Identification of The Positive and Negative Emotions that Appeared among High School Students When Selecting University at Jakarta and Surrounding Area

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ABSTRACT

Selecting university is a complex decision process that almost all high school students have to face. This moment is also an important part for the university since this process will determined the number of new student enrollment from a high school. There are several studies have been conducted using cognitive decision-making approach that take into accounts from the previous experiences. However, there are limited aspect from the emotional factor among the high school student. Therefore, this study aims to explore the emotional factors, that affect the high school students in Jakarta and Surrounding Areas, when selecting university choices. This study used the PANAS (Positive and Negative Scale) instrument to explore the emotion and deploy to the selected 105 respondents. In addition, there are open question that analyzed by NVIVO 10. The result in the first round revealed that all positive emotion appeared above 5 from scale 1 to 10 of the respond. The highest score found were interested, followed by alert, determined, proud, inspired, enthusiastic, attentive, excited, active and strong. While from negative emotion which has appeared were nervous as the highest followed by afraid, jittery, distressed, ashamed and scared. The second round the questioner was given to 32 respondents after they got stimulus from the presentation of university program. The result demonstrated score increase at positive emotion scale and score decrease at negative emotion. In the closed question the distinctive was shown at active emotion from 664 to 706, while in the open question the particular words increase, from 9 to 61. Therefore, it concluded that the stimulus could increase the positive emotion in contrary decrease the negative emotion.

INTRODUCTION

Selection of university is one thing that must be passed by each student in grade 11 and grade 12 in every school in Jakarta and Surrounding Areas. However, choosing a university is not an easy thing and even complex because it involves a lot of consideration both from students and from parents. This consideration process involves cognitive aspects which contain long-term profit and loss calculations. Previous research has involved a lot of cognitive approach in decision making. According to (Simon 1974) introduced a revolution of decision-making theory related to rationality, which includes cognitive and situation limitations. Then (Solomon, 1993) in neuroscience (e.g., Phelps et al in press) began to identify the effects of emotions on decision making. Then continued by (Keltner D, 2010) focusing on two important things, namely (a) emotion and (b) judgment and decision making. According to (Keltner D, Emotion, 2010) says that decisions are channels of emotions that are guided by negative emotions such as guilt, fear and guilt that must be avoided, and conversely increase positive emotions such as pride, happiness and love, and those emotional factors. itself that will affect the overall decision. Another aspect that has not received enough attention is the emotional side of students when choosing a university. This emotional aspect will stand out because the choice of university will have a long-term impact, which will affect the future and the social environment it will face, for example students will think about the social atmosphere when they are students at a college. When in the process of choosing, the feelings or emotions that arise can be

positive emotions or negative emotions. Therefore, when understanding high school students' emotions, it is important to see both aspects of emotion, namely positive and negative emotion, how many previous studies have told about Seligman's decision making, and emotions can use a validated scale of PANAS.

This PANAS scale will be tested on high school students. Currently high school students are in the stage of seeking information on university choices. Therefore each student tries to find more detail information from various sources, and from the questionnaire results distributed to 104 11th and 12th grade high school students spread across Jakarta and Surrounding Areas, 26.2% searched for information using the official website issued by the university institution, and 24.3% of them got information from reviews or recommendations from social media or from online social connection such as WhatsApp or Line, and knowing what factors influence the selection of this high school is very important for the survival of a university, as in the previous study which addressed 229 respondents who were new students who had just entered. the high school where they've decided to choose is a particular university so that they want to refer their choice to others through word of mouth, the results show that the factors that influence the new students in choosing a university are university quality, which is the highest factor, namely 0.433 and followed by customer satisfaction or in this case, students who have just entered high school are 0.392 and are followed by the price factor is 0.087, but this is a portrait which is an initial description of the factors that influence the selection of university institutions from the

first resident students who have already done election, but whether it is the same as the opinion of high school students who will conduct high school elections, then this will be further investigated.

RESEARCH PROBLEM

There are several studies that have examined the factors that influence high school students in selecting university institutions, however, the influence factors is limited, less than 10%.Therefore there are un-explore factors that need to investigate influence the choice of university institutions, while there are other studies that take an emotional approach in making introductory videos that use multiple narrators with different gender and age in order to boost high school selection by high school students, and the results are high school introduction videos with different narrators do have an effect on influencing the emotions of high school students in high school elections high, because in high school selection is an election that determines the future for high school students, therefore this research is aimed directly at high school students in grades 11 and 12 in Jakarta and

Surrounding Areas, and in this study is a preliminary research to determine whether f actors - what factors influence high school students in grade 11 and 12 in choosing high schools and who influence them and also what is interesting here is what emotions influenced them when they were first asked in choosing this high school. And in this study is the beginning of further research as a step in finding a new construct that is born from the emotional value construct.

LITERATURE REVIEW

In several decades, research related to how the decision-making process has developed. According to (Lerner, 2014) states that the role of emotions in decision making is divided into 8 themes, ranging from traditional (rational-choice theory) to the influence of emotions in decision making, where one of the themes is Emotions shape decisions via goal activation, which were in this theme describes an impulse from feeling to an action called "Feeling is for doing". According to (Lerner, 2014) relationship between emotion with decision making can be seen at Figure 1.
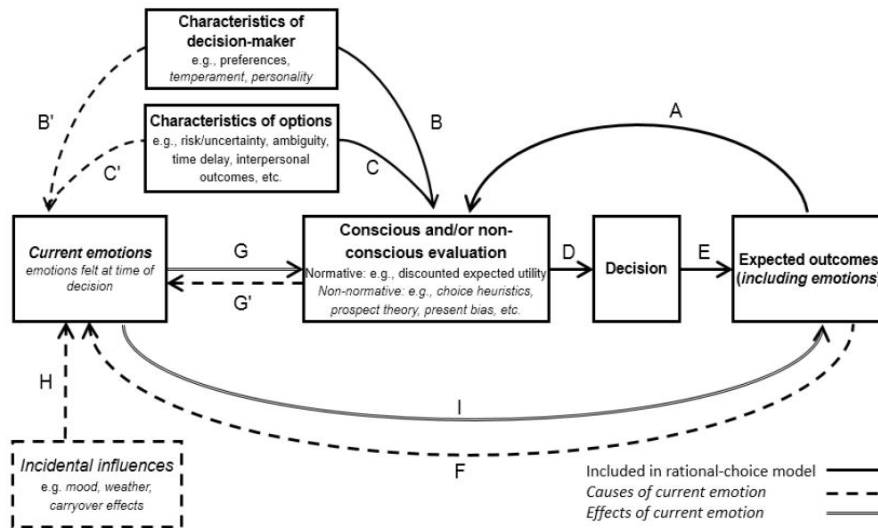

Figure 1. Toward a general model of affective influences on decision making: The Affect Integrated Model of Decision-making (AIMD)

From Figure 1, it would be seen the importance of emotion in individual decision making such as in university choices. From the figure 1, here are factors are combined (lines A, B, and C) to form an overall evaluation of each option, and the best option is chosen (line D). The AIMD adds emotions to this process in two ways. The first departure from rational choice, such that the utility for each decision outcome was judged by predicting one's emotional response to that outcome (line E).

These predicted emotions still enter as rational inputs in the decision process (line A) and are evaluated. The second kind of emotion in the AIMD consists of current emotions that are felt at the time of decision making, which are entirely outside the scope of conventional rational-choice models.

Dashed lines and italicized text depict five potential sources of current emotions. First, characteristics of the decision maker, such as chronic anxiety or depression, can lead to a baseline level of current emotion (line B'). Second,

characteristics of the choice options can directly impact current feelings (line C'). Third, predicted emotions can have an anticipatory influence on current emotions (line F). For example, someone anticipating a painful shock may feel fear now. Fourth, contemplating the decision can directly cause frustration (line G'), particularly if the options are nearly equivalent or feature difficult, possibly even taboo, trade-offs .Finally, while the first four sources contribute to *integral* emotions, *incidental* emotions due to normatively unrelated factors, such as emotions arising from an unrelated event, the weather, or mood, can also carry over (line H).

Before further discussion, we must have to acknowledge (Paul Ekman, 2000), he said that the human basic emotion are anger, contempt, disgust, enjoyment, fear, sadness and surprise. After Paul Ekman the theory of emotion continued by Seligman, and according to (Seligman, 2002) devided the Positive affectivity and Negative affectivity as a Scale that we call it 'PANAS' or Positive or Negative scale

of emotion, whether the positive emotion can be divided into interested, excited, strong, enthusiastic, proud, elert, inspired, determined, attentive and active, and for the negative scale of emotion are distressed, upset , guilty, scared, hostile, irritable, ashamed, nervous, jittery, afraid. The relationship between emotion and decision making , it has developed and discussed by (Lerner, 2014) and according to (Syed Muhammad Fazal-e-Hasana, 2018) the perception of value (in the form of emotions) will continuously build up in the minds of consumers. And the positive effect and influence of feelings which are the result of the perception of value will stimulate an action (behavior intention). And the positive affect that will stimulate an action is hope which is a future-oriented emotion, and it will have connection with Emotions shape decisions via goal activation as a Lerner said before.

METHODOLOGY

The subjects were high school students in 11th and 12th grade in Jakarta and Surrounding Area, who took the PANAS Scale instrument with the contents in the structured form, which was positive, how many questions were negative. This research is qualitative in nature which is aimed to explore the emotion, data collection it is carried out using a questionnaire instrument which is distributed to 105 students with non-probability and purposive sampling in the first state, that they didn't get information or presentation about University program, and the second time the questioner distributed again to 32 students at the different school that they had got the information about university program. The different could be determined from the respondent. There were two round of analysis, the first one by using PANAS instrument, and the second round using open question.

Unit Analysis.

The questioners will be distributed online, and previously asked questions to be able to select the criteria from the respondents.

1. This respondent already has plans for university studies.
2. Already considering universities located in Jakarta and surrounding areas.
3. Consider if you are not accepted into a public university, you will study at Private
   university.
4. The student concerned has an active role in decision making.

Sample

The number of samples is 105 based on purposive sampling. It represents private and public schools at Jakarta and surrounding areas Sample has criteria, the first criteria is the respondent now is studying at 11 or 12 grade, and they are now

searching the University after they graduate from High School, and the second criteria is the resident of the respondent must at Jakarta and surrounding areas. The third criteria is How much influence your parents (family) will have in determining the college you will choose, and How much influence your peers are in determining the college you will choose, the student had a self determination to choose their own choice to University decision.

Data collection (instrument)

High school students using a questionnaire by giving 2 types of questions, the first is open questions and the second is closed questions, from closed questions there are 10 positive emotions and 10 negative emotions obtained from the PANAS scale, and each emotion is given a scale from 1-10, which is 8 question for open question and 10 question from PANAS Scale.

Data Analysis

Then from the answers of 105 respondents will be added up and the total results will be obtained from positive emotions and negative emotions, and open questions will calculate the frequency of words that often appear using NVIVO 10 software and will be grouped based on frequency emotion words that have similarities. And in taking the sample, the technique used is purposive sampling in which questionnaires are distributed and asked whether the high school students come from public high schools, or public private high schools or private high schools based on religion and others.

RESULTS

From the results of the questionnaire and from closed questions of 10 positive affect and also 10 negative affect, from table 1 it can be seen that all positive affect is more than 50% and the highest is Interested then followed by Alert, Determined then proud and inspired and enthusiastic and attentive and excited and active and strong, while negative affect which has a total score of more than 50% is the highest nervous then followed by afraid followed by jittery and distressed then followed by ashamed and scared, where this negative affect is because the students feel nervous and afraid and jittery at election time for fear of making the wrong choice and students feeling distressed and ashamed and scared, for fear of choosing the wrong high school that will determine the future. The second time we replay the questioner to 32 respondent from other school after they get stimulus from presentation of university program and we get significant increasing score at positive emotion and decreasing score at negative emotion, and a significant increasing score at active from 664 to 706 from closed question and from open question increase from 9 to 61. It could be concluded that after get stimulus could affect the raise of the positive emotion and in contrary decreased the negative emotion.

Table 1. Frequency Result from Closed Question

Positive Affect	Total Score	Negative Affect	Total Score
Interested (Tertarik)	802	Nervous (Gugup)	709
Alert (Waspada)	782	Afraid (Takut)	669
Determined (Bertekad)	772	Jittery (Gelisah)	667
Proud (Bangga)	767	Distressed (Tertekan)	594
Inspired (Terinspirasi)	763	Ashamed (Malu)	546
Enthusiastic (Antusias)	762	Scared (Ciut hati)	522
Attentive (Penuh Perhatian)	746	Upset (Kecewa)	464
Excited (Bergairah)	746	Irritable (Mudah Tersinggung)	462
Active (Mengaktifkan)	697	Hostile (Bermusuhan)	440
Strong (Yakin)	693	Guilty (Merasa bersalah)	435

As for positive affect, the students felt interested, and alert and determined in a major that was in line with their passion and they also wanted to feel proud that they were devoted to their parents for the choice they made, and also the students felt Inspired and Enthusiastic and Attentive. and excited, active and strong, when it comes to programs related to future hopes of work after they attend high school.

Table 2. Results of Positive and Negative Emotions from Open Questions from the Frequency count from NVIVO

Word	Count	Word	Count
senang= happy = proud	83	doubts = waswas = alert	2
bingung= confused=nervous	64	fokus = bertekat pd 1 tujuan = determine	2
takut= afraid	62		
semangat = kegairahan = Excited	34	kesal = upset	2
		kesenangan = kegirangan= excitement	2
bimbang = gelisah = Jittery	21	ketidakpastian= doubt= jittery	2
yakin = strong	21	membahagiakan = happy = proud	2
ragu=anxiety = Jittery	20	membanggakan = proud	2
suka = kegairahan = excited	13	postive= determined	2
tenang= yakin = strong	13	pressured = distressed	2
cemas= gelisah = Jittery	12	rajin = penuh perhatian = attentive	2
gugup = nervous	12	sanggup= yakin = strong	2
cocok = yakin = strong	10	tekanan = distressed	2
dorongan = encouragement = Semangat = Excited	10	terinspirasi= inspired	2
		terpaksa = distressed	2
excited	10	tertariknya = attentive	2
minat= interested	10	waspada = alert	2
penasaran = tertarik = interested	10	ceria= bahagia = happy = proud	1
bahagia = senang = proud	9	gagal=ashamed	1
optimis = yakin = strong	9	happy = senang = proud	1
antusias = Enthusiastic	8	hidup = active	1
bertekad = determined	8	inspirasi= inspired	1
		kecocokan = yakin = strong	1
ketertarikan = interest	8	kegagalan = ashamed	1
gelisah = jittery	7	keraguan = bimbang = jittery	1
khawatir = kebimbangan = gelisah = Jittery	7	ketakutan= afraid	1
		lega =yakin = strong	1
sukses = glad = proud	7	memuaskan= happy = proud	1
tertekan = distressed	7	menggerakan = active	1
motivasi = dorongan = active	6	menyemangati = excited	1
resah = gelisah = jittery	6	menyenangkan = happy = proud	1
bersemangat= excited	5	meyakinkan = strong	1
kebingungan = bimbang= gelisah = jittery	5	optimisme = yakin = strong	1
labil = bimbang = gelisah = jittery	5	ragu2 = bimbang = jittery	1
membingungkan = bimbang = gelisah = jittery	5	seru = excited	1
pasti = yakin = strong	5	stres = distressed	1
pesimis = penderitaan = distressed	5	supportive= Attentive	1
galau = bingung = bimbang = gelisah = jittery	4	tekad= determined	1
stabil = unshakable = determined	4	motivasi = dorongan = active	1
bangga = proud	3	terpacu= excited	1
berambisi = enthusiastic	3		
keyakinan - pasti = strong	3		
seneng = bahagia = proud	3		
susah =guilty	3		
ambisius = determined	2		

After Presentation

Word	Count
yakin = strong	13
waspada = alert	1
tertarik= interested	1
termotivasi = dorongan=active	1
terjaga= bangkit=active	2
terdorong=active	1
terbebani= distressed	1
tenang = strong	5
tegang = distressed	1
takut = afraid	2
stress - distressed	1
sesuai = firm = active	9
senang = happy = proud	23
semangat = excited	7
ragu = nervous	2
positif = fit = strong	9
pesimis= afraid	23
percaya = strong	6
penyesalan = distressed	9
mungkin = nervous	6
munculnya= active	5
mulai = start = active	2
motivasi = active	9
menyukai = like = cocok = strong	1
menyerah = afraid	5
menyemangati = excited	19
menjalankan = to start = activate	3
menjadi = to start up =active	9
mengisinya = charge = active	4

Word	Count
mengisi = charge - active	1
mendorong = active	2
memotifasi = doroangan = active	1
labil= nervous	1
kwatir= nervous	1
ketakutan afraid	2
kesenangan = happy = proud	1
gugup nervous	2
gembira = happy = proud	4
gelisah = nervous	5
galau = nervous	31
gagal = afrad	2
energi= energize = active	2
dukungan = dorongan = active	2
dijadikan = create = to start up= active	6
cocok = fit = yakin = strong	4
cemas = nervous	15
bingung = nervous	1
bimbang = nervous	1
bersemangat = excited	3
beban = distressed	2
bangga = proud	10
bahagia = happy = proud	1
antusiasme - Enthusiastic	1
antusias = Enthusiastic	5
ambisius = energetic = active	2
merasa bersalah = guilty	1
	289

From the results of the frequency obtained from NVIVO, each word will be interpreted and searched for the equivalent word or equivalent word and matched with the positive emotions and negative emotions in table 3.

Table 3. Matching the Results of the Frequency of Free Questions with Closed Questions

Positive Affect	Frequencgy from Closed Question Before Presentation	Frequencgy from Closed Question After Presentation	Frequency from Open Question Before Presentation	Frequency from Open Question After Presentation
Interested (Tertarik)	764	859	28	1
Alert (Waspada)	745	759	4	1
Determined (Bertekad)	735	794	19	0
Proud (Bangga)	730	775	113	39
Inspired (Terinspirasi)	727	797	3	0
Enthusiastic (Antusias)	726	809	11	6
Attentive (Penuh Perhatian)	710	747	5	0
Excited (Bergairah)	710	763	77	29
Active (Mengaktifkan)	664	706	9	61
Strong (Yakin)	660	725	67	38
Total Positive Frequency			336	175
Negative Affect	**Frequencgy from Closed Question Before Presentation**	**Frequencgy from Closed Question After Presentation**	**Frequency from Open Question Before Presentation**	**Frequency from Open Question After Presentation**
Nervous (Gugup)	675	647	76	60
Afraid (Takut)	637	638	63	30
Jittery (Gelisah)	635	641	96	4
Distressed (Tertekan)	566	469	19	19
Ashamed (Malu)	520	466	2	0
Scared (Ciut hati)	497	525	0	0
Upset (Kecewa)	442	319	2	0
Irritable (Mudah Tersinggung)	440	353	0	0
Hostile (Bermusuhan)	419	388	0	0
Guilty (Merasa bersalah)	414	325	3	1
Total Negative Frequency			261	114
Grand Total Frequency			597	289

From the results of matching words that come from the frequency of words that often come out of NVIVO and with closed questions, it can be concluded that all positive affect both in closed questions and in open questions is represented, but when viewed from open questions, the emotions often appearing are Proud, Excited, Strong, Interested, Determined, Interested, and Active, while the negative emotion that often appear are Jittery, Nervous, Afraid,

DISCUSSION
Our findings from 105 high school student respondents who were faced with choosing a university, the biggest in the top four positive emotions in closed questions were interested, alert, determined and proud while the open questions were proud, excited, strong and interested. For negative emotion the closed questions are Nervous, Afraid, Jittery, and Distressed, while the open questions were Jittery, Nervous, Afraid and Distressed.
Our method based on two approach, in order to know the first state of emotion from high school student, when they have to decide which university. First approach we used a closed questions were tested with emotional types according to the PANAS (Positive and Negative Scale) , and the other method based on open questions, which are processed using NVIVO, positive emotion describes the emotions currently faced by prospective students when faced with free choices towards the University. Students

realize that in choosing there are limitations, choices free, has consequences both the advantages This is what will trigger students' emotions in the face of something uncertain.
As a result from the closed question based on PANAS Scale it could sort from the highest score Interest(802), Alert(782), Determined(772), proud(767), Inspired(763), Enthusiastic(762), Attentive(746), Excited(746), Active(687), and Strong(693). And for negative emotion, we can sort emotion from the highest Nervous(709), afraid(669) ,Jittery(667), Distressed(594), Ashamed(546), Scared(522), Upset(464), Irritable(462), Hostile(440), Guilty(455). But if it compared with open question, from the other side from the positive emotion from the highest is proud(113), excited(77), strong(67), interested(23), determined(19), enthusiastic(11), active(9), attentive(5), alert(4), inspired(3). And for negative emotion from the highest score is jittery(96), nervous(76), afraid(63), distressed(19),quilty(3),ashamed(2),upset(2),scared(-),hostile(-). From this result when the student have to choose University at the first time , then all 10 Positive Emotion appears, and only seven negative emotion appears , from the result the highest score from positive emotion is proud, this is in tune with negative emotion are jittery, nervous and afraid, because the student wants to make their parent proud so negative emotion come's up as afraid and nervous and jittery in their decision.

According (Ana et al., 2016) the interest in the product (university) is most closely linked to experienced users, who continue to study, who are men, dan whose narrative suggest a history of achievement, which might be related to their future aspirations as academics. And according to (Fazal-e-Hasana, 2018) the perception of value (in the form of emotions) will continuously build up in the minds of consumers. And the positive effect and influence of feelings which are the result of the perception of value will stimulate an action (behavior intention). According to (Simon, 1974) introduced a revolution of decision-making theory related to rationality which includes cognitive and situation limitations. Then (Solomon, 1993) in neuroscience (e.g., Phelps et al in press) began to identify the effects of emotions on decision making. Then continued by (Keltner D, 2010) focusing on two important things, namely (a) emotion and (b) judgment and decision making. According to (Keltner D,, 2010) says that decisions are channels of emotions that are guided by negative emotions such as guilt, fear and guilt that must be avoided, and conversely increase positive emotions such as pride, happiness and love. And the influence of mood is not influenced by the content in decision making, but the mood itself will influence the overall decision. This emotional response will raise the consumer's value perception, the theory of perceived value does not mean the future but the present, therefore we produce 1 future oriented value, so that 1 candidate variable appears, namely energetic value, which this value will contain the positive emotion that will appears when we trigger for future oriented value.

The second time we replay the questioner to 32 respondent from other school after they get stimulus from presentation of university program and we get significant increasing score at positive emotion and decreasing score at negative emotion, and a significant increasing score at active from 664 to 706 from closed question and from open question increase from 9 to 61. And activate has a similar word is Energize. So, we can say that Energizing Value a candidate for a new construct, that is, when viewed in emotional value, to make a decision, a strong emotional factor is needed to encourage this. And if seen from the root word obtained from the Cambridge Dictionary, the word Energizing means "The deeper appreciation will motivate and energize you" or has the same word high-spirited or alive or kick-start, or activate or something that encourages someone to make a decision To take this action means activating or encouraging or Enforcement or activating something, as said by (Keltner, 2010) that emotions will drive decision making, and the emotions that are said here are positive emotions.

CONCLUSION

From this research, it can be concluded that there is an emotional influence that affects high school students, namely the emotions that often appear are Proud, Excited, Strong, Interested, Determined, Interested, and Active, while the negative emotions that often appear are Jittery, Nervous, Afraid. which students use to make decisions. This research will be continued by continuing steps 4 to 8 from Churchill so that by testing Energizing variables using the Confirmatory Composite Analysis method using SMART-PLS.

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