"Don't Concentrate" Cognitive Response of Anxiety in Students in the Ners Competence Test

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Abstract

Currently, the nurse competency test is an absolute requirement for nurse graduates who will work in hospitals. The exit exam policy states that a student will not be declared a nurse pass if he has not passed the nurse competency test. This policy increases student anxiety in facing the nurse competency test. The anxiety response that occurs in students facing the nurse competency test varies greatly. The research aims to identify students' anxiety responses in the nursing competency test as an exit exam. Quantitative research with an analytic descriptive approach was conducted on 44 nursing students. The sampling technique used purposive sampling. Data was collected using a valid and reliable questionnaire. Data were analyzed using a frequency distribution. The results of the study found that most students showed anxiety in cognitive responses by experiencing an inability to concentrate while studying.

Keywords: anxiety; cognitive response; nurse student

INTRODUCTION

Currently, complaints after complaint regarding the difficulty of obtaining a Registration Certificate (STR) are often submitted by graduate nurses because many nurse graduates do not pass the competency test, so they cannot work in health services. The classic complaint about STR will continue to occur because natural selection will apply, whoever is able to carry out the process well will graduate as a competent nurse. The results of Hartina et al. explain that the dominant factor related to passing the competency test is competency test readiness (1)

Every prospective nurse graduate will be faced with an Indonesian Nurse competency exam (UKNI) with a high failure rate (Naafi', Efendi, & Wahyuni, 2019). In 2020 period 1, there were 6,521 participants did not pass, and in period 2 in 2020 showed 8,193 did not pass. Whereas in 2021 period 1 there was a very significant increase compared to the previous year where there were 11,611 did not pass (3).

At present the number of nursing education institutions is very large in Indonesia, the process of nursing education is very varied and the quality control system or graduation competence is very diverse (4). Research conducted by Mulyani says that every stressor is a cause for individuals to experience anxiety (10).

The results of research conducted by Anggraeni said that students who will take the Competency Examination experience a moderate level of anxiety (5). The impact when anxiety arises in students if it is not handled properly can disrupt the learning process, decrease enthusiasm in learning, learning achievement will decrease and even students can withdraw from the environment (6).

The anxiety that arises will greatly affect the improvement of the sympathetic nervous system so that it can cause changes that occur in the response of the human body (Patimah, Suryani, & Nuraeni, 2015). Based on the case above, the researcher is interested in conducting research related to anxiety responses in students who will carry out the Competency Examination.

METHODS

This research uses a type of quantitative descriptive research. The subjects used by nursing professional students who will face the competency test are 44 respondents or purposive sampling. The research instrument used uses anxiety response questions that have been tested for their validity and reliability. Data were analyzed using a frequency distribution. This research has passed the ethics of the ethical committee STIKES Kendal with number 068/EC/KEPK-STIKES_Kendal/III/2022.

RESULTS

Characteristics of respondents

Table 1 Characteristics of Respondents by Age (n=44)

Variabel	Mean	Median	Standar Deviasi	Minimum	Maximum
Age	28,93	24,00	7,816	22,00	45,00

The results showed that the average age of students was 29 years.

Table 2 Characteristics of Respondents by Gender

Janis Gender	f	%
Man	7	15,9
Woman	37	84,1

The majority of respondents were female with a total of 37 respondents (84.1%)

Anxiety Response

Table 3 Anxiety Responses in Facing UKOM (n=44)

Behavioral Response	f	%
Well	15	34,1
Not good	29	65,9
Affective Response		
Well	11	25,0
Not good	33	75,0
Physiological Response		
Well	17	38,6
Not good	27	61,4
Cognitive Response		
Well	20	45,5
Not good	24	54,5
Social Response		
Well	10	22,7
Not good	34	77,3

Based on table 3, the results show that in response to anxiety from 44 respondents, the majority of behavioral, affective, physiological, cognitive and social responses are in the unfavorable category.

DISCUSSION

Characteristics of respondents

The results showed that the average age of students was 29 years, with the youngest being 22 years old and the oldest being 45 years old. The majority of respondents were female with a total of 37 respondents (84.1%) and male sex as many as 7 respondents (15.9%). The results of this study are also supported by research conducted by (2020) which says that the average age of students is 21 years with the youngest being 17 years and the oldest being 25 years and the majority of students are female as many as 417 respondents (81.6%), male students - as many as 94 respondents (18.4%), where at this young age will experience more anxiety and stress

because at this age the existing coping mechanisms have not been fully formed so that it is difficult to make decisions and continue to experience anxiety.

Another study conducted by Andriyani said that there was a relationship between gender and student anxiety levels. emergence of anxiety (7). The results of another study conducted by Damanaik said that students who experienced anxiety levels were mostly female as many as 80 respondents (80%) and male as many as 20 respondents (20%), in this study it was also stated that most types female sex will be more at risk of experiencing anxiety levels than male sex due to differences in ways of thinking and hormones which are the main factors (8).

Anxiety Response

Cognitive Response

Student anxiety responses in the cognitive response section showed that out of 44 students the majority of students who would take the Nurses Competency Examination had a poor response by 24 respondents (54.5%) and in the good category by 20 respondents (45.5%). This research is in line with research conducted by Anggraeni which said that the perceptual field widens and concentration decreases greatly on each problem and is unable to explain the problem effectively (5). Other research which is also in line with this research conducted by Ireel et al., said that the anxiety felt by students makes students unable to concentrate which has a very detrimental effect on learning outcomes (9).

The results of other studies were not in line with those conducted by Mulyani et al., and found that out of 511 students, the majority had no difficulty solving problems as many as 259 respondents (50.7%) and students said they did not often forget as many as 249 respondents (48.7%) this happened because students were able to control their anxiety with various kinds including distraction and relaxation so that the cognitive responses that appeared were not so visible (10). This research was also supported by research conducted by Livana et al. which said that signs of anxiety symptoms in the form of cognitive responses that appeared included the majority focusing on important things as many as 38 respondents, unable to concentrate as many as 35 respondents, the field of perception narrowed as many as 31 respondents and needed a lot of direction as many as 21 respondents (11).

Other research is in line with research conducted by Damanaik which states that some of the cognitive responses that arise in students include a widening perceptual field, there is a disturbance in concentration and the inability to explain the problem clearly, where the cognitive response that appears in students experiences anxiety (8). This research is also supported by research conducted by Nurcita which says that students experience levels of anxiety and as many as (55%) of cognitive responses emerge, including the emergence of an inability to concentrate (15). The decrease in learning concentration has an effect on students' cognitive responses. This was conveyed by research conducted by Hallion et al., who indicated that at anxiety levels based on cognitive responses students experience severe levels of anxiety with a reduced concentration in learning which results in decreased memory and power (12). thinking that has an impact on student achievement.

Another study conducted by Rafa'al supports the cognitive aspects felt by students where students strongly agree that lecturers motivate students because the lecturer factor is very dominant factor in fostering enthusiasm and learning achievement in students (13). This is also supported by Keliat's theory which states that the level of anxiety is cognitively marked by being unable to receive external stimuli, the field of perception narrows and focuses only on things that concern him. Based on the results and some of these opinions, the authors conclude that students who experience cognitive anxiety have difficulty concentrating, only focus on important things and need direction (14).

Affective Response

Student anxiety responses in the affective response section showed that out of 44 students the majority of students who would take the Nurse Competency Examination had a poor response of 33 respondents (75.0%) and in the good category of 11 respondents (25.0%). The results of this study are in line with research conducted by Ireel where uncontrolled affective responses in the face of exams are due to anxiety that arises as a result of students feeling an exaggerated feelings when they are about to face an exam which is manifested in the form of

feelings in the form of anxiety, worry. , and fear when facing exams, where the three feelings are out of control caused by the perspective of students who imagine that the exams they will face will be too difficult and unable to complete them (9).

Another similar study was conducted by Nurcita and Susantiningsih which indicates that affective responses that appeared in students with a mild level of anxiety were characterized by the appearance of being unable to sit still, worry, raised voices and fear (15). Responses to student anxiety ahead of exams conducted by Casmi and Santoso who showed that 12 respondents experienced more nervousness, got angry easily or panicked and felt fear for no reason, the affective response that emerged was caused by the inability of students to adjust to the situation they were experiencing. before the national exam (16).

Physical Response

Student anxiety responses in the affective response section showed that out of 44 students the majority of students who would take the Nurses Competency Examination had a poor response by 27 respondents (61.4%) and in the good category by 17 respondents (61.4%). The results of this study are in line with research conducted by Anggraeni which said that the physiological responses that emerged in students who were about to face competency exams, the majority of students experienced mild symptoms in the stomach, occasional shortness of breath, shortness of breath, wrinkled face, blood pressure and pulse. rose and lips trembled (5)

A person who experiences anxiety levels will experience a change in both psychological, behavioral and physical responses (17). This research is also supported by the theory conducted by Tombokan et al., which illustrates that the body's response to stress is divided into three basic parts, namely responses to danger, physical responses or resistance and stages of fatigue, but these three stages do not all occur in every person who experiences stress because it depends on endurance. individual mentality, value system and ego strength (18).

Behavioral Response

Student anxiety responses in the behavioral response section showed that out of 44 students, the majority of students who would take the Nurses Competency Examination had a poor response of 29 respondents (65.9%) and in the good category, 15 respondents (34.1%). This date are in line with the ones reported by Livana who demonstrated that the behavioral responses that appeared showed that productivity decreased by 47%, 60% experienced excessive vigilance and 40% often asked questions (11).

Other research is not in line with this study conducted by Ihtiarianti which shows that the behavioral response is in a good category, obtained 37 respondents (59.7%) never do excessive activity, 33 respondents (53.2%) were sometimes unable to see with focus, 42 respondents (67.7%) have never felt worried when experiencing life changes, and 44 respondents (71%) have never gritted their teeth, behavioral responses arise because of concerns that are felt by respondents (19) . This result is also supported by Struart's theory hich states that behavioral responses in people experiencing anxiety are indicated by the appearance of increased alertness, decreased productivity and anxiety (20)

Social Response

Student anxiety responses in the social response section showed that out of 44 students, most students who would take the Nurses Competency Examination had a poor response by 34 respondents (77.3%) and in the good category by 10 respondents (22.7%). This research is supported by research conducted said that the social response that appeared showed that 48% experienced decreased social interaction and 78% needed help from others (11).

Another research that is in line was conducted by Syisnawati who said that the most social responses that appeared were from students who experienced a level of anxiety where students needed other people as many as 15 respondents, 12 respondents spoke slowly and social interaction was lacking as many as 14 respondents (21).

CONCLUSION

Based on the results of the study, it was found that not concentrating is a cognitive response that is experienced by most professional nursing students when they are about to take the 2022 Competency Examination.

Conflict of Interest

The Authors declare no potential conflict of interest with respect to the research authorship, and publication of the article.

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