The Correlations Between One's Readiness And The Level Of Anxiety When Facing Osce Exam Among The Students Of Nursing Undergraduate Study Program Respati University Yogyakarta

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ABSTRACT

Background: Anxiety is a mood disorder characterized by fears and worries over something. It includes fears and worries about exams which then make someone get prepared for the exams. Previous research conducted on November 14, 2021 found that OSCE was an exam that triggered tenseness, fears, restlessness, and worries. Objectives: This research is to find out the correlations between one's readiness and the level of anxiety when facing OSCE exam among the students of Nursing Undergraduate Program, Respati University Yogyakarta. Research Methodology: This research was a descriptive correlational one with a cross sectional design. A simple random sampling method was used to collect the data from as many as 68 people. The data were collected using questionnaires on April 24 and 26, 2021. The data were then analyzed by the kendal tau analysis. Results : The results indicate that as many as 34 respondents (50%) of 18 years old and as many as 56 female respondents (82.4%) showed the level of anxiety and readiness when facing the OSCE exam. Those having a medium level of readiness were 45 people (66.2%) and those who have a serious level of anxiety were 44 people (64.7%). The statistical analysis indicates that the p-value is 0.037 < 0.05) with the level of low homogeneity of -0.246. Conclusion: There was a positive correlation between one's readiness and the level of anxiety when facing the OSCE exam among the students of Nursing Undergraduate Program, Respati University Yogyakarta.

Key words: readiness, anxiety, OSCE exam

Introduction

Anxiety disorders (anxiety disorder) is a group of mental illnesses that make people suffer feelings of nervousness and excessive worry. Intense anxiety that appears for no apparent reason has the potential to reduce the quality of life and make a person unable to live a normal life (Sarastika, 2014).

Anxiety (anxiety) is a mood disorder (affective) characterized by feelings of fear and worry that are deep and ongoing. It is estimated that the number of those who experience this anxiety disorder both acutely and chronically reaches 5% of the total population, with a ratio between women and men of 2: 1, and it is estimated that between 2% to 4% of the population somewhere in their life has experienced an anxiety disorder (Hawari, 2018).

According to the 2013 Basic Health Research Report (RISKESDAS) the national prevalence of emotional mental disorders was 6.0% (37,728 people from several subjects analyzed), the province with the highest prevalence of emotional mental disorders was Central Sulawesi (11.6%) while the lowest floated (1.2%). Where in the Special Region of Yogyakarta itself experienced emotional problems as much as 8.1% and was ranked fourth in Indonesia (Basic Health Research Report, 2018).

Anxiety is a state of worry that complains that something bad will happen. Anxiety ahead of exams in adolescents, especially school age can occur due to stressful learning situations that cause anxiety in students. Many things to worry about, for example, our health, social relations, career, international relations, environmental conditions and exams are

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some things that can be source of concern. One source of concern experienced by nursing students is the OSCE exam (Nevid, Rathus, & Greene, 2005).

The OSCE (Objective Structured Clinical Examination) exam is a test tool used to evaluate the professional competence of health workers which includes evaluation of knowledge, communication skills, physical examination skills, skills in interpreting and analyzing diagnostic examination results, assessing behavior and interpersonal relationships (Yanti, 2009).

Readiness is the overall condition of an individual that makes him ready to give a response or answer in a certain way to a certain situation, the condition in question is his physical and psychological condition so that to achieve the maximum level of readiness, physical and psychological conditions are needed that mutually support individual readiness (Slameto, 2003).

Individual readiness as a student in facing the exam determines the quality of the individual. Self-preparation is very important to achieve success in exams. The success of students in preparing for the exam can determine the success of students in facing the exam so that it will affect the success of students in taking the exam. The success or failure of a learning depends on how the learning process is experienced by students (Mulyani, 2011).

Students who do not have self-readiness to study in the face of exams tend to show low success, on the contrary students who have learning readiness in facing exams tend to have success and high scores when taking exams (Mulyani, 2011).

From the results of a preliminary study conducted by researchers at UNRIYO on March 14, 2021, researchers conducted interviews with 7 nursing students who had taken the OSCE exam with questions about their readiness to face the OSCE exam and their level of anxiety while undergoing the OSCE exam. the exam is very stressful, scary makes nervous, nervous, difficult to concentrate, sweats when thinking about the OSCE exam, and is full of anxiety. There are many things to worry about before facing the OSCE exam. The readiness that was carried out was also not 100% so that it made students afraid when facing the OSCE exam.

The results of interviews with 10 students of the Nursing S1 Study Program at the University of Respati Yogyakarta, namely in semester 1, said that they were afraid and anxious when facing the OSCE exam because the OSCE exam was the first test that students would face and preparation for the OSCE exam had not been maximized and had not familiar

with the OSCE exam and any previously learned skills. This is because the time given to participate in independent practice is less and when participating in independent practice does not really practice what is practiced by lecturers and when participating in independent practice it is only present as a condition to be able to take the OSCE exam. Some students are also afraid of mistakes made when doing skills, fear of failure, fear of remedial when facing the OSCE exam.

Methods

This type of research used in this research is non experiment by using descriptive correlation (Arikunto 2010) type non-experimental studies using descriptive Correlation is a method to find a relationship between two variables. Design This study uses a cross-sectional study design (Hidayat, 2009). The population in this study were students of the Undergraduate Nursing Study Program at the University of Respati Yogyakarta who would face the OSCE exam.

The sample is the object under study and is considered to represent the entire population (Notoadmojo, 2010). The sample in this study was some students of the Bachelor of Nursing at the University of Respati Yogyakarta who met the inclusion and exclusion criteria, namely: exclusion criteria a) nursing students of the 2020 class who are actively participating in college b) students who are willing to be respondents and exclusion criteria a) students who are not entered college (illness/permission) at the time of the study.

The sampling technique used in this study was simple random sampling with a total sample of 68 respondents. The research tool used in this research is to use a questionnaire with a total of 68 questionnaires with a level of anxiety as many as 22 statements and self-readiness as many as 21 statements..

Results and Discussion

A. Results
   Characteristics of Respondents
   Characteristics of respondents include age and gender. The age of respondents in facing the OSCE exam in this study according to the Ministry of Health of the Republic of Indonesia (2009), consisted of late teens, namely 17-25 years.

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2

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Table 1. Distribution of Respondents Characteristics Distribution of Respondents' Characteristics Based on Age and Gender in Facing the OSCE Exam on Students of the Undergraduate Nursing Study Program, Universitas Respati Yogyakarta (n=68)

Table 1. Distribution of Respondents Characteristics

No	Characteristics	Frequency (f)	Percentage (%)
1	Age		
	17	12	17.6
	18	34	50.0
	19	20	29.4
	20	1	1.5
	24	1	1.5
	Total	68	100.0
2	Gender		
	Man	12	17.6
	Woman	56	82.4
	Total	68	100.0

The results of table 4.1 show that most of the undergraduate students of the Nursing Science Study Program at Respati Yogyakarta University are in their late teens, namely at the age of 18-19 years as many as 34 people (50.0%) and based on gender, it shows that most of them are women, as many as 56 people (82.4%).

1. **Univariate Analysis**

Table 2. Frequency Distribution of Self-Readiness in Facing OSCE Exams in Students of the Undergraduate Nursing Study Program, Universitas Respati Yogyakarta (N=68)

Readiness Level	Frequency (f)	Percentage (%)
Well	9	13.2
Enough	45	66.2
Not enough	14	20.6
Total	68	100.00

Based on table 4.4, it is known that most of the undergraduate students of the Nursing Science Study Program, Universitas Respati Yogyakarta have sufficient self-preparedness with a severe level of anxiety, namely 45 people (66, 2%).

Table 3. Frequency of Anxiety Levels Facing the OSCE Exam for Undergraduate Nursing Students at the University of Respati Yogyakarta (n=68)

Anxiety Level	Frequency (F)	Presentation (%)
Heavy	44	67.7
Currently	24	35.3
Total	68	100.0

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3

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The results in table 4.3 show that most of the anxiety levels of undergraduate students of the Nursing Science Study Program at the University of Respati Yogyakarta in facing the OSCE exam are in the category of severe anxiety level, as many as 44 people (64.7%).

2. Bivariate Analysis

Table 4. Cross-tabulation of Self-Readiness With The Level of Anxiety in Facing the OSCE Exam in Students of the Undergraduate Nursing Study Program, Universitas Respati Yogyakarta (n=68).

Self Readiness	Anxiety Level		Total		
	Medium Weight				
	f	f		*p*	*P value*
Well	4	5	9		
Enough	28	17	45		
Not enough	12	2	14	-0.246	0.037
Total	44	24	68		

Based on table 4.4, it is known that most of the students of the Undergraduate Nursing Study Program at the University of Respati Yogyakarta have sufficient self-preparedness with a severe level of anxiety as many as 28 people.

The results of the *Kendal tau* analysis to examine the relationship between self-readiness and anxiety levels in facing the OSCE exam in 2014 Undergraduate Nursing Science Program Students, Universitas Respati Yogyakarta, obtained *p value* 0.037 (*p value* 0.037 <0.05), meaning that there is a relationship between self-readiness and the level of anxiety in facing the OSCE exam on students of the Undergraduate Nursing Study Program, Universitas Respati Yogyakarta. The correlation coefficient results obtained a value of -0.246 which indicates that the close relationship between the self-preparedness variable and the level of anxiety is included in the low criteria because it is at a coefficient of 0.20-0.399, which is -0.246 which means the more severe the level of anxiety in facing the OSCE exam, the level of self-preparation students are getting enough or less.

B. Discussion

1. Level of Readiness in Facing the OSCE Exam

Based on table 4.2, it is known that the level of self-readiness in facing the OSCE exam in Nursing S1 Study Program students as many as 9 people (13.2%) in the good category. 45 people (66.2%) in the sufficient category, 14 people (20.6%) in the less category. The data shows that the readiness to face the OSCE exam in Nursing S1 Study Program students at the University of Respati Yogyakarta is mostly in the fairly prepared category.

Students who have self-preparedness are quite ready to be influenced by several factors of readiness, namely unfavorable physical conditions, unfavorable psychological conditions, mental physical conditions, emotions, skills, knowledge, physical readiness, psychological readiness, material readiness. factors that affect a person's readiness will affect a person's readiness to study in the face of exams (Slameto. 2010).

The results of previous research conducted by Mulyani (2012), stated that the level of self-readiness was in the fairly good category with a presentation of 43.04%, but there were also students who had self-readiness in the low category with a presentation of 30.38%. This can be seen from the aspects of student learning readiness in studying notes or manuals that they already have, completing assignments or independent practice, maintaining physical health, reading or reviewing materials and materials that have been studied, preparing study equipment.

Self-readiness is an individual condition that allows a person to be able to study in the face of an exam, a person who is not ready to take the exam will have difficulties or problems preparing himself, which includes readiness are physical maturity and growth, poor learning achievement, perceptions and other factors. another that allows one to study for the OSCE exam.

2. Anxiety Level in Facing OSCE Exam

Based on table 4.3, it is known that the level of student anxiety in Facing OSCE Exams for Undergraduate Nursing Students at the University of Respati Yogyakarta is in the heavy category, namely 44 students (64.7%). This shows that students of the Bachelor of Nursing Study Program at the University of Respati Yogyakarta have a severe level of anxiety because most students still

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4

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have sufficient self-preparation and lack of self-preparation in facing the OSCE exam. and in this study there were no students who had mild anxiety levels. This can be influenced by several factors, namely stressors, education, maturity, coping responses, socioeconomic status, physical condition, personality type, environment, social support age and gender.

The results showed that the level of anxiety in facing the OSCE exam on the undergraduate students of the Nursing Science Study Program, Universitas Respati Yogyakarta in the severe category was dominated by female students. The results of this study indicate that the anxiety level of female nursing students at Respati Yogyakarta University is more severe than that of male students.

The results of this study are in accordance with the results of previous research, namely Wijaya (2013), saying that women have higher levels of anxiety compared to men because women are more sensitive to their emotions which in turn are sensitive to their feelings of anxiety, this difference is not only influenced by factors emotions, but are also influenced by cognitive factors, women tend to see life or the events they experience in detail while men tend to think less in detail, individuals who see more detail will be more anxious because they have more information and that can ultimately suppress their feelings.

The results of this study are in accordance with the opinion of Hawari (2018), which states that the development of a person's personality starts from the age of infancy to 18 years and depends on the education of parents at home, school education and the influence of their social environment and experiences in life.

The results of Wijaya's research (2013), said that the factors that influence anxiety, namely internal factors, namely a younger age can affect a person's anxiety compared to old age. This shows that students experience a severe level of anxiety at a young age of 18-19 years. The age group of 18-19 years is an age group marked by maturity of thought so that at this age students have not thought carefully about what to do and what to control in dealing with something. The Relationship Between Self-Readiness and Anxiety Levels in Facing the OSCE Exam in Students of the Nursing S1 Study Program.

The results of the *Kendal tau* analysis to test the relationship between self-preparedness and anxiety levels in facing the OSCE exam in students of the 2014 undergraduate nursing science study program obtained a *p value* of 0.037 with a *t* value of 0.05 which (0.037 <0.05) means that the

hypothesis is accepted. it can be concluded that there is a relationship between self-readiness and the level of anxiety in facing the OSCE exam on students of the Undergraduate Nursing Study Program, Universitas Respati Yogyakarta.

The results of the *Kendal tau* analysis to examine the relationship between self-preparedness and anxiety levels in facing the OSCE exam for undergraduate students of the Nursing Science Study Program, Respati Yogyakarta University, obtained a value of $0.037 < 0.05$, meaning that it can be interpreted that students' self-readiness of the Bachelor of Nursing Study Program at the University of Respati Yogyakarta in facing the OSCE exam affects the level of anxiety of students in facing the OSCE exam.

Based on the results of the cross tabulation, it is known that students who have sufficient self-preparedness, most of them have severe anxiety levels, namely 28 students, while students who have good self-preparedness have moderate levels of anxiety, namely 4 students and students who have less self-preparedness have moderate levels of anxiety, namely 2 students.

Preparedness is is the overall condition of the person who made it is ready to respond or answer in a particular way to a situation [6]. Self-readiness in this study is self-readiness in facing the OSCE exam. This self-readiness is manifested in the form of the respondent's ability to correctly answer the questionnaire given because it is at a coefficient interval of -0.237, which is at a low level, which means that the heavier the level of anxiety, the more self-preparedness is sufficient to face the OSCE exam and is at a low level because there are several the factors that influence the level of anxiety and self-preparedness in facing the OSCE exam on students of the Undergraduate Nursing Study Program, Universitas Respati Yogyakarta.

The results of this study are in accordance with Hamalik's theory in Dwi (2005), readiness is a state of capacity that exists in students in relation to certain teaching goals. According to Dwi (2005), there are people who interpret *readiness* as a person's readiness or willingness to do something. An expert named Cronbach gives an understanding of *readiness* as all the properties or strengths that make a person react in a certain way. According to Djamarah in Dwi (2005), readiness to learn is a condition of oneself that has been prepared to carry out an activity.

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5

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Conclusion

Based on the results of data analysis and discussion results, it can be concluded as follows:

1. Based on the characteristics of the age of the students who have the highest level of anxiety and self-preparedness in facing the OSCE exam, the students of the Undergraduate Nursing Study Program at the University of Respati Yogyakarta are mostly 18 years old, namely 34 students (50.0%) and based on the characteristics of gender which has the highest number are female students, as many as 56 people (82.4%)

2. The level of self-readiness in facing the OSCE exam. Students of the Undergraduate Nursing Study Program, Universitas Respati Yogyakarta, as many as 45 people (66.2%) experienced sufficient self-preparedness.

3. The level of anxiety in facing the OSCE exam in Nursing S1 Study Program Students, Universitas Respati Yogyakarta, as many as 44 people (64.7%) experienced severe anxiety.

4. The close relationship between self-preparedness and anxiety levels in facing the OSCE exam for undergraduate students in Nursing at the Respati Yogyakarta University in the low category with a correlation coefficient of -0.246.

5. There is a relationship between self-preparedness and the level of anxiety in facing the OSCE exam for undergraduate students of the Nursing Science Study Program, Universitas Respati Yogyakarta.

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6