' anxiety problems. Specifically, the module developed by this research contains the concept of anxiety and how to deal with it by applying systematic desensitization. Systematic desensitization is considered suitable for decreasing students' learning anxiety as it can handle any situation that triggers anxiety, fear, and phobia. Also, this technique has received much support from findings regarding systematic desensitization (Corey, 2016: 9).

Several studies have proven the effectiveness of systematic desensitization counseling. A study by Tresna (2011:21) found that systematic desensitization counseling may be considered a guidance and counseling framework to reduce exam anxiety. Next, Sandana and Siti Rahmi (2019:19) claimed that systematic desensitization effectively decreased students' learning anxiety.

## **2. Theoretical review**

### **2.1 Learning Anxiety**

Anxiety is a psychological disorder indicated by worry about something that is perceived as unfavorable. Steven Schwartz (2000:139) states, "anxiety is a negative emotional state marked by foreboding and somatic signs of tension, such as racing heart, sweating, and often, breathing difficulty. Anxiety is similar to fear but with a less specific focus. Whereas fear is usually a response to some immediate threat, anxiety is characterized by apprehension about unpredictable dangers that lie in the future".

Anxiety is a feeling of unease, worry, and fear of an unclear situation. Any feeling that threatens the well-being of the individual can lead to anxiety. Physical threats, threats to self-esteem, and pressure to do something beyond capabilities can also trigger anxiety. Anxiety is a negative emotional state characterized by foreboding and somatic signs of tension, such as a racing heart, sweating, and breathing difficulty.

Freud (in Sutardjo, 2007:67) mentions that anxiety is a state when one feels weak, so that they are fearful and unable to act and behave rationally. Anxiety arises as a result of a negative response to stress or conflict. This usually occurs when experiencing changing situations that require a person to adapt. According to behavioral counseling, one can feel anxious in the learning process under certain circumstances. For such a reason, conditioned efforts are required to reduce or relieve anxiety, e.g., applying the systematic desensitization technique.

From some ideas of anxiety, it is summed up that anxiety is an emotion arising due to unpleasant situations that cause worry, concern, tension, fear, and stress. The anxiety level

experienced in stressful situations mainly depends on to what extent the individual can control it.

A person with constant anxiety lives in a state of tension, feels awry and worried, and tends to react excessively to something. Atkinson (2007) states that physical symptoms in anxious people include being unable to calm down, disturbed sleep, dizziness, and heart palpitations. On the other hand, the psychological symptoms they may experience are constant worry, difficulty concentrating or making decisions, unpleasant feelings, tension, moodiness, gloom, lost confidence, restlessness, and forgetfulness.

Concerning these symptoms, it can be inferred that people with anxiety feel like their lives are disrupted, terrible things will happen, and being overshadowed by negative thoughts. This means that those who experience anxiety will always be fearful of the situation they deal with.

There are many factors causing anxiety. According to Burnham (2008: 25), the basic causes of anxiety are: (a) self-confidence may be threatened by doubt about physical appearance or abilities, (b) one's well-being may be threatened by uncertainty about the future, doubts about decision-making and material concerns, and (c) well-being may be threatened by various unsolved conflicts.

Students are also anxious about the following situations: unable to do assignments and quizzes, unwilling to do or avoiding class activities, answering questions on the whiteboard, and having negative perspectives toward the teacher and friends. They consider specific subjects scary, feel inferior, are afraid of being called stupid, of teacher figures, of being criticized, of being embarrassed or humiliated, and of being considered incapable of learning. This anxiety indeed makes students unable to control recurring bad thoughts.

The following symptoms occur when students go through learning anxiety: (a) physical symptoms, such as feeling tense when working on quizzes, nervous, sweating, shaking hands, increased heart rate, and headache, (b) cognitive symptoms, namely being pessimistic of not being able to complete tasks or quizzes and worried for getting bad results, (c) behavioral symptoms, including being quiet for fear of being laughed at, unable to work on problems for fear of failure, avoiding class activities, sleep disturbance, and decreased appetite.

## **2.2 Systematic Desensitization**

Systematic desensitization is among the techniques widely employed in behavioral therapy. It is used to disconnect a negatively reinforced behavior from a person and produce a behavior or response that is contrary to the behavior being disconnected. Systematic desensitization is suitable for treating phobias and anxiety, including interpersonal situations, exam fear, generalized fears, and neurotic anxiety.

In general, the systematic desensitization technique is used if the counselee undergoes anxiety and has the ability or skills to recognize the situation. Goldfriend (in Abimanyu 2013:336) argues that systematic desensitization is learning skills to reduce anxiety, not merely reducing frightening stimulus patterns. Hence, this technique not only replaces students' anxiety with comfortable things, but also allows them to control their anxiety. Willis (2009:70) declares that systematic desensitization decreases fearful, anxious, or unpleasant emotional responses through activities that conflict with fearful and anxiety-generating responses. Systematic desensitization also involves relaxation techniques. The counselee is trained to relax and associate a relaxed state with imagining anxiety-generating experiences. The anxiety-generating stimulus level is repeatedly paired with the relaxed state-generating stimulus until the connection between the anxiety-generating stimulus and the anxiety response is broken.

Systematic desensitization is relaxation with more emphasis on exercises consisting of contractions and gradually moving on to relaxing different muscles until complete relaxation is reached. A study by Suyono; Triyono, and Handarini (2016) discovered that relaxation techniques could lower stress levels before exams.

The systematic desensitization technique intends to teach the counselee to give a response that is inconsistent with the anxiety s/he is experiencing. This technique will not work without relaxation techniques. Through this technique, the counselee is taught to relax and associate the relaxed state by imagining anxious experiences.

The stages of implementing the systematic desensitization technique put forward by Cormier & Cormier (Abimanyu & Manribu, 19996:337) are: (a) the rationale of utilizing the treatment containing goals and procedures for carrying out the systematic desensitization is delivered to the counselee, (b) identify situations that trigger emotion/anxiety in various ways, namely interview, self-monitoring, or questionnaire. The counselor should continue to help the counselee assess the situations obtained until some special situations are found, (c) identify hierarchical construction, i.e., a list of design situations for the counselee reacts with the levels of anxiety, (d) select appropriate practices, in which the counselor chooses the appropriate coping response to overcome anxiety. The counselor explains the objective of the selected response and discusses it. The counselor trains the counselee to make coping efforts every day. Before practicing, the counselee is asked to assess the levels of anxiety, and then the counselor continues the practice until the counselee can distinguish different levels of anxiety and use non-anxiety responses to achieve ten or less on a rating scale of 0-100, (e) selection of imagination. The typical desensitization implementation is focused on the counselee's imagination, assuming that the imagination of the situation is the same as the actual situation and that learning that occurs in the imaginary situation generalizes to the actual situation, (f) present hierarchical scenes. Scenes in the hierarchy are presented after the counselee is provided practices in counterconditioning or coping responses after the imagination capacity is measured. Each scene presentation is accompanied by coping responses, so that the counselee's anxiety is conditioned or reduced, (g) follow-up, at the end of the treatment, the counselor performs the following activities: give assignments or homework related to efforts to advance the results of desensitization treatment with the following instructions: daily practices on implementing relaxation, visualizing items that are completed successfully in the previous session, applying the completed items to the actual situation, and recording the homework in a notebook. The counselor plans a follow-up meeting to check the results of the homework.

### **3. Method of study**

This research and development adapted to the one by Sugiyono (2018: 35) that was divided into ten stages. However, the present work only employed seven stages, as follows: (1) potential and problem, (2) information collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, and (7) product revision. The expert subject for design validation consisted of the experts of guidance and counseling media, guidance and counseling, and Indonesian language. Meanwhile, the small-group trial subject involved four teachers of guidance and counseling. The data were collected from a questionnaire and analyzed qualitatively and quantitatively.

#### 4. Results and discussion

##### 4.1 Results

###### 4.1.1 Potential and Problem

Direct observations and interviews were done with guidance and counseling teachers and guidance and counseling coordinators about learning anxiety experienced by students.

###### 4.1.2 Information Collection

A study was carried out on: the initial draft of the systematic desensitization guidance and counseling module, procedures for composing the module, and conducting a literature review regarding materials on the systematic desensitization technique to reduce students' learning anxiety.

###### 4.1.3 Product Design

The preparation of the product design was executed by compiling a framework that takes into account the content to be conveyed, the compliance with materials on students' learning anxiety, along with the choice of words and language easily understood by teachers/counselors of guidance and counseling and students.

###### 4.1.4 Design Validation (Expert Validation)

Expert validation was performed by the experts of guidance and counseling media, guidance and counseling, and Indonesian language. The measurement scale applied was the Likert scale. Provided below are the results of the expert validation.

##### 1) The Result of Guidance and Counseling Expert Validation

**Table 1. The Result of the Guidance and Counseling Expert Validation**

No.	Assessment Aspects	Yes	No	Reasons	Descriptions
1.	The compliance of the title with the module and material	✓		Compliant	-
2.	Material explanation	✓		Appropriate	Very clear since the material is elaborated in detail
3.	Reference suitability	✓		Suitable	
4.	The module can help guidance and counseling teachers in giving services	✓		Appropriate	The module has already described the steps as a service basis using the specified technique
5.	The module content is easy to understand	✓		Appropriate	-
6.	The module can serve as a medium of guidance and counseling services	✓		Appropriate	-
7.	The feasibility of the material in the module as a medium for guidance and counseling services	✓		Feasible	-
8.	The suitability of student/counselee worksheets	✓		Suitable	Student worksheets are suitable because they cover learning anxiety.

Suggestion: Add explanations of the methods employed in the service.

2) The Result of the Indonesian Language Expert Validation

**Table 2. The Result of the Indonesian Language Expert Validation**

No.	Assessment Aspects	Yes	No	Reasons
1.	The compliance of the writing with Indonesian language rules	✓		Compliant
2.	The compliance of language with general rules	✓		Compliant
3.	Sentences are easy to understand	✓		Understandable
4.	The compliance of the use of terms with the rules of good and correct writing	✓		Compliant
5.	The compliance of sentences with General Guidelines for Indonesian Spelling (PUEBI)	✓		Compliant
6.	Writing tidiness	✓		Tidy
7.	Sentence coherence	✓		Coherent
8.	Paragraph coherence	✓		Coherent

Suggestion: Enlarge the font size, so that older teachers do not find it difficult to read although they are wearing glasses.

3) The Result of the Learning Media Design Expert Validation

**Table 3. The Result of the Guidance and Counseling Media Expert Validation**

No.	Assessment Aspects	Yes	No	Reasons
1.	The suitability of the front cover and back cover design	✓		Suitable
2.	The suitability of the image on the front cover	✓		Suitable
3.	The suitability of the font	✓		Suitable
4.	The suitability of the images in the module material	✓		Suitable
5.	The suitability of the color	✓		Suitable
6.	The suitability of the table color	✓		Suitable
7.	The compliance of the module size with the general standard	✓		Compliant
8.	Physical display	✓		Attractive

Suggestions: (a) it is better if the image on the cover is a real image/photo, not a cartoon one, (b) enlarge the font size, (c) it is better if the image in the material is in accordance with the discussed topic.

4) Design Revision

After design validation, revision/improvement of the module was carried out using a systematic desensitization technique following the validation result by taking into account the aspects assessed by the validator. The following is a description of the module revision.

- 1) The revision result of the guidance and counseling expert

**Table 4. The Revision Result of the Guidance and Counseling Expert**

No	Suggestion/input	Description	
		Before revision	After revision
1.	It is suggested to add an explanation of the methods used	There is no explanation about the methods that can be applied during the service	There is an explanation of the methods that guidance and counseling teachers can use when providing services (classical guidance, group guidance, group counseling, individual counseling), as well as examples of techniques that can be relied on.



- 2) The revision result of the Indonesian language expert

**Table 5. The Revision Result of the Indonesian Language Expert**

No	Suggestion/input	Description	
		Before revision	After revision
1.	Font and font size should be easily readable	Using “Chiller” font with 12 pt font size	Using “Times New Roman” font with 14 pt font size

- 3) The revision result of the guidance and counseling media expert

**Table 6. The Revision Result of the Guidance and Counseling Media Expert**

No	Suggestions/input	Descriptions	
		Before revision	After revision
1.	The front cover should use a real image/photo, not a cartoon one		
2.	Each activity session should be filled with images as a reference	No images	There are images

**a. Product Trial**

At this stage, a product trial was undertaken to the teachers of guidance and counseling at SMP 1 and SMP 7 state junior high school in Telaga Biru, Gorontalo Regency, in order to test the feasibility of the product.

**Table 7. The Questionnaire Result of Product Trial to Teachers at SMP 1**

No	Question Items	Yes	No	Reasons
1.	Is the module display attractive?	✓		
2.	Does the module title describe the content?	✓		

3.	Is the module easy to understand?	✓		
4.	Is the material explanation appropriate?	✓		
5.	Can the module help you in the process of giving services to the students to reduce their anxiety?	✓		
6.	Can the module serve as a medium of guidance and counseling for junior high school students?	✓		
7.	Is the module material appropriate as a medium of guidance and counseling for junior high school students?	✓		
8.	Are the font and font size readable?	✓		It is better if the font size is enlarged to anticipate issues of older teachers finding it difficult to read
9.	Are the images in the module appropriate?	✓		
10.	Can the practice questions in the module help students reduce the anxiety they experience?	✓		

Based on the results of expert validation and small-group trial, a product of “A Module of Systematic Desensitization Guidance and Counseling to Reduce Anxiety of Junior High School Students in Gorontalo Regency” is produced. The module is feasible for guidance and counseling teachers to use as a medium in giving services to the students to overcome their learning anxiety.

#### 4.2 Discussion

Every person can experience anxiety, yet intense anxiety will affect their behavior. Bakhtiar, et al., (2017) argued that anxiety was normal to humans, yet intense anxiety would impact physical and mental health. In the same tune, Maharani, et al., (in Syam, 2020) mentioned that physical and mental health is disrupted when anxiety is in a high category.

The development of this module was motivated by the limited media of systematic desensitization guidance and counseling to decrease students’ learning anxiety. This module contains a description of the concept of anxiety and stages for the systematic desensitization technique to deal with learning anxiety. The module using systematic desensitization was chosen because numerous findings have proven that the aforementioned technique is effective in lessening students’ learning anxiety (Sandana and Siti Rahmi, 2019:19). As noted by Aye, et al., (2021), systematic desensitization technique is proven effective to lower a person's anxiety level. By this service, individuals will obtain information on how to cope with anxiety and practice it themselves properly. Those who are able to overcome anxiety can live socially with confidence.

Darmiaturun (2013:9) expresses “modules are teaching materials packaged as a whole and systematically. It comprises a set of planned and designed learning experiences to help teachers/students to master certain learning objectives”. Consequently, modules are among teaching materials constructed specifically for teachers/students to more easily understand

particular lessons. In this context, the guidance and counseling module can help students understand and ease their problems. A study by Perianto and Setowati (2017) showed that career guidance utilizing the career understanding module could improve the understanding of the career direction of final-year students. All in all, using modules can facilitate the students to understand things and the teachers to provide systematic desensitization guidance and counseling to reduce students' anxiety.

The module of systematic desensitization guidance and counseling to decrease anxiety can be used as a medium for guidance and counseling services. Based on the assessment of the validators, the material, images, language, presentation, display, and usefulness are feasible. Besides, the trial performed by guidance and counseling teachers demonstrates that the module is feasible to use in the guidance and counseling process.

Despite some weaknesses this module has, its strengths are as follows: (a) presenting information on systematic desensitization to reduce anxiety, such as the definition of the systematic desensitization technique and stages of applying the technique, (b) containing more complex materials, (c) an attractive design, (d) providing student/counselee worksheets to facilitate students to understand things and an evaluation test to measure students' abilities and the changes in their anxiety levels, (e) easy to understand and to use in the guidance and counseling process. On this ground, guidance and counseling teachers can use the systematic desensitization module as a medium of guidance and counseling services to decrease the learning anxiety of junior high school students.

## **5. Conclusion**

This research and development has produced "A Module of Systematic Desensitization Guidance and Counseling to Reduce Anxiety of Junior High School Students in Gorontalo Regency". The module is feasible to use by guidance and counseling teachers as a medium for providing guidance and counseling since it has gone through expert validation (experts of guidance and counseling, Indonesian language, and learning media) and product trial. However, the module requires further development on its effectiveness in reducing students' anxiety.

## **6. Acknowledgment**

The authors would like to send our deepest gratitude to the principal, guidance and counseling teachers for facilitating the process of this research, and students of SMP 1 and SMP 7 state junior high school in Telaga Biru, Gorontalo Regency, for being respondents and actively participating in the study.

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