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## **STRESS SECOND-YEAR STUDENTS FACES OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE)**

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### **ABSTRACT**

*Objective: To see an overview of the stress of Second-Year Students facing the Objective Structured Clinical Examination (OSCE). Methods: This type of research is a descriptive quantitative research method. The sampling technique used in this study is probability sampling with the total sampling technique. This research was conducted on level 2 students in the 2nd semester of the Pekanbaru State STIKes Nursing Study Program. The number of samples is 126 students. The measuring tool used in this research is the Depression Anxiety Stress Scale (DASS 42) consisting of 14 statements related to stress. Questionnaires were distributed to respondents through an online form. Results: Nearly half, namely 34 (27%) level 2 students in semester 2 of the Nursing Study Program STIKes Payung Pekanbaru State who attended OSCE in semester 2 experienced severe category stress, and a small portion, namely 5 respondents (4%) were level 2 students semester 2 Study Program S1 Nursing STIKes Payung Pekanbaru State who took part in the OSCE semester 2 experienced mild anxiety.*

*Keywords: Stress, OSCE, Nursing Student, Academic*

### **INTRODUCTION**

High levels of stress is a nursing student (Aljohani et al., 2021). Stress is a reaction to any challenging event that requires individuals to react or adapt through physical, emotional, mental and psychological responses (Shrestha S & Ghimire S, 2019). Stress is a psychological factor that affects academic performance and welfare of nursing students (Parveen & Inayat, 2017). Research (Facioli et al., 2020) this research was conducted on nursing students in Hong Kong, the results showed the prevalence of students experiencing stress was 37.3%.

Several research results found that stress characteristics among nursing students occur uniquely. For first-year students, the source of stress comes from the academic program, whereas for second-year students, the source of stress comes from high clinical performance expectations and lack of time for personal life and in final year students, the source of stress comes from expectations after graduation and the transition to work environment. Supported by research (Mazalová et al., 2022), the results of the study revealed that the highest levels of stress were recorded in the first year, and stress tends to decrease during the first two years. In year three, changes occur in year three when students experience surprisingly higher levels of stress than year two due to lack of knowledge, workload, patient care, and clinical environment.

The main stress factors for nursing students consist of academic, clinical and environmental factors (Aljohani et al., 2021). According to (Parveen & Inayat, 2017), stress on nursing students occurs due to a higher academic load compared to other sources of stress, this is related to the amount of material, assignments, or courses needed by nursing students. In addition, lack of free time, fear of making mistakes in clinical areas, fear of failing in training, not having time for entertainment, feeling responsible for what happens to patients, not having enough money for entertainment, and fear of poor job prospects (Aljohani et al., 2021). Other sources come from exams, long hours of study assignments, grades, lack of timely feedback on student performance (Alghamdi et al., 2019).

One form of examination that is very popular among nursing students is the OSCE (Objective Structured Clinical Examination) Method. OSCE is a type of modern examination that is frequently used in the health sciences, first introduced by Harden in 1975, and has been widely used as an evaluation method for assessing clinical skills in simulated clinical settings (Ahmed Elbilgahy et al., 2020). In OSCE, each student is asked to demonstrate certain skills and behaviors. OSCE usually consists of a series of assessments that simulate real-life clinical situations (Ferreira et al., 2020).

Many studies have found student perceptions and opinions regarding OSCE. Among students' perceptions of OSCE, OSCE can be used as an objective, fair and valid examination format as well as a structured and organized exam format (Vincent et al., 2022). Research (Zamanzadeh et al., 2021), the results of the study found that students considered OSCE to be very stressful. Research (Eyüboğlu et al., 2021), research results reveal that for students, OSCE is a way of assessing learning that is fair, effective, and motivating, but they experience a lot of stress and anxiety.

Recent research (Alamri et al., 2022), the results of the study revealed the perceptions and attitudes of undergraduate nursing students towards OSCE, namely most did not consider the OSCE atmosphere pleasant (66.3%) and preferred the practical examination mode (40.6%), and 64.4% thought that the time limit on OSCE was inadequate and examinees considered OSCE to be a stressful exam, the examiners were not friendly, the OSCE station organization was still bad. Supported by research (Alkhateeb et al., 2022), the results of the study revealed the main weaknesses of OSCE identified by students including injustice, gender discrimination, OSCE duration, and examiner behavior.

At STIKes Payung Negeri Pekanbaru, OSCE is used as an aspect of assessment in the core nursing courses. This exam is carried out after students complete a written exam in each semester of lectures. Seeing how objective the assessment using the OSCE method is even though in terms of student perception, OSCE is still perceived as a negative thing, one of which can cause mental disorders in the form of stress, and stress that occurs among nursing students has unique characteristics, therefore researchers are interested in conducting research with title "Stress Second Student Year Facing Objective Structured Clinical Examination (OSCE)".

## RESEARCH METHODS

This type of research is a descriptive quantitative research method. The sampling technique (sampling technique) used in this study is probability sampling with the total sampling technique. This research was conducted on 2nd semester 4th grade students of the Pekanbaru State STIKes Nursing Study Program. The number of samples is 126 students.

The data collection technique used in the research was giving questionnaires to the research subjects. The questionnaire was then filled out by students through an online form. Before filling out the questionnaire, the research submitted informed consent in advance at the beginning of the online form page. If the research subject is willing, then they can continue filling out the questionnaire. Questionnaires were distributed by several class representatives and then forwarded to their class mates. For research subjects who had not filled out the questionnaire, they were reminded by class representatives. When they were contacted by class representatives but had not filled out the questionnaire, the researcher contacted the research subjects via email and WhatsApp.

Data were collected using a demographic information form and Depression Anxiety Stress Scale (DASS 42). developed by Lovibond and Lovibond (1995). This measuring tool is then modified and adjusted, so that it can describe the condition of the research subject. The DASS measurement questionnaire consists of 14 statements relating to a person's stress. The measuring instrument used in this study is a standardized measuring instrument, so validity and reliability testing is not carried out at the beginning. Validity and reliability testing was carried out after the data was Validity and reliability testing was carried out after the data was obtained. The data obtained from the results of distributing questionnaires using an online form, and those that are sent back and complete will be analyzed.

The results of the validity test on 3 of the 14 items of the DASS 42 questionnaire using the Pearson product moment. After the data was collected, it showed that the Pearson correlation value was positive, which was more than 0.532 for all stress, anxiety and depression items. Test the reliability of measuring instruments using Cronbach's alpha. The reliability test results obtained on 3 of the 14 items of the DASS 42 questionnaire showed stress = 0.951, anxiety = 0.943, and depression = 0.952. (Kachaturoff et al., 2020).

## RESULTS AND DISCUSSIONS

Tabel 1. Socio-Demographic Characteristics

Respondent	F	%
Age		
18-23	126	100
Gender		
Male	7	16
Female	119	84

Of the 126 respondent was used as shown in Table 1. Entirely of repondent were 18-23 years (100%), and female (77,6%).

Tabel 2. Stress Levels *Second-Year Students Faces OSCE*

Stress Levels	F	%
Normal	26	21
Mild	5	4
Moderate	33	26
Severe	28	22
Very severe	34	27
TOTAL	126	100

A total of 126 nursing undergraduate students completed the study questionnaire, 27% (n=34) had very severe stress, 26% (n=26) moderate stress and 22% (n=28) severe stress. In line with research studies (Zheng et al., 2022), the results of the study revealed that the stress levels of most nursing students were in the moderate stress category. Penelitian (Alamri et al., 2022), hasil penelitian mengungkapkan bahwa 33,1% peserta ujian menganggap OSCE lebih menegangkan daripada ujian praktek biasa, didukung oleh Penelitian (Bani-issa et al., 2019), hasil penelitian, 94% siswa setuju bahwa OSCE sangat menegangkan.

## CONCLUSION

The researchers' findings regarding the stress description of second year students participating in OSCE nursing are consistent with several previous studies. Students who undergo OSCE still experience stress even though they are already at level 2 of lectures. Therefore, it is necessary to carry out a simple intervention to reduce student stress before participating in the OSCE in order to obtain standard exam results.

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