



Relationship between academic achievement and ners professional student anxiety in facing the nursing competence test in Medan 2022

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ABSTRACT

Anxiety is a term that is very familiar with everyday life which describes a state of worry, anxiety, fear, restlessness accompanied by various physical complaints. Nurse profession students often experience anxiety when facing exams, especially when facing competency tests because competency tests are one of the requirements to be declared graduated from education and are entitled to a registration certificate (STR). The purpose of this study was to determine the relationship between academic achievement and the anxiety of nursing professional students in facing the nursing competency test in the field in 2022. The research design used in this study was a correlation research design using the cross sectional method. The instruments used in data collection are questionnaire sheets and observation sheets. The results of the Spearman Rank statistical test $P = 0.047$ ($p > 0.05$) showed that there was no relationship between academic achievement and the anxiety of nursing professional students in facing the nursing competency test in the field in 2022. It is recommended for further researchers to identify other factors that affect the anxiety of professional students nurses in facing the competency test.

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1. INTRODUCTION

Nurses are a profession that plays an important role in providing medical services and determining overall health outcomes. Prospective nurses need to go through two stages of education: the academic stage where graduates get a bachelor's degree in nursing (S.kep) and the professional stage where graduates get a Nurse degree. These two stages of education need to be completed by the prospective nurse. Both are integrated levels of education and cannot be separated from one another (Syapitri & Hutajulu, 2020).

Registered nurses must have a license or have a Registration Certificate (STR). This profession carries a risk of harm to the public if it is carried out by incompetent people. In Indonesia, those who pass the competency test can receive a Certificate of Registration (STR). Competency testing is the process of measuring students' knowledge, skills and attitudes in the field of health services to develop

competent health workers according to graduate competency standards and performance competencies (in this case the competence of nursing staff) (Tahlil, 2019).

Based on data from the Directorate of Quality Assurance (DIRPENJAMU), the number of participants who took the competency test in 2015 was 21,688 with details of 10,806 passing (45.45%) and 10,882 (54.55%) failing (Tasalim et al., 2021). UKOM graduation data At STIKes Santa Elisabeth Medan October 2021, the results of UKOM graduation were obtained from 84 alumni who took the exam, participants were declared to have passed UKOM a total of 80 people (95%) and 4 people (5%) were declared not to have passed UKOM.

The Competency Test is recognized as a student burden because all graduates, especially nursing students, must pass the competency test. This causes a phenomenon because there is no achievement of 100% graduation from UKOM every year, so it tends to cause anxiety for students who attend UKOM. According to Dalami et al, (2009), anxiety is a very common term in everyday life which is very clearly depicted in a state of anxiety, fear and worry with various poor physical conditions (Anggraeni, 2018). Anxiety is a mood disorder characterized by feelings of emotion, fear, uneasy conditions, deep worries that can change a person's behavior, but are still within normal limits (Jaya, 2019).

One of the factors that influence anxiety is academic success. Academic achievement is the result of learning from learning activities in tertiary institutions that are cognitive in nature, usually determined by student measurements and evaluations obtained from UTS scores, UAS, and assignments from campus (Hasanah et al., 2018). The GPA is a measuring tool for measuring academic performance and is widely used in research to measure learning outcomes in universities (Jessica et al., 2018).

Jessica et al., (2018) surveyed 296 students, with an average GPA score of 3.12 for 191 respondents with mild anxiety and 67 respondents who had a GPA score of 2.81 with moderate anxiety, while severe anxiety with an average GPA of 2.74 experienced by 28 respondents. Based on these data it can be concluded that the comparison of the mean GPA scores of the severe anxiety group was lower than that of the mild and moderate anxiety groups.

Based on the background above, the researcher is interested in conducting research on the relationship between academic achievement and the anxiety of nursing professional students in facing the nursing competency test in the field in 2022.

2. RESEARCH METHOD

This study used a correlation research design using a cross sectional method. The sample in this study were all nursing professional students who were actively carrying out the nursing profession stage at STIKes Santa Elisabeth Medan in 2022 totaling 140 respondents. The sampling technique in this study used total sampling. The instruments used in this study were questionnaires and observation sheets. The questionnaire used in this study is the anxiety questionnaire in facing exams consisting of 42 statements using a Likert scale that is standard and has been tested valid by the owner (Lukmanulhakim, P. L., 2018) while the observation sheet used is a study result card sheet (KHS) with value categories: Satisfying (2.76-3.50), Very satisfying (3.51-3.74), Praise (3.75-4.00). Data analysis was carried out through univariate statistics and bivariate analysis. Bivariate analysis using the Spearman Rank test.

3. RESULTS AND DISCUSSIONS

Table 1. Frequency Distribution of Age and Gender of Nursing Profession Students In Medan in 2022

Characteristics	Frequency (f)	Percentage%
Age (Years)		
17-25 years	108	77,1%
26-35 years	15	10,7%
36-45 years	12	8,6%
46-55 years	5	3,6%

	Total	140	100%
Gender			
Man		22	15,7%
Woman		118	84,3%
	Total	140	100%

Based on table 1, it is known that of the 140 student respondents, the majority of respondents aged 17-25 years were 108 people (77.1%), based on gender the majority were woman as many as 118 people (84.3%).

Table 2. Frequency Distribution of Academic Achievement of Nursing Profession Students In Medan in 2022

Characteristics	Frequency (f)	Percentage %
Academic achievement		
Satisfying	83	59,3%
Very satisfactory	49	35,0%
Praise	8	5,7%
Total	140	100%

Based on table 2, it is known that out of 140 nursing professional student respondents who had satisfactory Academic Achievement as many as 83 people (59.3%), very satisfying predicate as many as 49 people (35.0%) and praise predicate as many as 8 people (5.7 %).

Table 3. Frequency Distribution of Professional Students' Anxiety Nurses In Medan in 2022

Category	Frequency (f)	Percentage %
Easy	11	7,9%
Currently weight	128	91,4%
	1	0,7%
Total	140	100%

Based on table 3, it is known that out of 140 respondents to professional nurse students, the results obtained were 128 people (91.4%) experienced moderate anxiety and 1 person (0.7%) experienced severe anxiety.

Table 4. Frequency Distribution of the Relationship between Academic Achievement and Student Professional Nurse Anxiety in Facing the Nursing Competency Test in Medan in 2022

Correlations			Academic achievement Anxiety	
Spearman's rho	Academic achievement	Correlation Coefficient	1.000	-.168*
		Sig. (2-tailed)	.	.047
		N	140	140
Anxiety	Anxiety	Correlation Coefficient	-.168*	1.000
		Sig. (2-tailed)	.047	.
		N	140	140

*. Correlation is significant at the 0.05 level (2-tailed).

Based on table 4, it is known that the Sig.(2-tailed) value is 0.047, because the Sig.(2-tailed) value is > 0.05, which means that there is no significant relationship between Academic Achievement and anxiety for professional nurse students in Medan in 2022 and seen from the correlation value (-) 0.168, which means the relationship between academic achievement and anxiety is not in the same direction.

Based on a research survey conducted on 140 nursing professional students in Medan in 2022 regarding academic achievement, it shows that up to 83 people (59.3%) have satisfactory academic

achievements. Respondents who excel with the predicate of satisfaction are more than respondents who have the predicate of praise. This is influenced by several factors. Factors that influence academic success include internal and external factors. Slameto (2003) also suggests that there are two categories of factors that influence learning processes and outcomes. Namely, internal and external factors. Internal factors, namely factors that arise from within the student himself, include physical factors (health, disability), psychological factors (intelligence, attention, interest, talent, motivation, maturity, readiness) and external factors that come from outside the student's self. includes family factors (educational level of parents, family relations, provision of learning facilities, financial status), campus factors, and community factors.

All students in tertiary institutions, especially nursing students, of course want to be successful academically in the learning they are participating in and want good results which can be seen from the grades obtained each semester. The results of a survey on GPA value data for nursing profession students in the city of Medan show that students with a satisfactory GPA predicate more than honors predicates. From this it can be concluded that there are several factors that influence it, both internal and external factors of students. As an example of internal factors, the student lacks motivation and study habits due to lack of time management while studying, studying at home when only given assignments from the lecturer, lack of interest in student learning. In terms of external factors, student learning facilities are inadequate, such as: Lack of reference books during lectures.

The results of a survey of 140 respondents regarding anxiety showed that most students experienced moderate anxiety, namely 128 respondents (91.4%) and a small proportion of respondents, 1 respondent (0.7%) experienced severe anxiety. This shows that there are still many students who are afraid of competency tests due to a lack of preparation to take competency tests. One of them can be seen from the achievement index values that have been obtained, the number of students with satisfactory predicates is more than those with honors predicates.

The results of the Spearman rank test regarding the relationship between academic achievement and anxiety of nursing professional students in facing the nursing competency test in the 2022 field show the results of the sig. (2-tailed) of 0.047 ($p > 0.05$), then H_a failed to be accepted, which means there is no relationship between academic achievement and anxiety of nursing professional students in facing the nursing competency test in the field in 2022.

In line with research conducted by Kusbiantoro, D. (2019), concerning the relationship between academic achievement and alumni anxiety in facing the nurse competency test at STIKes Muhammadiyah Lamongan with 55 respondents, where the Spearman test results rank $P = 0.866$ ($p > 0.05$) which means there is no relationship between academic achievement and alumni anxiety in facing competency tests at STIKes Muhammadiyah Lamongan.

Researchers assume that the anxiety experienced by professional students in facing competency tests is not caused by the results of the academic achievement they get, but because of other factors that influence this anxiety. Factors that influence anxiety are student readiness when facing competency tests, physical condition, types of competency test questions and self-motivation. Thus, when statistical tests were carried out on the variable academic achievement and anxiety in facing competency tests, there was no significant relationship.

4. CONCLUSION

Based on the results of the study there was no relationship between academic achievement and the anxiety of professional nurse students in facing the nursing competency test in the 2022 field, the Spearman rank test obtained $P = 0.047$ ($p > 0.05$), the majority of academic achievements with satisfactory predicates were 83 people (59.3%), the majority were moderate anxiety as many as 128 people (91.4%). As for some of the limitations experienced by researchers in conducting research, so that future researchers can improve their research because this research certainly has deficiencies that need to be continuously improved in future studies. Some of the limitations in this study include: (a) The number of respondents is only 140 people, of course it is still insufficient to describe the actual situation, (b) In the process of taking data online, so that the information provided by respondents

through questionnaires sometimes does not show the actual opinions of respondents, this happens because sometimes different thoughts, assumptions and understandings are different for each respondent, as well as other factors such as honesty in filling out opinions. respondents in the questionnaire.

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