

Academic Stress and Coping Strategy Among The Final Year Of Nursing Students' In Banten Province

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Abstract

Academic stress is an unavoidable part when facing pressures that arise from academic assignments as nursing students need to meet their abilities both in terms of knowledge and practical skills in hospitals. Nursing students can use appropriate coping strategies to overcome academic stress. The purpose of this study was to determine academic stress and coping strategies for final-year nursing students in Banten Province. This study used quantitative method with descriptive approach and univariate analysis. The population of this research is the final year students in Banten Province as many as 3693 students and the sample is 361 respondents. The research respondents were final-year nursing students in Banten Province obtained with purposive sampling technique. The instrument used was a Modified Academic Stress Questionnaire and Ways of Coping, the instrument was reliable and valid (Cronbach alpha 0,851 and 0,779). The result of the study are students who experienced mild stress 146 students (40.4%), moderate stress 115 students (31.9%), normal stress 53 students (14.7%), and severe stress 47 students (13.0%). The coping strategies used are Problem-Focused Coping 291 students (80.6%), Emotional-Focused Coping 59 students (16.3%), and using both strategies simultaneously 11 students (3.0%). Academic stress occurs in every student in response to the academic demands they have. It is hoped that the selection of coping strategies for each nursing student can help to deal with the stress experienced. Students need to find effective coping strategies which can be done to deal with stress such as sharing with other people, doing hobbies, and doing self-reflection.

Keywords: Academic stress, Coping strategies, Final Year, Nursing Students.

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1. Introduction

psychological condition of an individual. Data from Basic Health Research from Indonesian Ministry of Health (Riskesdas) in 2018 shows that depressive disorders have started to occur from the age range of teenagers to early adulthood (15-24 years) with a prevalence of 6.2%. Stress in life is something that cannot be avoided, while depression is a person's psychological reaction to the stressor he is experiencing [1].

According to Hasanah [2], students are registered individuals who are upholding education at the stage

of studying in the higher education process. Students as learners need to meet the demands of lectures by adapting themselves, being able to master any conflicts that occur, overcoming challenges and obstacles, and not giving up quickly. Students who enroll in the final year, who are working on their final assignments and thesis, are required to have a sense of optimism, high enthusiasm for life, achieve optimal performance, and play an active role in solving problems, both in academic and non-academic [3]. Students who cannot adapt to their academic demands can develop negative feelings

and ultimately lead to tension, low self-esteem, frustration, loss of motivation, and stress.

According to [4], academic stress is caused by high ambition, information overload, academic obligations, unrealistic expectations, limited opportunities, and high competitiveness. Academic stress has positive impact such as the development of creativity and self-adaptation, as long as the stress faced is still within the limits of individual capacity [5]. Meanwhile stress can give negative impacts which can be detrimental such as decreased self-esteem, depression, disrupting physical health, behavioral changes, even the most fatal, namely this situation can cause an urge to commit suicide among students [6]. Cases of suicide in the Southeast Asian region, especially in students, around 6% are caused by severe stress in the academic field (WHO, 2017). According to the sacredodologist, 6.9% of university students had suicidal ideation while another 3% had attempted suicide. Coping strategy is a strategy in terms of adjustment between oneself and the burden or demands from outside that are imposed on a person. Lazarus and Folkman stated that there are two types of coping that can overcome stress, namely: Problem-Focused Coping or coping that is centered on the root of the problem; and Emotion-Focused Coping which is centered on emotions [22]. The purpose of choosing a coping strategy is to maintain emotional balance, maintain a positive self-image and self-image, reduce pressure from the environment or adjust to negative things, and continue to communicate with others [7].

The researcher conducted interviews with ten final-year students at one of the private universities in Western part of Indonesia as initial data by asking questions about the cause of academic stress and how to deal with stress. The results of the interviews: nine out of ten students stated that the cause of stress experienced was due to the large number of lectures, thesis preparation, and clinical practice. According to four out of ten students, the academic stress experienced was due to difficulties in managing time and busy schedules as well as time-consuming student activities. Academic stress coping strategies implemented by eight out of ten people are eating, listening to music, sharing with trusted people, and watching. While the other two people coped with academic stress by planning and managing activities, eating all you can, and shopping.

Thus, students who have stress in the academic and non-academic fields can have a risk of experiencing academic stress that affects their achievement motivation. This study can answer the question of "What are academic stresses and coping strategies for final year nursing students in Banten province?"

which can comprehensively summarize the research. Some things that might help in reducing academic stress are knowing appropriate and effective coping strategies to be applied by final year students.

2. Materials And Methods

This research used quantitative research with descriptive research design. The population of this research is final-year nursing students in Banten Province as many as 3,693 students (PD-Dikti, 2021). The sampling technique in this study used a non-probability sampling technique with the purposive sampling method. Based on the calculation using the Slovin formula, the number of samples that have been studied after the calculation is 361 respondents. Respondents who participated were final-year students who were being required to work on scientific papers in the form of final assignments and thesis and became one of the requirements to achieve diploma and bachelor degree [8].

A total of 361 students met the inclusion criteria with criteria aged 18-24 years, final-year students who are single and no children, lived in Banten Province and are willing to become respondents. Seven other respondents are included in the exclusion criteria of this study, namely university students who have been interviewed as initial data, students who are married, have children and are not cooperative.

This research was conducted online by distributing a questionnaire link in the Google Forms through social media to nursing students in Banten Province, which was carried out from January to February 2022. The instrument used in this study was an Modified Academic Stress questionnaire to measure academic stress in nursing students [9] and a modification of the Ways of Coping questionnaire by [10] to measure the coping strategies used to deal with a problem.

Table 1. Academic Stress Questionnaire Grid

Variable	Indicator	Question number
Academic Stress	Physiological	5, 10, 18, 20, 22, 23, 25, 26, 28, 29
	Psychological	1, 3, 4, 6, 11, 12, 13, 15, 16
	Behavior	2, 7, 8, 9, 14, 17, 19, 24, 27, 30

Table 2. Coping Strategy Questionnaire Grid

Variable	Strategy	Aspect	Question number
		Seeking	1, 3, 11,
		Informational	24

<i>Strategi Coping</i>	<i>Problem Focused Coping</i>	<i>Support Confrontative Coping</i>	2, 4, 13, 18, 26
		<i>Seeking Social Support</i>	20, 23, 30
		<i>Positive Reappraisal</i>	8, 12, 15, 17, 29
	<i>Emotion Focused Coping</i>	<i>Escape-Avoidance</i>	5, 7, 9, 10, 16, 21, 22, 27
		<i>Self-Control Distancing</i>	6, 14, 19, 28

The two questionnaires had previously been tested for validity and reliability by [11] in 30 nursing students. Based on the results of the validity test using the product moment significance of 5% on two variables with a value of $r\text{-table} = 0.329$, $r\text{-count}$ on academic stress with a range of $= 0.34 - 0.64$ and $r\text{-count}$ on coping strategies with a range of $= 0.39 - 0.72$. From the results of the calculation of validity, it can be seen that $r\text{ count} > r\text{ table}$ so that 60 questions are declared valid. The results of the Cronbach-Alpha test on the academic stress instrument are 0.851 and the Cronbach-Alpha test results on the coping strategy instrument are 0.779.

Data processing in this study was done by filtering 368 respondents based on inclusion and exclusion criteria. So, 361 respondents met the inclusion criteria and according to the target number of research respondents. The researchers coded the data using a Likert Scale (1-4): 1 = never; 2 = sometimes; 3 = often; and 4 = always on the academic stress questionnaire and coping strategies. Researchers conducted data processing on the results of respondents' answers to the academic stress questionnaire and coping strategies using the SPSS application and after that the researchers double-checked the results of respondents' answers to the academic stress questionnaire and coping strategies.

Data analysis in this study uses univariate data analysis which can also be in the form of tables to present ordinal scale data about academic stress, and student coping strategies with descriptive statistics. Researchers have analyzed each variable independently although this study has two variables, but this study focus on description only without looking at the relationship.

Researchers categorize stress levels using the mean and standard deviation to determine the range. The formula for categorizing academic stress according to [12] can be seen in Table 3 as follows.

Table 3. Academic Stress Categorization Formula

Range	Category
$X > (M+1SD)$	Heavy Stress
$M \leq X < (M+1SD)$	Moderate Stress
$(M - 1SD) \leq X < M$	Mild Stress
$X < M - 1SD$	Normal Stress

The results of the study obtained that the mean = 72.81 and SD = 13, 272 so that the range categorization according to table 3.

Table 4. Categorization of Academic Stress

Range	Category
>86	Heavy Stress
74-86	Moderate Stress
61-73	Mild Stress
<60	Normal Stress

[21] coping strategy scale categorization formula is quoted in [13]:

$$= \frac{\text{Problem Focused Coping Score obtained}}{\text{Maximum score on problem focused coping}} \times 100$$

$$= \frac{\text{Emotional Focused Coping Score obtained}}{\text{Maximum score on Emotional focused coping}} \times 100$$

Research that includes humans as subjects must implement four basic principles of research ethics, namely respect for the subject, beneficence, non-maleficence, and justice.

3. Results and Discussion

Table 5. Frequency distribution of respondent characteristics (n=361)

Category	n	%
Age	18	0.6
	19	6.9
	20	42.7
	21	34.6
	22	13.0
	23	2.2
Gender	Man	47
	Female	314
Institution	Universitas Pelita Harapan	232
	Akademi Keperawatan Yatna Yuana Lebak	2
	Akademi Keperawatan Andalusia	30
	Stikes Widya Dharma Husada	74
	Universitas Muhammadiyah Tangerang	12
	Poltekkes Kemenkes Banten	4
		64.3
		0.6
		8.3
		20.5
		3.3
		1.1

Universitas Faletehan	2	0.6
Sekolah Tinggi Ilmu Kesehatan Yatsi	5	1.4

In table 5 the results of the study show that the final-year students who became respondents in this study were mostly women with a total of 314 respondents (87.0%) while men with a total of 47 respondents (13.0%). The respondents studied were final-year nursing students in Banten Province. The participation of this study was dominated by students aged 20 years with 154 respondents (42.7%) and the dominant participating institutions were nursing students from Pelita Harapan University as many as 232 respondents (64.3%).

Table 6. Final Year Student Academic Stress Indicator

Indicator	Frequency (n)	Percentage (%)
Physiological	131	36.3
Psychological	159	44.0
Behavior	19	5.3
Physiological, Psychological	23	6.4
Physiological, Behavior	15	4.2
Psychological, Behavior	8	2.2
Physiological, Psychological, Behavior	6	1.7
Total	361	100

In table 6 the results of research that have been carried out on final-year students in Banten Province with the results of each indicator, namely: physiological 131 respondents (36.3%); psychological 159 respondents (44.0%); behavior 19 respondents (5.3%); physiological and psychological 23 respondents (6.4%); physiological and behavioral 15 respondents (4.2%); psychological and behavior 8 respondents (2.2%); and physiological, psychological, behavior 6 respondents (1.7%).

Table 7. Stress level of final-year student

Range	Category	n	%
< 60	Normal Stress	53	14,7
61 - 73	Mild Stress	146	40,4
74 - 86	Moderate Stress	115	31,9
>86	Heavy Stress	47	13,0
Total		361	100

In table 7 the results of research that have been carried out on final-year students in Banten Province with results on academic stress: normal stress 53

respondents (14.7%), mild stress 146 respondents (40.4%), moderate stress 115 respondents (31, 9%), and severe stress 47 respondents (13.0%).

Table 8. Final Year Student Coping Strategies

Range	Frequency (n)	Percentage (%)
Problem-Focused Coping	291	80.6
Emotion-Focused Coping	59	16.3
Problem Focused Coping, & Emotion Focused Coping	11	3.0
Total	361	100

In table 8 the results of research that have been carried out on final year students in Banten Province, it is found that students who use Problem-Focused Coping strategies are 291 respondents (80.6%), Emotional-Focused Coping 59 respondents (16.3%), and Problem-Focused Coping and Emotional-Focused Coping 11 respondents (3.0%).

Based on the results of research on the age of final-year students, most final-year students are in the range of 20 years with the number of respondents 154 (42.7%). The age of 20 years is the late-stage adolescence, according to [10] the relationship between age and academic stress is: the older the age, the lower the stress level. This happens because the older a person gets, the more the experience the person has with stressors.

3.1 Academic Stress

Based on the research that has been done, it is found that the description of the academic stress of final year nursing students with the highest percentage is in the category of mild stress (40.4%) with a total of 146 respondents. Almost half of the total respondents experienced mild stress. In line with research conducted by [14], the data obtained from the analysis of academic stress levels on students of the Faculty of Nursing, University of North Sumatra with a sample of 85 respondents explained that 47 students (55.3%) experienced mild academic stress. This is made possible by the lively academic atmosphere in the faculty of nursing, where the faculty of nursing provides facilities in the form of a counseling room designed for students to convey all problems and complaints that burden students. Academic demands can cause discomfort to students such as feelings of anxiety, anxiety and fear, these conditions can cause stress if they are not met. Based on the results of the study, students still assess their

academic demands as normal, so that students are dominant in the mild stress category to overcome their academic stress.

According to [15] in the normal to mild range of academic stress can increase student motivation in the learning process. However, it should be noted that mild academic stress should not lead to worse and longer-lasting academic stress so anticipation is needed. This research can also be combined with the characteristics of the respondents, such as the class of students. According to [16], stating that the higher the class or semester of students, the higher the level of stress experienced by students, this is because the duties and responsibilities of final year students are heavier than previous year.

Meanwhile, the results of this study were moderate stress with 115 respondents (31.9%) so quite a lot of final year students experiencing it. This study result is almost the same as the research conducted by [24] with the results that nursing students experienced moderate stress (83.6%). A person experiencing mild stress may experience signs and symptoms, such as feeling unable to cope with simple problems that need to be resolved on their own, becoming angry, feeling that the difficulties they are experiencing are difficult to overcome so that they become more overwhelmed by the situation that occurs, feeling nervous and stressed about problems to faced.

The study also found that there were 47 respondents (13%) who experienced severe stress. The data was quite high, this was caused by internal factors, namely lack of understanding and ways to solve problems from two external factors, namely problems in society, family and relationships related to people or others and also due to increase the academic workload. The higher the level, the more difficult the course will be.

The results of stress indicators in final-year nursing students are more dominant on psychological indicators with 159 respondents (44.0%), in line with research conducted by [18] with the highest research results on psychological indicators with results of 217.25, indicating that the typical stress response shown by students is a psychological response, such as anxiety, fear, and concern about academic needs. Attached are also some questions on psychological indicators that often and always occur in final-year nursing students, namely question number 4 "I feel relieved after taking the exam" with 269 results (74.5%) in the always category. In the short term, mild stress can occur which can cause pain in a large number of students. According to [17] very severe academic and psychological stress can

suppress the body's resistance level so that it can lead to the tragedy of suicide.

According to [19], each student's response to stress is different. Response depends on state of health, previous experience, personality, coping mechanisms, age, gender, stress level and ability to control each individual's emotions. Therefore, it is important to manage stress by choosing the right management to prevent and reduce stress.

3.2 Coping Strategy

According to [20] coping strategies are ways that a person uses to deal with events that cause stress with various variations according to individual motives in responding to other individuals. Based on the results of research conducted on final-year students in Banten Province, it was found that students who used problem focused coping strategies were 291 respondents (80.6%), This study is in line with the research of [26] where the results of research conducted by 83 respondents (54.6%) overcoming academic stress using Problem-Focused Coping, students tend to use Problem-Focused Coping strategies when they believe they can change the academic stress experienced into a better situation where the strategy used is a source of usable power. According to [21], Problem-Focused Coping is one of the strategies used to solve problems, create alternative solutions, review alternatives effectively and act. Problem-Focused Coping strategies are problem solving oriented. Students tend to use Problem-Focused Coping to help them face academic demands. This is in line with what is meant by [27] where the use of Problem-Focused Coping is often used by individuals in dealing with stress and is able to review the stress experienced. In this study, there were also 59 respondents (16.3%) who also coped with their academic stress with Emotional-Focused Coping. The results of research conducted by [24] that half of students (58.2%) have coping strategies that focus on emotions. According to him, students who use Emotional-Focused Coping often act directly without considering it first, where emotional thoughts are much faster than rational thoughts and prioritizes feelings over thoughts. According to [21], Emotion Focused Coping emphasizes the condition of a person by making an effort to make peace with the emotional pressure (stress) faced by the emotional controller that is within the person.

In the results of the study, there was also the use of Problem-Focused Coping and Emotional-Focused Coping 11 respondents (3.0%). According to [23], when individuals are in stressful situations, most individuals use both strategies simultaneously where individuals can get information, directly change the situation and then regulate the emotions associated

with the stress experienced. [21] said both coping strategies can be used separately or simultaneously depending on the level of stress experienced and the ability to deal with stress.

The results of the study can also be seen from the question items on the problem focused coping question number 1 "I focus on the next action to solve my problem". In the frequent category with 181 respondents (50.1%), question number 3 "I consult with someone to help understand the problems I am facing".

According [24] the coping strategy used is not one of the best when dealing with stress experienced by individuals. Problem-Focused Coping and Emotion-Focused Coping strategies will take place automatically which will form a certain pattern for everyone. What is expected that Problem-Focused Coping and Emotion-Focused Coping strategies will be used to work effectively. Based on the results of research on Problem-Focused Coping strategies, every final-year nursing student tries to be able to control any academic stress they experience. The results of the study can also be seen that students assess the source or cause of the problems they face can be changed by dealing with, controlling and managing the source of stress directly [25]. Students tend to use Problem-Focused Coping to help them deal with the academic demands they face.

4. Conclusion

The results of this study from 361 final-year nursing students in Banten Province were 146 respondents (40.4%) of students experienced mild stress due to the academic demands. Nursing students in the final-year were 291 respondents (80.6%) using Problem-Focused Coping strategies in responding to and controlling the academic stress they experienced. In addition, students also use Emotional-Focused Coping strategy in dealing with stress. Both of these strategies can work effectively depending on the level of stress experienced by nursing students. Suggestions for further researchers to be able to conduct research with qualitative methods on respondents to find out coping strategies in dealing with academic stress and factors that influence the use of coping strategies in dealing with academic stress.

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