

Students' Anxiety in Facing Objective Structured Clinical Examination

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Abstract: Anxiety is a feeling of restlessness and fear in response to an unclear threat to something caused by anticipation of danger and signals that help individuals to take action to overcome the threat. Anxiety can happen to anyone, including students, and is a problem that needs to be addressed, because it will have an impact on students' performance in taking practical exams. OSCE is a practical exam with assessments based on skills observed while carrying out various skills that are able to evaluate many skills in a strict and disciplined manner. OSCE has many benefits, but OSCE raises students' feelings of anxiety. The aim of this research was to determine the anxiety picture of STIKes Santa Elisabeth Medan students in facing the Objective Structured Clinical (OSCE). The method used is a descriptive approach. The research sample consisted of 62 people using a total sampling technique. The instrument used was a questionnaire. Data analysis using univariate. The research results showed that 44 people (70.9%) had severe levels of anxiety when facing the OSCE, 12 people (19.4%) had mild anxiety, and 6 people (9.7%) had moderate levels. Students need to be given information before carrying out the OSCE so that they can reduce the level of anxiety when facing the exam. The research results showed that 44 people (70.9%) had severe levels of anxiety when facing the OSCE, 12 people (19.4%) had mild anxiety, and 6 people (9.7%) had moderate levels. Students need to be given information before carrying out the OSCE so that they can reduce the level of anxiety when facing the exam. The research results showed that 44 people (70.9%) had severe levels of anxiety when facing the OSCE, 12 people (19.4%) had mild anxiety, and 6 people (9.7%) had moderate levels. Students need to be given information before carrying out the OSCE so that they can reduce the level of anxiety when facing the exam. Early preparation and better organization is needed to promote its evaluative efficacy.

Keywords: Anxiety, OSCE.

Introduction

Objective Structured Clinical (OSCE) is an exam with an assessment based on skills (performance) observed when performing various clinical skills that are tested objectively and structured. OSCE is also a media for evaluating knowledge in competency tests for doctors and nurses in Indonesia. Based on the facts above, it can be concluded that OSCE has a high influence on anxiety in students who will take the exam (Risma, 2015).

Some students feel unsure about passing the OSCE exam because first, they are afraid of being scolded by the lecturer; second, anxious to hear the bell sound indicating that time has run out for one

previous clinical skill, even though the action being carried out has not been completed, but has to change rooms or stages for another clinical skills test; third, the time per stage or each clinical skill is too short, resulting in impaired concentration during the exam and causing 40% of students to fail when taking the OSCE (Wulandini, Deden and Ririn, 2017).

Anxiety is a form of negative emotion that can arise in various circumstances and situations, usually triggered by threatening objects that are not physically real (Andriani and Sofya, 2016). Anxiety can be divided into mild anxiety to high levels of anxiety (panic).

From the experience felt by researchers and several preliminary studies such as by Syarifah and

several students who were interviewed, they said that during practical exams, the anxiety experienced can make a person lose focus, tremor, forget, and get nervous. (Lau et al., 2019)

The factors that influence student anxiety when taking a skills lab exam are the attitude of the exam supervisor, the exam atmosphere, the student's skills, the exam itself and the internal feelings experienced by the students themselves (not sure they will pass). Various studies have shown that positive feedback from instructors after examinations can motivate students. Objective structured clinical examination (OSCE) can be used in relatively low risk scenarios as a matter of practice. Although effective in providing feedback to students, OSCE practice can cause high levels of stress because the exam is interactive and 12 in length." Therefore, it is likely that chiropractic students experience high levels of exam stress, especially during OSCEs. However, (Yang, R., Lu, Y., Chung, M. & Chang, S, 2014).

Apart from that, a lot of mental stress, lack of studying before exams, high parental expectations and lack of physical activity are also determining factors (Simran, Sangeeta and Lily, 2015).

The anxiety that arises when facing an exam will affect the student's performance, that is, when the level of anxiety experienced is lower, the student can provide better performance compared to students whose anxiety level is moderate to high. (Simran, Sangeeta and Lily, 2015). In other words, anxiety in facing exams for each student is different depending on the problems they face.

Anxiety is an emotion and subjective experience of a person. Another definition of anxiety is a condition that makes a person uncomfortable and is divided into several levels. So anxiety is related to feelings of uncertainty and helplessness (Kusumawati, 2010). When feeling anxious, individuals feel uncomfortable or afraid or may have a premonition that disaster will befall them even though they do not understand why these threatening emotions occur (Comer, 1992 quoted from Videbeck, 2008). (Jaka, 2015)

Research conducted by Niu and Ali (2015) in Thailand found that 61.4% experienced anxiety before OSCE and 2.4% experienced high anxiety. Research conducted in several countries also shows

that the anxiety level of health students before the OSCE in the world on average reaches 80%. (Gabriella, 2015).

The prevalence of nursing students who experience anxiety when facing the OSCE in Indonesia, among them are students who have a mild level of stress with a percentage of 57.6%, most of which are physical stressors with a moderate level of 60.4%, and the most dominant are psychological stressors with a moderate level. amounting to 81.9%. Physical stressors can include cold, heat, infection, pain and blows. Physical stress causes students to become depressed and feel stressed when taking OSCE. Meanwhile, psychological stressors can include not being able to manage time, forced desires, fear of lecturers, feelings of confusion and lack of attention (Wulandini, Deden and Ririn, 2017).

Research to overcome anxiety, namely, yoga classes conducted for 12 weeks compared with a structured therapy program to determine whether yoga is effective because of the physical activity carried out. This study involved healthy respondents whose levels of anxiety, depression and magnetic resonance spectroscopy examination results were measured. The results showed there was a greater improvement in mood and reduced anxiety in the yoga group. This improved condition is also related to increased GABA levels in the thalamus (Streeter et al., 2010). (Jaka, 2015).

Individuals who have positive (adaptive) and effective coping mechanisms can relieve or eliminate stress, whereas negative (maladaptive) and ineffective coping mechanisms will worsen health and increase the potential for illness (Rafiki, 2017). (Sumoked et al., 2019).

The results of this study endorsed the use of the OSCE in assessing the health students' clinical competency and implementing learning strategies to strengthen the levels of academic success in such individuals (Vasli et.al, 2021).

Material and Methods

This research is descriptive research, namely knowing the nature of students' anxiety in facing the OSCE exam. This research was conducted on

students at STIKes Santa Elisabeth Medan in 2022 totaling 73 respondents using a purposive sampling technique. The research instrument used a questionnaire. Data analysis using univariate analysis.

Results and Discussion

The results showed that 44 people (70.9%) had severe anxiety when facing the OSCE, 12 people (19.4%) had mild anxiety, and 6 people (9.7%) had mild anxiety. This can be seen from the fact that students rarely have time to relax, sleep late at night and are also too anxious about thinking about how tomorrow's exam will be because this exam is the first exam for students.

The results of this research are also supported by research conducted by (Sumoked et al, 2019) which stated that of the 73 respondents, the majority of students had moderate anxiety with a total of 47 students (64%).

Table 1. Frequency Distribution Based on Anxiety Level of Santa Elisabeth Medan STIKes Students in 2022.

No	Anxiety Level	Frequency (f)	Percentage (%)
1.	Mild Anxiety	12	19.4
2.	Moderate Anxiety	6	9.7
3.	Severe Anxiety	44	70.9
Total		62	100.0

It is hoped that during the OSCE students do not need to be afraid, worried, anxious and nervous, the point is that during the exam, prepare yourself well in advance, study well, ask for guidance from seniors and lecturers who teach the OSCE. While students and examiners felt the OSCE to be a valuable and objective method of assessment, early preparation and better organization is needed to promote its evaluative efficacy.

OSCE Anxiety experienced by students are mental condition in which the individual feels afraid, feels depressed, easily irritable, and have difficulty concentrating on the things that are being done and the things that are happening. characteristic features Individuals who experience anxiety are nervous, dependent on other people

and have difficulty concentrating. This is influenced by complex problem solving, lack of ability, expectations from excessive conflict with feelings of guilt, low readiness in learning, as well lack of motivation to learn. (Handayuni, 2020).

Study (Brand and Schoonheim, 2009) in (Yulherida, 2016) concluded that this anxiety was probably caused because during the OSCE the examinees were continuously supervised and observed, and the duration of the exam and the interaction between the examiner and the examinee also influenced their anxiety level. Anxiety can affect student learning outcomes because it can create confusion and disrupt learning by reducing the ability to focus attention on a memory. (Ariga, 2017).

From these results it can be seen that the majority of students in the few days before the OSCE, they prepared themselves to face the exam well by asking for teaching from experienced seniors. Having good preparation will help them reduce anxiety when taking the exam. But it does not rule out the possibility that even though they have prepared themselves well, they sometimes feel nervous and also tremble because this exam is their first exam.

Research conducted by (Sumoked A., et al, 2019) stated that there were 12 students (40%) who used maladaptive coping mechanisms with severe levels of anxiety and 17 students (56.7%) used maladaptive coping mechanisms with moderate levels of anxiety. This is due to new situations or environments faced by students.

The use of OSCEs as a simulation tool can be employed throughout the advanced practice curriculum not only as an evaluative tool but also as a pedagogical tool (Aronowitz et.al, 2017)

Our findings of the perceived value of the Objective Structured Clinical Exam in health education and as a measure of clinical competencies, especially in physical assessment skills were consistent with previous studies (Issa et.al, 2019).

Conclusions

As many as 44 students (60.3%) experienced moderate levels of anxiety when facing the OSCE.

It is hoped that before facing the OSCE exam, students should first seek information from upperclassmen about the OSCE, so that the level of anxiety they face can be reduced. While students and examiners felt the OSCE to be a valuable and objective method of assessment, early preparation and better organization is needed to promote its evaluative efficacy.

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