
The Relationship between Coping Mechanisms and Anxiety in Basic Professional Nursing Students at the Faculty of Health Sciences, Muhammadiyah University of Jember

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Abstract: Students who want to undertake basic professional nursing generally have varying levels of anxiety. The anxiety that students often experience is related to the basic professional nursing program, such as the first time carrying out clinical practice and feelings of anxiety because there are different things that have never been done before. , feelings of worry regarding the possibility of events causing harm to the patient, due to insufficient knowledge and experience. The design used is correlational research whose aim is to find a correlation between the two variables being studied using a *cross sectional approach* . The population in this study is fifth semester students with a sample size of 103 students from the Nursing Science Study Program. The sampling technique used is simple random sampling. Data analysis in this study used the Spearman Rho statistical test. Spearman's rank statistical test, namely the value of $p = (0.001)$ and $\alpha < 0.05$, which means there is a relationship between Coping Mechanisms and Anxiety in Basic Professional Nursing Students at the Faculty of Health Sciences, Muhammadiyah University of Jember, with a value of $r = -0.319$ with the strength of the relationship moderate or moderate. There is a relationship between coping mechanisms and anxiety in basic professional nursing students at the Faculty of Health Sciences, Muhammadiyah University of Jember. Students who are carrying out basic professional nursing learning activities are able to reduce anxiety by increasing coping by doing positive things, so that students can make the right decisions. This can be done by reading books or doing more practice to increase insight and experience.

Keywords: Coping Mechanisms; Anxiety; Students

INTRODUCTION

Students are individuals who are in the process of undergoing higher education at a university and are prospective graduates from a university. Nursing students, namely individuals who are given preparation to become professional nurses in the future, who of course will also undertake a period of clinical practice or basic professional nursing. Clinical practice is a learning method that can be used to produce prospective nurses who have a professional attitude by interacting directly with patients in the hospital. Professional basic nursing can provide opportunities for students to be able to implement the knowledge they have gained throughout their studies with patients in reality in providing nursing services in accordance with the scope of nursing practice [1].

The results of a preliminary study that was carried out in November 2022 at the "Faculty of Health Sciences, Muhammadiyah University of Jember" showed results based on the phenomenon of 40 students from the class of 2019, who had fear, worry and anxiety because they would be dealing with basic professional nursing or clinical practice. Students who want to carry out basic professional nursing in general have varying levels of anxiety, ranging from no anxiety, mild anxiety, moderate, to severe.

Students who want to carry out basic professional nursing in general have varying levels of anxiety, ranging from no anxiety, mild anxiety, moderate, to severe. Anxiety is a feeling of discomfort or worry caused by anticipation of danger [2]. The anxiety that students often suffer is related to basic professional nursing,

such as the first time doing clinical practice and feelings of anxiety because there are different things that have never been done before, such as moving from place to place when doing basic professional nursing.

Another thing that triggers students' anxiety during basic professional nursing experience is feelings of worry regarding the possibility of causing harm to patients due to insufficient knowledge and experience. According to [3] anxiety, it is a feeling of discomfort or worry that is not clear, followed by an autonomic response that is often felt to have unknown roots, and is followed by fear caused by anticipation of danger.

Anxiety can arise anywhere and to anyone. Likewise, when students go through basic professional nursing, it often makes them feel anxious, because in general it is a new experience for them [4]. Anxiety that occurs continuously and continuously can result in *stress* which can disrupt daily activities [5].

A coping mechanism is a method used by a person to resolve problems, adapt to changes, and respond to situations that pose a threat to him. Everyone has different coping strategies for dealing with problems. If this mechanism is successful, then a person will be able to adapt to the burden and changes [6].

METHOD

The design used is correlational research, the aim of which is to find a correlation between the two variables studied using a cross-sectional approach, which observes data on the independent variables of coping mechanisms and anxiety of basic professional nursing students at the same time. The research location was "Faculty of Health Sciences, Muhammadiyah University of Jember" with a sample size of 103 students. Data collection uses *probability sampling*, namely the process of determining a sample that guarantees that there is an opportunity that each element of the population is taken as a member of the sample. The sampling technique was carried out by *random sampling*. Data analysis in this research uses *Sperm Rho* statistical test

This research is a follow-up research from several related studies which have been included in chapter 2 of this research and there are also differences between this research and related research, here the instrument used is a modification of previous research, a coping mechanism questionnaire which includes 22 statements that discuss coping strategies with four answer choices. For positive statements (No. 1-11), namely, Always worth 4, Often 3, Sometimes 2, Never 1. Meanwhile for negative statements (No. 12-22), namely Always worth 1, Often 2, Sometimes -sometimes 3, Never 4. Statements that show no. 1-11 are those that show problem-focused coping, statements no. 12-22 are statements that show emotion-focused coping. The stress level interval value is obtained, namely problem-focused coping = 22- 55 and emotional focus coping = 56- 88 and a standard questionnaire from *the Hamilton Rating Scale Anxiety (HRS-A)*, where the validity and reliability of the two instruments used have been tested.

This research has also received ethical approval from the Health Research Ethics Commission (KEPK) of the Faculty of Health Sciences, Muhammadiyah University of Jember with the statement "Passed Ethical Review" with letter number 0177/KEPK/FIKES/XII/2023, with the research title "Relationship Mechanism Coping with Anxiety in Basic Professional Nursing Students at the Faculty of Health Sciences, Muhammadiyah University of Jember" which was held on: Jember, January 14 2023 with a total of 10 A4 size pages.

RESULTS AND DISCUSSION

Univariate Analysis

Table 5.1 Frequency Distribution based on Respondent's Gender

No	Gender	Frequency	Percentage
1	Man	20	19.4
2	Woman	83	80.6
	Total	103	100.0

Table 5.1 shows that the majority of respondents were female, as many as 83 people (80.6%). Referring to the gender of the respondents, it was concluded that the 103 respondents studied showed that the majority were women. Because the majority of respondents the researchers met were women, there were more women than male respondents.

This is in line with the theory which states that the female gender dominates the nursing profession, because historically, nursing has existed as a traditional care-taking role for the family and community. Referring to this matter, researchers have an assumption that if the majority of nurses are identified as female, then in the educational process the majority of students are dominated by women.[7]

Bivariate Analysis

Table 5.2 Frequency distribution based on respondents' coping mechanisms

No	Coping Mechanisms	Frequency	Percentage (%)
1	Adaptive	93	90.3
2	Maladaptive	10	9.7
	Amount	103	100.0

The adaptive coping mechanisms used by respondents can provide *output* in the form of new habits and improvements to the conditions and problems faced by respondents. Meanwhile, maladaptive coping can hinder integration functions, reduce autonomy and relative control, such as *overwork*, avoidance or loss of control. Coping mechanisms, namely *problem solving methods* that, if the body experiences tension in life, cause the body's coping mechanisms to function to relieve it [8]. Individuals who use adaptive coping can eliminate and reduce stress, however, if their coping is maladaptive it will make their health worse and the potential for illness greater.[9]

Table 5.3 Frequency Distribution based on respondent's anxiety level

No	Anxiety Level	Frequency	Percentage (%)
1	Mild Anxiety	27	26.2
2	Moderate Anxiety	76	73.8
3	Severe Anxiety	0	0
4	Very Severe Anxiety	0	0
	Amount	103	100.0

Table 5.2 and Table 5.3 show that the coping mechanisms of students at the Faculty of Health Sciences, Muhammadiyah University of Jember who are undergoing basic professional nursing learning activities, are mostly in the adaptive category, as many as 93 respondents (90.3%) and the anxiety level based on HRS-A, is mostly in the category moderate anxiety, as many as 76 respondents (73.8%). According to researchers, students who take part in basic professional nursing learning activities have phenomena that stimulate anxiety, including being influenced by conditions in practice places that are not the same as the lecture climate.

Things that are not commonly carried out in the lecture process will be carried out in nursing practice. The environment and condition of individuals in foreign environments turns out to be more prone to suffering from anxiety than if they were in an environment where they usually live. Manifestations that can be felt are increased fatigue, narrowed range of perception, muscle tension, being able to learn but not optimally, decreased concentration, unstable emotions, such as crying easily, getting angry, offended, forgetful, and impatient [2].

Table 5.4 Relationship between coping mechanisms and anxiety in students

Variable	P value	R Square	Information
Coping Mechanisms Worry	0.001	-0.319	H1 is accepted

Based on Table 5.4, it shows that the results of the Spearman rank statistical test obtained a significant number (0.001) which is much lower than the significant standard of 0.05, with a value of $r = -0.319$ with moderate or medium strength of relationship, which means there is a relationship between coping

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According to him [2], the coping used by each nursing student when dealing with anxiety is not the same, depending on his *problem solving capabilities*. If the *problem* cannot be resolved well, students will become frustrated, angry and even depressed. Meanwhile, if the opposite is true, it will stimulate students to learn and be more creative so that they can produce a creative and competent foundation in the nursing profession.

CONCLUSION

Conclusion

Referring to the research results, conclusions can be drawn:

The results of this research showed that the largest number of respondents experienced adaptive coping mechanisms, 93 respondents (90.3%). The results showed that the majority of respondents experienced moderate anxiety, namely 76 respondents (73.8%). Referring to the results of research using the Spearman rank test, the figure $p = (0.001)$ and alpha 0.05 showed that there was a correlation between "coping mechanisms and anxiety in basic professional nursing students at the Faculty of Health Sciences, Muhammadiyah University of Jember".

Suggestion

Further research understands more deeply about coping mechanisms and anxiety and produces many sources about these 2 variables. It is also hoped that this research will provide motivation for future researchers to develop this research to make it more perfect and provide benefits to many parties.

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