THE ANXIETY OF MUSIC TEACHERS IN SEKOLAH MUSIK INDONESIA

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ABSTRACT

This research aims to examine and analyze the anxiety of the teachers in Sekolah Musik Indonesia. The research conducted on 190 respondents in 11 Sekolah Musik Indonesia. In an organization, it is necessary to monitor the anxiety of the employees. The anxiety of the teachers in Sekolah Musik Indonesia is measured by Hamilton Anxiety Rating Scale (HAM-A). The Hamilton Anxiety Rating Scale (HAM-A) is a widely used and well-validated tool for measuring the severity of a patient's anxiety. HAM-A can give a useful result to the management to take any further action as a prevention if there is an employee who is in severe stress.

Keywords: Anxiety, Hamilton Anxiety Rating Scale (HAM-A)

INTRODUCTON

This study was conducted on 190 teacher respondents at 11 Sekolah Musik Indonesia which spread in East Java, Central Java, West Java, Jakarta, and Yogyakarta, which include: Sekolah Musik Indonesia Alam Sutera Tangerang, Kelapa Gading Jakarta, Solo Baru, Ngagel Surabaya, Graha Family Surabaya, Sidoarjo, Yogyakarta, Semarang, Madiun, Satelit Olifant Yogyakarta, and Purwodadi. Phenomenon that form the background of the title "The Anxiety of the Music Teachers in Sekolah Musik Indonesia" is because there are interesting facts that happened and could be explored further from music teachers. Music should make people calmer, but in this case makes people become stressed. Although the facilities, the atmosphere, and the salaries given by Sekolah Musik Indonesia to the teachers are felt sufficient, nevertheless the teachers still feel the stress. It is necessary to know more about the level of stress with Hamilton Anxiety Rating Scale (HAM-A or well known as HARS in Indonesia).

THEORETICAL FRAMEWORK

Job Stress

Stress is the condition that results when person-environment transactions lead the individual to perceive a discrepancy - whether real or not - between the demands of a situation and the resources of the person's biological, psychological or social system (Sarafino, 2002:9). Job stress is an individual's response to work related environmental stressors. Stress as the reaction of organism, which can be physiological, psychological, or behavioural reaction (Beehr, 1978). Theoretical studies about stress had been discussed by Selye (1956), Beehr (1978) Sutherland and Cooper (2000), Sarafino (2002), Wilkinson (2002), Taylor (2003), Luthans (2008), Robbins and Judge (2007), Schafer (2000), Wade and Tavris (2011), Ciccarelli and White (2012), Girdano et al. (2012). Empirical studies about stress had been discussed by Johnson and Miller (1997), Scheufele (2000), Van Tonder and Williams (2009), Little et al. (2015).

Hamilton Anxiety Rating Scale

The Hamilton Anxiety Rating Scale (HAM-A or HARS) is a psychological questionnaire or a 14-item test measuring the severity of anxiety symptoms. It was originally published by Max Hamilton in 1959. This scale is considered a clinical rating of the extensiveness of anxiety, and is intended for individuals that are already diagnosed with anxiety neurosis. The HAM-A is used to assess the severity of anxiety symptoms present in children and adults. It is also used as an outcome measure when assessing the impact of anti-anxiety medications, therapies, and treatments and is a standard measure of anxiety used in evaluations of psychotropic drugs. The HAM-A can be administered prior to medication being started and then again during follow-up visits, so that medication dosage can be changed in part based on the patient's test score.

The HAM-A provides measures of overall anxiety, psychic anxiety (mental agitation and psychological distress), and somatic anxiety (physical complaints related to anxiety). Below are the verbatim criteria and their brief definitions as presented in the Hamilton Anxiety Rating Scale (Hamilton, 1959):

1.   Anxiety: worries, anticipation of the worst, fearful anticipation, irritability.

2.   Feelings of tension: fatigability, startle response, moved to tears easily, trembling, feelings of restlessness, inability to relax.

3.   Fear: of dark, of strangers, of being left alone, of animals, of traffic, of crowds.

4.   Sleep disturbances/insomnia: difficulty in falling asleep, broken sleep, unsatisfying sleep and fatigue on waking, dreams, nightmares, night terrors.

5.   Impaired thinking/intelligence: difficulty in concentration, poor memory.

6.   Depressed mood/depression: loss of interest, lack of pleasure in hobbies, depression, early waking, diurnal swing.

7.   Somatic symptoms/muscle: pains and aches, twitching, stiffness, myoclonic jerks, grinding of teeth, unsteady voice, increased muscular tone.

8.   Sensory symptoms/receiving stimulation: tinnitus, blurring of vision, hot and cold flushes, feelings of weakness, pricking sensation.

9.   Cardiovascular symptoms/circulatory: tachycardia, palpitations, pain in chest, throbbing of vessels, fainting feelings, missing beat.

10.   Respiratory symptoms: pressure or constriction in chest, choking feelings, sighing, dyspnea.

11.   Gastrointestinal symptoms: difficulty in swallowing, wind abdominal pain, burning sensations, abdominal fullness, nausea, vomiting, borborygmi, looseness of bowels, loss of weight, constipation.

12.   Urogenital symptoms/urinary and genital tract: frequency of micturition, urgency of micturition, amenorrhea, menorrhagia, development of frigidity, premature ejaculation, loss of libido, impotence.

13.   Autonomic symptoms: dry mouth, flushing, pallor, tendency to sweat, giddiness, tension headache, raising of hair.

14.   Behavior at interview: fidgeting, restlessness or pacing, tremor of hands, furrowed brow, strained face, sighing or rapid respiration, facial pallor, swallowing,

Empirical studies about HAM-A had been discussed further by Bruss et al. (1994), Majumdar, Pereira, Fernandes (2005), Fidianty dan Noviastuti (2010), Kummer (2010), Adriani dan Satiadarma (2011), Girsang (2013), Novitasari, Budiningsih, Mabruri (2013).

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RESEARCH METHOD

Procedure and Sample

The study population are the teachers in Sekolah Musik Indonesia (piano, guitar, drum, violin, flute, and vocal teachers). The mechanical sampling is proportional random sampling area. In this study, the numbers of sample used are 190 teachers in Sekolah Musik Indonesia. The questionnaire was distributed to 11 units/branches of Sekolah Musik Indonesia: Alam Sutera Tangerang (AST), Kelapa Gading Jakarta (KGJ), Solo Baru (SB), Ngagel Surabaya (NS), Graha Family Surabaya (GFS), Sidoarjo (Sdj), Yogyakarta (Ygk), Semarang (Smg), Madiun (Mdn), Satelit Olifant Yogyakarta (SOY), and Purwodadi (Prd). The number of male and female teachers in every unit is based on the number of teachers who fill in the questionnaires.

Table 1. Frequency distribution of the age range of the teacher respondents in Sekolah Musik Indonesia

	Units	Age range of the teacher respondents								Respondents		
		22-24	25-27	28-30	31-33	34-36	37-39	40-42	43-45	M	F	Σ
1	AST	3	5	5	4	3	2	1	1	15	9	24
2	KGJ	4	7	5	4	2	1	2	-	14	11	25
3	SB	2	2	2	5	4	2	2	1	12	8	20
4	NS	3	5	3	1	1	-	1	-	8	6	14
5	GFS	3	6	2	3	1	-	-	-	9	6	15
6	SDJ	2	2	4	5	2	1	-	-	10	6	16
7	YGK	3	4	5	2	1	2	1	1	12	7	19
8	SMG	1	2	4	3	4	1	2	-	10	7	17
9	MDN	2	4	3	1	1	1	-	1	7	6	13
10	SOY	2	3	4	2	1	-	1	1	9	5	14
11	PRD	1	3	3	4	1	-	1	-	10	3	13
	Total	*26*	*43*	*40*	*34*	*21*	*10*	*11*	*5*	*116*	*74*	*190*
	(%)	*13.68*	*22.63*	*21.05*	*17.89*	*11.05*	*5.26*	*5.79*	*2.63*	*61*	*39*	*100*

M = Male,   F = Female

Source: Data based on the amount of the questionnaires in all units of Sekolah Musik Indonesia

Measures

The anxiety of the music teachers in Sekolah Musik Indonesia is tested by HAM-A questionnaire. Each item is scored independently based on a five-point (0-4), ratio scale. A rating of 0 indicates that the feeling is not present in the music teacher. A rating of 1 indicates mild prevalence of the feeling in the music teacher. A rating of 2 indicates moderate prevalence of the feeling in the music teacher. A rating of 3 indicates severe prevalence of the feeling in the music teacher. A rating of 4 indicates a very severe prevalence of the feeling in the music teacher.

Upon the completion of the evaluation, the researcher compiles a total, composite score based upon the summation of each of the 14 individually rated items. This calculation will yield a

comprehensive score in the range of 0 to 56. Score <17 = mild anxiety severity. Score 18-24 = mild to moderate anxiety severity. Score 25-30 = moderate to severe anxiety severity. To obtain more detailed result, the researcher adopt the score that other researchers usually used in their study. Score <14 = no stress, score 14-20 = mild stress, score 21-27 = moderate stress, score 28-41 = severe stress, score 42-56 = very severe stress.

RESULTS

Based on the HAM-A questionnaire, this study generates some following results as follows:

Table 2. Results of Questionnaire Dissemination Measurement of Stress with The HAM-A in all units of Sekolah Musik Indonesia

Respondents	Units of Sekolah Musik Indonesia										
	AST	KGJ	SB	NS	GFS	SDJ	YGK	SMG	MDN	SOY	PRD
1	30	29	25	23	26	28	26	23	24	25	33
2	33	26	24	19	30	25	23	28	27	19	24
3	23	25	25	21	26	26	24	22	27	25	31
4	29	28	24	34	27	25	29	26	24	30	29
5	27	30	27	21	25	29	25	21	29	25	26
6	30	30	25	18	31	25	26	26	27	29	26
7	27	26	24	24	26	29	27	24	26	28	33
8	26	29	24	25	24	27	29	25	31	23	32
9	29	32	26	26	29	23	27	24	28	23	26
10	31	31	22	25	26	26	29	27	29	26	26
11	21	29	25	16	27	24	26	24	27	22	27
12	29	28	27	22	24	26	26	26	26	28	26
13	25	25	31	35	31	26	23	23	31	24	26
14	30	26	21	33	27	20	26	28		25	
15	30	31	30		24	26	26	26			
16	33	29	25			31	26	19			
17	30	28	28				27	26			
18	26	26	28				27				
19	27	30	24				31				
20	26	26	28								
21	27	27									
22	27	30									
23	27	23									
24	30	28									
25		27									
Σ	673	699	513	342	403	416	503	418	356	352	365
Average	28	28	26	24	27	26	27	25	27	25	28

Source: Data of HAM-A questionnaire, treated (2016)

Table 3. Data Processing Results of Table 2

	Units of Sekolah Musik Indonesia	Σ Score	Biggest Score	Smallest Score	Σ Moderate Stress (21-27)	%	Σ Severe Stress (28-41)	%
1	AST	673	33	21	12	50	12	50
2	KGJ	699	32	23	10	40	15	60
3	SB	513	31	22	15	75	5	25
4	NS	342	35	16	8	57.14	**3**	21.43
5	GFS	403	31	24	11	73.33	4	26.67
6	SDJ	416	31	23	12	75	4	25
7	YGK	503	31	23	15	78.95	4	21.05
8	SMG	418	28	19	14	82.35	3	17.65
9	MDN	356	31	24	8	61.54	5	38.46
10	SOY	352	30	19	9	64.29	4	28.57
11	PRD	365	33	24	8	61.54	5	38.46

Source: Data of HAM-A questionnaire, treated (2016)

Table 4. Total Score of HAM-A Questionnaire in all Units of Sekolah Musik Indonesia

No	HAM-A Criteria/Indicator	Total Score	Percentage	Ranking Score
1	Anxiety	324	6.426%	13
2	Feelings of tension	419	8.310%	1
3	Fear	349	6.921%	8
4	Sleep disturbances/insomnia	383	7.596%	6
5	Impaired thinking/intelligence	328	6.505%	10
6	Depressed mood/depression	400	7.933%	2
7	Somatic symptoms/muscle	385	7.636%	4
8	Sensory symptoms/receiving stimulation	337	6.683%	9
9	Cardiovascular symptoms/circulatory	384	7.616%	5
10	Respiratory symptoms	325	6.446%	12
11	Gastrointestinal symptoms	327	6.485%	11
12	Urogenital symptoms and genital tract	315	6.247%	14
13	Autonomic symptoms	379	7.517%	7
14	Behavior at interview	387	7.675%	3
	Grand Total Score	*5042*	*100%*	

Source: Data of HAM-A questionnaire, treated (2016)

DISCUSSION

The biggest score / very severe stress (score 42-56) and the smallest score / mild stress (score 14-20) were both found in respondents Sekolah Musik Indonesia of unit/branch Ngagel Surabaya. The biggest score is 35, and the smallest is 16. Although the percentage of severe stress score (score 28-41) in Ngagel Surabaya is only 21.43% (3 out of 14 respondents) which means not as big as in Alam Sutera Tangerang and Kelapa Gading Jakarta totaling over> 50%, but Ngagel Surabaya has the biggest score, that is 35. This proves that the percentage scores of severe stress does not guarantee that the unit certainly has the biggest score. The biggest or smallest scores can occur on any respondent at any units.

On average, respondents have moderate stress (score 21-27) and severe stress (score 28-41). There is no respondent who do not have stress at all (score <14) or very severe stress (score 42-56). If there is a teacher who has very severe stress levels (score of 42-56), this is a sign that the teacher suffers a serious psychiatric disorder that should be given further treatment.

Based on the total score of the HAM-A questionnaire in all units/branches of Sekolah Musik Indonesia listed in Table 4, the indicator of tension is at the first ranking with a total score of 419 (8.310%), while the indicator of urogenital symptoms is at the last rank/number 14 with a total score of 315 (6.247%). In the HAM-A questionnaire, the tension pervades fatigability, startle response, moved to tears easily, trembling, feelings of restlessness, inability to relax. Urogenital symptoms include frequency of micturition, urgency of micturition, loss of libido, and cannot urinate.

Respondents in Alam Sutera Tangerang and Jakarta Kelapa Gading have more (≥50%) severe stress level (score 28-41) in comparison with other units/branches:

    a.   Respondents in Alam Sutera have a very severe stress level of 50%

            (12 out of 24 respondents);

    b.   Respondents in Kelapa Gading have a very severe stress level of 60%

            (15 out of 25 respondents).

Based on the observations and interviews with some respondents, the teachers tend to experience greater stress in Tangerang and Jakarta city compared to other cities in Indonesia. This is because the children in Tangerang and Jakarta tend to be more expressive in his/her feelings such as directly becomes angry with the teacher when they get poor grades or ignoring the teacher while learning music. Such behavior make the children being less appreciated to the teacher all the time. Teachers should be more assertive in the early introduction of the classroom rules and scoring system but not to make students afraid that makes them not want to attend the music lessons again. If the teacher is not firm at the start, usually the students will underestimate the teacher and they are not obedient when reprimanded. It will be difficult for the teachers in the subsequent teachings.

Respondents in Solo Baru, Sidoarjo, Yogyakarta, dan Semarang have more (>75%) moderate stress (score 21-27) in comparison with other units/branches:

    a.   Respondents in Solo Baru have a moderate stress level of 75%
            (15 out of 20 respondents);

    b.   Respondents in Sidoarjo have a moderate stress level of 75%
            (12 out of 16 respondents);

    c.   Respondents in Yogyakarta have a moderate stress level of 78.95%
            (15 out of 19 respondents).

    d.   Respondents in Semarang have moderate stress of 82.35% (14 out of 17 respondents).

In accordance with the characteristics of the people of Central Java which have a calm and patient nature, the rate of moderate stress (score 21-27) in the biggest number proved to be in the city of Solo, Yogyakarta and Semarang. Sidoarjo also have moderate stress levels of 75%. Having been traced by researchers, it turns out that most of the teachers there (60% or 12 out of 20 teachers) are from the Central Java who are known to have characteristic of being calm and patient than people of East Java. It can be concluded that there is a closed relationship between the nature of a person based on the ethnicity and the culture to the level of stress they have.

There are only 3 Sekolah Musik Indonesia which have respondents with mild stress (score of 14-20), those are units/branches of Ngagel Surabaya (3), Semarang (1), and Satellite Olifant Yogyakarta (1):

    a.   Respondents in Ngagel Surabaya have a mild stress level of 21.43% (3 out of 14 respondents). Three respondents have the scores of 16, 18, 19;

    b.   Respondents in Semarang have a mild stress levels of 5.88% (1 out of 17 respondents). One respondent has a score of 19;

    c.   Respondents in Satellite Olifant Yogyakarta have a mild stress level of 7.14% (1 out of 14 respondents). One respondent has a score of 19.

Respondents in Satellite Olifant Semarang and Yogyakarta have mild stress levels. Similarly, the respondents in Ngagel Surabaya, it turns out 2 of the 3 respondents who have mild stress are the people of Yogyakarta and Solo. There is a closed relationship between the character of a person with the stress levels. There is also a strong relationship between stress levels with the average of public's character of an area.

Based on the observations and the interviews with the respondents, teachers in Sekolah Musik Indonesia are in stress due to several things:

A.   Too many subjects in the music curriculum

Stress occurs because each Grade / level can not be completed on time. The time needed for each Grade is 6 months (24 sessions @ 45 minutes), but the average students can finish it within 8-10 months. There are two main reasons why students can not complete in a timely matter:

    1)   Students feel fatigue because they have to attend too many courses besides the music course in Sekolah Musik Indonesia. Students should attend school at 6:30 and finish at 15:00. At 16.00 they have to attend the course and return home at 19:00. This causes the students to be very tired that when they attend the course in Sekolah Musik Indonesia. They are often unfocused and tend to be lazy to learn, which causes the music teachers become stress.

    2)   Students are addicted playing games with their mobile phone, notebook, or tablet computer that make them anxious and tend to be unfocused in their music lessons. This causes the music teachers become irritated and finally become stress.

B.   The demands of parents

Parents demand that their children should be included in the music examination although the children's ability is not eligible to do the examination.

C.   Scoring on the daily report

It is difficult for the music teachers to give a grade that really correspond with the students' abilities. Usually teachers give a very good grade (A or B) on the daily report to make the students happy and become more active in learning. However, this habit adversely gives bad impact to the students because they do not know their actual capabilities.

D.   Heavy workload

Gibson et al. (1995) states that the workload is one of the causes of the employee's stress.

For example, the workload of teachers in Sekolah Musik Indonesia is that there are too many students, too much material that should be taught in every grade, too many tasks outside the teaching hours (such as making many daily reports). This makes the teachers have little time to participate in various activities for self-development).

CONCLUSION

The measurement of states of anxiety based on symptom rating scales such as the HAM-A is psychometrically most valid in generalized anxiety. HAM-A can give a useful result to the management of Sekolah Musik Indonesia to take any further action as a prevention if there is a music teacher who is in severe stress.

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Dr. Shahid Hussain Mughal
Associate Professor, Department of Education, Sukkur Institute of Business Administration (IBA), Sukkur, Sindh, **PAKISTAN.**

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6. BULLEH SHAH: THE SUFI AND THE POET OF THE EIGHTEENTH CENTURY PUNJAB

Qamar Abbas
Department of History, Gabriel College Mandi Bahauddin, & University of Gujrat, **PAKISTAN.**

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7. AN ANALYTICAL STUDY ON GENDER INEQUALITY AND ITS IMPACTS ON FEMALE EDUCATION, A STUDY IN PUNJAB, PAKISTAN

Rab Nawaz, Dr. Yasir Nawaz Manj, Mohsin Noor, Muhammad Umair Zafar
Department of Sociology, University of Sargodha, **PAKISTAN.**

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8. THE ANXIETY OF MUSIC TEACHERS IN SEKOLAH MUSIK INDONESIA

Reina A. Hadikusumo, Anis Eliyana, Syahir Natsir
Airlangga University , Surabaya, East ,& Tadulako University, Palu, Central Sulawesi , **INDONESIA.**

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Department of Elementary Teacher Education, Faculty of Education Almuslim University, Bireuen, Aceh, **INDONESIA.**

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