

Seven insecure academic conditions for students as a basis for implementing teacher professional learning

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ABSTRACT

Student academic performance as a measure of future success. Students who can develop academic performance in the classroom and outside the school are a big part of the success process. However, some children have academic insecurity problems that impact academic performance and may influence future success. Professional teachers must be able to analyze students in this condition. This research aims to analyze students' educational insecurity conditions using seven indicators—a quantitative study with a survey with random sampling on 521 students at school. The academic insecurity scale distributed to students randomly was analyzed through percentages and standard deviations with four categories: very high, high, low, and very low. The results of the research show that the average student's insecure academic condition is in a standard category on seven indicators: students do not want to get out of their comfort zone, like to compare themselves with other individuals, look down on themselves, have to get praise and recognition from other individuals, avoid interaction with the surrounding environment, experiencing failure, and lack of gratitude. Then, 54% of students have an insecure academic condition in the low category and 14% in the shallow category. Academic insecurity is also in the high category at 29% and very high at 3%. The high and very high categories require significant attention from schools and teachers at schools with exceptional handling. Professional teachers must be able to implement fair and enjoyable learning to prevent gaps who experience academic insecurity because they do not receive proper appreciation in the teaching.

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1. Introduction

Student academic performance as a measure of student success at school. One study states that the educational environment impacts the academic performance of pupils and students (Zareen, 2020). Conditions related to the importance of student comfort as students are fundamental because they affect student's academic performance (Ojukwu, 2017). There are also insecure conditions in students, which are also based on the student's achievements (Tripathy, 2017). Various conditions regarding the availability of food influence students' academic performance at school and universities because food is energy for students (Chaparro et al., 2009; Phillips et al., 2018; Weaver et al., 2020). Introduction regarding student academic performance at school occurs in minority student groups under certain conditions that need special attention.

The fact is that not all students perform well because they are insecure about various conditions. Students in Indonesia and Malaysia have problems related to academic insecurity related to socio-economic conditions and gender. This is in line with research results that show that a low socio-economic background impacts the tendency to be intimidated by peers with an established socio-economic background (Dietrich & Ferguson, 2020). Socio-economic status also significantly affects children's food needs as the future successors of the country. Apart from that, poverty experienced by households and food insecurity also impact academic insecurity (Faught et al., 2017; Van Woerden et al., 2019). Apart from that, the small number of men and women in the class is a cause of academic insecurities for students (Zareen, 2020).

Students who have feelings of insecurity in academics have five characteristics, namely not wanting to get out of their comfort zone, liking to compare themselves with other individuals, looking down on themselves, having to get praise and recognition from other individuals, avoiding interaction with the surrounding environment, experiencing failure, and lack of gratitude (Offor & Offiah, 2023). Individuals who experience insecurity actually because students feel unsafe about conditions at school (Ortlieb & Weiss, 2018) because student safety at school affects academic and student success (Leung et al., 2021). Therefore, professional school teachers can meet basic needs for student success (Haskett et al., 2021). Learning at school by professional teachers is basically to shape various academic experiences for students' futures (Allen & Alleman, 2019).

Knowledge and analysis of students' insecure academic conditions by professional teachers is fundamental. Teachers' basic needs for students will reduce students' insecure conditions and various other impacts on the development of students' mental and emotional health (Crutchfield et al., 2020). Feelings of academic insecurity affect academic success, which teachers must see. This research aims to analyze seven insecure conditions in students who experience academic insecurity so that learning designs that are relevant for students can be identified.

2. Method

2.1. Research design

This type of research uses quantitative studies with survey methods to find facts about academic insecurity experienced by students at school. Survey data was obtained as a means for professional teachers in schools to develop the quality of learning. They are developing the quality of learning and counseling services as a policy for schools in Indonesia, Malaysia, and all countries worldwide.

2.2. Participants

The research sample consisted of 521 students in schools using random sampling. Five hundred twenty-one students were selected based on the problems they experienced regarding academic insecurity. The 521 samples served as a basis for researchers to focus on exploring students' insecure academic conditions.

2.3. Data collection tools

The research instrument is the academic insecurity scale with 25 items. The 25 items of the academic insecurity scale have been tested for validity and reliability (0.704/ high) with seven indicators of academic insecurity starting with the condition that students do not want to get out of their comfort zone, like to compare themselves with other individuals, look down on themselves, must receive praise and recognition from other individuals, avoid interaction with the surrounding environment, experience failure, and lack gratitude.

2.4. Research procedure

This research uses three main procedures. First, we created a survey design. At this stage, the problem for which you want to explore data is determined, and the achievements produced in each activity are designed. Second, we developed a survey instrument. The instruments that have been prepared need to undergo a validity and reliability testing process to determine the instrument's reliability. Third, we collect and analyze data. The data collected through the instrument was analyzed to determine the research findings.

2.5. Data analysis

Data analysis using quantitative descriptive analysis through presentation and standard deviation. Standard deviation is known for students' insecure academic conditions in the low, low, high, or high categories. Meanwhile, the percentage is seen from the average of the entire research sample.

3. Results and Discussion

The results of this research are in a diagram that discusses academic insecurity. In the scale distribution, there are 25 statement items that 521 students must answer. The first data results reveal that the level of academic insecurity among students is 3% in the very high category. This means that students have academic insecurities that must be addressed immediately or brought to the teacher's attention, even though it is only 3%. Both students are in the high category, with an academic insecurity level of 29%. These results indicate that these students need intensive treatment.

Apart from high and very high, some students have a low criteria category whose academic condition is insecure at 54%. Then, 14% of students have a deficient insecure category. Even though it is quiet and shallow, the insecure category needs coaching for the golden generation of students worldwide. It also turns out that the average result of academic insecurity among students is in the low category. The results of the research can be seen in Figure 1.

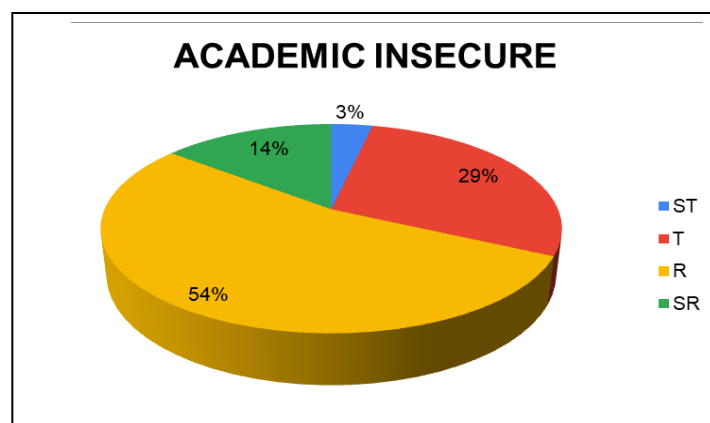


Fig. 1. Student Insecure Academic Presentation

The research results stated that from a scale that had been distributed with seven indicators of academic insecurity, it was found that students were insecure about academics. One of the primary data on students' academic insecurity is that their academic abilities are not rewarded in the learning process. This fact requires relevant learning designs related to constructing learning identities for active learning for students, focusing on forming social classes in schools, and teachers focusing on sociological analysis for busy students (Smyth, 2017). If various active learning focuses, emerge, avoiding other anxiety-related problems, fatigue, depression, and life satisfaction creates active learning (Isoard-Gauthier et al., 2023; Mikalayeva, 2016). Professional teachers can align learning design procedures with innovative teaching methods to prevent academic insecurity (Du et al., 2020).

Data also shows that students are afraid to come forward and express their opinions. This condition is related to student activity and preventing insecure academic conditions. Professional teachers who apply active learning to prevent insecurity use the proper learning techniques with suitable media (Sawyer et al., 2017). However, if active learning is not optimal, it will result in learning that is invisible, unfocused, disturbing for students, and not at all instrumental (Dall'Alba & Bengtson, 2019). Active learning, if carried out well and correctly, has a positive impact, one of which is on children who experience student academic insecurity and students' critical thinking abilities (Driessens & Parr, 2020; Zare et al., 2019).

Students who experienced high and very high category levels turned out to have overall problems: wanting to get out of their comfort zone, liking to compare themselves with others, looking down on themselves, having to get praise and recognition, and avoiding interaction with the

surrounding environment and others. Lastly, a lack of gratitude is an urgent problem overall. Individuals who do not want to leave their comfort zone impact self-development that is not optimal and results in academic insecurity (Falter & Barnes, 2020). Professional teachers can at least get students out of their comfort zone through various learning and non-learning activities that further explore the self of all students.

Then everyone knows that all individuals are different creatures, so do not compare yourself to others as worse/uglier. Schools, as a friendly place for students with differences, can respect differences (Enriquez et al., 2021). Individuals also lack gratitude because they are not grateful for their strengths and weaknesses (Nurhakim & Komalasari, 2023). In this condition, it is hoped that students will be thankful for the blessings of their own life. These conditions are because students have negative emotions that must be reduced (Vestphal et al., 2020). The formation of peaceful and safe schools shapes children's mental health by professional teachers (Mori et al., 2021).

The research results comprehensively analyzed students with various skills, attitudes, and knowledge (Valen et al., 2019; Wombo, 2023). Collaboration between teachers and students is essential to using technology in learning processes (Klimova et al., 2021). Teachers as learners also prepare and plan the stages of change in the world of work because the world of work does not require students' insecure conditions (Walsh & Gleeson, 2022). Apart from that, parental support is urgent for us by collaborating with parents, schools, and teachers (Supriyanto, 2016a, 2016b). In addition, students are trained to develop their abilities (Supriyanto & Saputra, 2021).

4. Conclusion

Academic insecurity of 521 students was in the low category, with cases of insecurity among students categorized as low at 54% and the level of insecurity with shallow criteria at 14%. Academic insecurity is also in the high category at 29% and very high at 3%. High and very high categories require significant attention from schools and teachers at schools. The urgent academic condition of insecurity and attention from teachers and the school is a reward from teachers. Because students feel traumatized if it occurs continuously, and there is no change from professional teachers in the learning process. Students also feel academically insecure because they are always compared to friends and family. Other supporting information is that educated students do not focus too much on academic achievement. Furthermore, professional teachers must be able to design learning to develop professional qualities in handling academic insecurity for students.

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