

# THE EFFECTIVENESS OF SELF-AFFIRMATION TECHNIQUES AGAINST CLINICAL PRACTICE ANXIETY IN NURSE PROFESSIONAL STUDENTS AT STIKES PAYUNG NEGERI PEKANBARU

Indonesian Nursing Journal of Education and Clinic (INJEC)  
Volume 9 Issue 1, June 2024  
DOI: 10.24990/injec.v9i1.554  
injec.aipni-ainec.org/index.php/INJEC/index  
Received : 2023-08-02  
Accepted : 2024-06-16  
The Association of Indonesian Nurse Education Center (AINEC)

Yefrina Fortunada<sup>1</sup>, Rizka Febtrina<sup>1\*</sup>, Dini Maulinda<sup>1</sup>, Angga Arfina<sup>1</sup>

## Abstract

**Introduction:** Nursing students often experience anxiety due to various factors, one of which is clinical practice anxiety for fear of making mistakes, worry during clinical practice due to lack of trust in one's own abilities, lack of knowledge due to online learning and lack of experience at the first time of clinical practice. One way to overcome clinical practice anxiety is to be given a Self-affirmation technique. Self-affirmation is converting negative thoughts into positive thoughts. The purpose of this study was to determine the effectiveness of the self-affirmation technique on clinical practice anxiety in students of the nursing program at STIKes Payung Negeri Pekanbaru.

**Method:** Design of this study was quasi-experiment pre and post-test without control. The research location is at STIKes Payung Negeri Pekanbaru. The respondents were 18 nursing students program. The study was conducted from May 31 to June 7, 2022. Self-affirmation intervention is applied twice a day morning and evening for 5 minutes for 7 days. The anxiety research instrument used the Depression Anxiety Stress Scale (DASS) 42 questionnaire while self-affirmation used standard operational procedure.

**Result:** The results of the univariate analysis showed that the anxiety score before intervention is 12.94 and decreased to 9.00 after being given self-affirmation. The results of the paired t-test showed p value is 0.000 which means that the self-affirmation technique is effective against clinical practice anxiety in nursing students at STIKes Payung Negeri Pekanbaru.

**Conclusion:** Self affirmation can be used to address anxiety in nursing students who are running a clinical practice.

**Keywords:** Anxiety, Nursing students, Self-Affirmation

---

<sup>1</sup>STIKes Payung Negeri Pekanbaru, Pekanbaru, Indonesia

## Corresponding Author

Rizka Febtrina  
STIKes Payung Negeri Pekanbaru, Pekanbaru, Indonesia  
Email: [rizka.febtrina@payungnegeri.ac.id](mailto:rizka.febtrina@payungnegeri.ac.id)

## INTRODUCTION

The Nursing study program is a continuation of the academic part of the Bachelor of Nursing education. Nursing professional education is a stage of the professional adaptation process to be able to receive a delegation of authority to gradually carry out professional nursing care, provide health education perform client advocacy functions, make legal and ethical decisions and utilize the latest research on nursing.

According to the results of previous studies, it was found that the professional study program at Tribhuwana Tungga Dewi University showed 90% of students who experienced mild to severe anxiety while practicing in hospitals. Students who take part in the nursing program often experience discomfort when they first practice clinically in a hospital, so when participating in practice, students often feel anxious and tremors in doing nursing care to clients and if anxiety is continuously experienced, it will interfere with their concentration and can even affect their mental and mental well-being.

Anxiety is a psychological condition that is full of fear and worry, where feelings of fear and worry about something uncertain will happen (Limen, Runtuwene and Wagiu, 2018). The American Psychological Association (APA) defines anxiety as an emotional state that arises when the individual is stressed and is characterized by a feeling of tension, a thought that makes the individual feel worried accompanied by a physical response (heart beating fast, blood pressure increases) (Epton et al., 2014).

In nursing students, anxiety arises due to fear of making mistakes during practice, and concerns during clinical practice due to lack of guidance and support from room nurses in learning skills. The

physical manifestations that appear in anxiety are light muscle tension, being aware of the environment, relaxing or a little restless, and feelings of failure. Related to the current pandemic period, anxiety in students of nursing profession is caused by several factors, namely fear of being infected with the virus, lack of personal protective equipment (PPE) and the existence of learning barriers during the pandemic so that there is a lack of knowledge in doing clinical practice (Nuhidayati, 2018).

In Indonesia, the prevalence related to anxiety disorders according to the results of Basic Health Research (Riskesdas, 2018) shows that as much as 6% for the age of 15 and over or around 14 million people in Indonesia experience emotional mental disorders indicated by symptoms of anxiety and depression. Related to a student survey by the American College Health Association found that 25.9% of college students experience anxiety and 31.9% of students experience stress.

According to the results of research that has been conducted by Malfasari et al., (2018) stated that clinical practice students at Arifin Achmad Hospital, Riau Province experienced very severe anxiety (90.4%) as many as 66 students and severe anxiety (9.6%) 7 students. Students' anxiety during clinical practice arises due to feelings of fear for the future, feelings of unease felt by students when practicing clinics at home as discomfort that can increase student tension and worry when practicing clinics at home.

From the results of a preliminary study that was conducted on March 19, 2022, on 7 students of nursing students at STIKes Payung Negeri Pekanbaru, it was found that 4 students experienced severe anxiety, 2 students experienced moderate anxiety, 1 student experienced mild anxiety when doing clinical practice in a hospital.

One of the efforts that can be made to overcome anxiety in a non-pharmacological manner is with self-affirmation techniques. Self-affirmation can be interpreted as positive words used to provide affirmation and change a person's mindset to positive (Harris et al., 2019).

Self-affirmation is one of the therapies that can change a person's mindset, other therapies such as Cognitive Behavior Therapy (CBT), and Rational Emotive Therapy (TRE) are also the choice of behavioral therapy. However the stages of Self Affirmation are simpler, easy to apply on their own outside the clinical setting, without the necessary clinical supervision, perhaps more in line with the necessary needs (Lakuta, 2022).

Self-affirmation can reduce anxiety by affirming positive traits and values that in a person (Wang, Yuan and Wang, 2020). People are said to have low affirmation if they believe and view that they are weak, unpopular, have no skills, are pessimistic when they feel weak and trusting, have low self-esteem and feel like they are failing. Someone who has no affirmation does not see challenges as opportunities but rather tends to be obstacles. On the other hand, with high affirmation, a person will look more optimistic, full of confidence and always look positive about everything they experience and including failure. Failure is not considered the end of everything, but it is a valuable lesson to move forward (Borman et al., 2018).

This study aims to determine the effectiveness of self-affirmation techniques on clinical practice anxiety in nursing students at STIKes Payung Negeri Pekanbaru.

## **METHOD**

### **Study Design**

The type of research used is quantitative research. Desain from the study is Quasy Experiment Pre and Post Test Without Control group on the design of researchers, will intervene in a group without comparison (control) and compare the values of pre-test and post-test anxiety.

### **Population, samples and sampling**

In this study, the total population was 81 nursing students at STIKes Payung Negeri Pekanbaru who were doing clinical practice, the sample in this study was 18 people. The technique used in this study is to use the Purposive Sampling technique which is part of non-probability sampling with criteria. Inclusion criteria. Inclusion criteria are a common characteristic of the subject of research on the target population and population. The inclusion criteria in this study include: (1) Nurse Professional Students who experience moderate- severe anxiety with grades 10-15, and (2) Nurse Professional Students who are in the regular program. While exclusion criteria include (1) students who have worked, got married and did not continue to study or quit, and (2) when conducting an action session, the participants cannot continue the procedure because there are other interests.

### **Instruments**

Anxiety can be measured by measuring instruments, using the Depression Anxiety Stress Scale (DASS) 42. DASS is a standardized instrument test tool for the destruction of anxiety, stress, and depression. The level of anxiety in this instrument is light, moderate and severe. While the instrument that can be used on this independent variable is the SOP on the Self Affirmation technique which contains a

description of the sequence in performing the Self Affirmation technique.

**Procedure**

This research was conducted by the method of providing Self-affirmation SOPs and questionnaires on the safety of professional students of the STIKes Payung Negeri Pekanbaru country. The researcher initiated the study by disseminating pre-test questionnaires to students enrolled in the Nurse Regular Program. Once the responses were collected, participants were chosen through random sampling based on the questionnaire results.

In the first meeting, the researcher introduced the study to the participants, explaining the concept of self-affirmation, the benefits of the research, and the necessary actions using a PowerPoint presentation. Following this introduction, participants were divided into four groups, each receiving a detailed explanation in stages. Informed consent was then obtained from all participants.

With consent secured, the researcher established a time contract, agreeing on the study schedule with the

participants. In the second meeting, the researcher reassembled the participants into their groups, focusing on teaching them how to create and apply affirmation statements. This training was supported through a WhatsApp group, where detailed instructions and explanations were provided. Participants were monitored and reminded to practice self-affirmation techniques every morning and evening for the next seven days.

After the week-long self-affirmation practice, a post-test questionnaire was administered. The researcher then evaluated the results by collecting the completed questionnaires from all participants. Finally, the pre-test and post-test questionnaires were compared, and the collected data underwent processing and analysis to evaluate the study's outcomes.

**Data Analysis**

The statistical tests was using dependent t-tests. Before conducting a t-test, the researcher first conducts a normality test which is useful for knowing whether the data is normally distributed or not.

Table 1. Respondents Characteristics

Variable	Mean	SD	Min-Max
Age	22,89	0,618	22-24
<b>Gender</b>	<b>Frequency (n)</b>		<b>%</b>
Male	5		27.8
Female	13		72.2
Total	18		100

Table 2. Average anxiety before and after being given the self-affirmation technique

Anxiety	N	Min	Max	Mean	SE	SD
<b>Before</b>	18	10	15	12.94	0,337	1.433
<b>After</b>	18	7	11	9.00	0,313	1.328

### Ethical Clearance

Previously, this research had passed the ethical test with number 0023/STIKES PN/KEPK /VI/2022.

### RESULTS

Based on table 1, it can be seen that the majority of respondents who experienced anxiety practiced clinic averaged 22.89. With a minimum age of 22 years and a maximum age of 24 years. Based on table 2, it can be seen that the average worry value before being given the self-affirmation technique is 12.94 with a standard deviation of 1,433 with a minimum of 10 and a maximum of 15, while the average anxiety value after being given a self-affirmation technique intervention is 9.0 with a standard deviation of 1,328 with a minimum of 7 and a maximum of 11.

Table 3. Comparison of average anxiety before and after being given the self-affirmation technique intervention

Anxiety	Mean	SD	SE	P Value
Before	12.94	1.433	1.433	0,000
After	9.00	1.328	0,313	

Based on the results of the study in table 3, it can be seen that the average value before being given the self-affirmation technique was 12,944 with a standard deviation of 1,433 and an error standard of 0.337, and decreased to 9.00 with a standard deviation of 1,328 and an error standard of 0.313 after being given a self-affirmation technique. Then the results of the paired t test statistical test obtained the results of p value  $0.00 < 0.05$ , meaning that  $H_0$  was rejected so that it can be concluded that the self-affirmation technique is

effective against clinical practice anxiety in professional students at STIKes Payung Negeri Pekanbaru.

### DISCUSSION

Based on age characteristics, it can be seen that the age of the majority of respondents is 22 years, which belongs to the early adult stage. Age is a measure of the time of existence of a creature or thing, age is measured from birth. The more age a person increases, the more mature the person is in rational thinking and easier to adapt to the environment (Harahap, 2019).

Adulthood is the age when a person already has a great responsibility towards himself and must be able to adapt to life problems, so the form of anxiety experienced by young adults can be caused by a form of adaptation of young adults to face the task of growth and development of young adulthood.

This is in line with the research carried out by Muhsinatun, (2018) results, that students of the Ners profession who are in the Nursing Fundamental who experience anxiety are 22 years old. There are several factors that affect a person's level of anxiety including age and stage of development, knowledge/level of education, previously existing stress, social support, ability to overcome coping problems, environment, culture and ethnicity, and beliefs. a feature of early adults is task-oriented, trying to control personal feelings to be able to work on tasks that hinder them.(Prakoso, 2018)

According to the assumption of researchers, age is the main factor that causes anxiety because in adulthood will often experience psychosocial problems, namely psychiatric (psychic) problems and at a young age, students are unable to think carefully.

The results showed that the majority of the gender of respondents were

72.2% female and 27.8% male. Women are more likely to experience emotional problems due to prolactin levels in their bodies (Hastuti and Baiti, 2019). Based on research conducted by (Nuhidayati, 2018) States that there are moral and intellectual differences between men and women. Where women are prone to emotional mental disorders and tend to do everything with feelings while men use logic more. Women in general have advantages compared to men which lie in patience, thoroughness, responsiveness, gentleness, educational instincts, care, nurturing, serving and guiding that can minimize mistakes made that can cause anxiety in itself.

The results showed that almost all respondents experienced moderate anxiety. There are many factors that cause students of the nurse profession to experience anxiety, including fear of being exposed to the covid-19 virus, lack of knowledge due to online learning, lack of experience in practice because of the first time they practice, distrust of one's own abilities (internal factors) this is characterized by easily feeling panic, metering, fear, rapid breathing patterns, cold sweats, feeling uncomfortable and experiencing excessive anxiety. This research in line with the research conducted by (Muhsinatun, 2018), it was found that the majority of respondents experienced moderate anxiety with the number of respondents 71 students (57.3%).

Moderate anxiety is a disturbing feeling that something is completely different so that the individual feels nervous or agitation. Moderate anxiety consists of a decrease in the field of perception, allowing the individual to focus on what is important and ignore the other. So that individuals experience selective attention but can be

something more directed.

According to researchers (Susilo, 2019), in the physiological response of moderate anxiety, that is, it can increase a person's capacity. Whereas in severe anxiety will weaken or increase excessive capacity. Physiological responses related to anxiety are regulated by the brain through the autonomic nervous system, where autonomic reactions are 2 types of responses, that is, parasympathetic responses that address the body's response and sympathetic responses will increase the body's response. In the parasympathetic response a person will be reserved or reduce his creativity while the sympathetic response is the opposite.

According to the researcher's assumption that when conducting research in addition to practical anxiety, there are other stressors that make respondents experience anxiety such as anxiety when facing Indonesia Nurses Competency Test and anxiety about taking the final research exam. Anxiety is related to anxiety, fear of failure, rapid breathing, excessive sweating, easy panic, difficulty focusing, and also worry arising from oneself. In addition, anxiety has other impacts such as not being brave, easily discouraged, not being sure of one's own abilities. Anxiety also has an impact on physiological responses that can increase a person's capacity. Anxiety can also be caused by factor age. The older a person is, the more mature the thinking. In young adulthood, a person begins a real life, so many new things will be encountered and not known before and finally make the young adult easily feel anxious.

*Self-affirmation* is positioned as a technique to develop the insight of an individual who experiences anxiety, where when he has broad insight, he will have actual information and can see the problem from various points of view, so anxiety will

decrease. Self-affirmation not only influences the cognitive response to information and events that threaten the individual, but also their actual physiological and behavioral adaptations.

Trougt *self-affirmation* techniques, illogical or irrational mindsets are changed through positive statements or affirmations that are made and expressed repeatedly in oneself. In other words, independently able to carry out self-affirmation positively in overcoming the problems it faces. Making and declaring back to oneself a positive self-statement through the technique of self-affirmation is carried out as a process of mind manipulation in transforming illogical thoughts into logical so that the feelings and actions performed can be in accordance with what is expected.

In this study, the affirmation sentences used by each respondent had different sentences but with the same purpose to overcome anxiety one sentence that was widely used in each respondent, namely "I certainly can, wherever I am I release anxiety in myself, when I am dealing with society to greet information, I am always calm without any anxiety". The things that respondents felt when after doing the self-affirmation technique included making the feeling of calm, when they want to do an action, they can prepare calmly and regularly without worry, can control anxiety, feel calmer and more peaceful.

In this study, the researcher's assumption was that the provision of self-affirmation techniques was effective against clinical practice anxiety in students of the ners profession and was very helpful in controlling anxiety. Where it can be seen from the significant decrease in the scale of clinical practice anxiety before and after being given self-affirmation techniques to students who intervene regularly and seriously feel the effect. Apart from

statistical data, this self-affirmation technique can also be seen from a person's way of thinking which is more towards positive things because this self-affirmation affects one's subconscious.

## CONCLUSION

The affirmation technique can be used as one of the independent health interventions to overcome anxiety problems in clinical practice in students of the nurses profession. Subsequent research focused on other variables such as anxiety facing national nurse competency test, scientific writing.

## CONFLICT OF INTEREST

There is no conflict of interest whatsoever in this study.

## REFERENCES

- Anita, B., Febriawati, H., & Yandrizal, Y. (2016). The Role of Public Health Centers (PHC) as the Gatekeeper of National Health Insurance. *KEMAS: Jurnal Kesehatan Masyarakat*, 12(1).
- Borman, G. D. et al. (2018) 'Self-Affirmation Effects Are Produced by School Context, Student Engagement With the Intervention, and Time: Lessons From a District-Wide Implementation', *Psychological Science*, 29(11), pp. 1773–1784. doi: 10.1177/0956797618784016.
- Epton, T. et al. (2014) 'Health Psychology The Impact of Self-Affirmation on Health-Behavior The Impact of Self-Affirmation on Health-Behavior Change':
- Harahap, S. S. (2019) 'Hubungan Usia, Tingkat Pendidikan, Kemampuan Bekerja, dan Masa Bekerja Terhadap Kinerja Pegawai dengan Menggunakan Metode Pearson Correlation', *Jurnal Teknovasi*, 06(02), pp. 12–26.
- Harris, P. R. et al. (2019) 'Individual differences in self-affirmation: Distinguishing self-affirmation from

- positive self-regard', *Self and Identity*, 18(6), pp. 589–630. doi: 10.1080/15298868.2018.1504819.
- Hastuti, R. Y. and Baiti, E. N. (2019) 'Hubungan Kecerdasan Emosional Dengan Tingkat Stress Pada Remaja', *Jurnal Ilmiah Kesehatan*, 8(2), pp. 82–91. doi: 10.35952/jik.v8i2.152.
- Łakuta, P. (2022) 'A Factorial Randomized Controlled Trial of Implementation-Intention-Based Self-Affirmation Interventions: Findings on Depression, Anxiety, and Well-being in Adults With Psoriasis', *Frontiers in Psychiatry*, 13(March). doi: 10.3389/fpsy.2022.795055.
- Limen, G., Runtuwene, J. and Wagiu, C. (2018) 'Hubungan Tingkat Kecemasan dalam Menghadapi UKMPPD OSCE dengan Nilai UKMPPD Mahasiswa Fakultas Kedokteran Universitas Sam Ratulangi', pp. 159–167.
- Malfasari, E. et al. (2018) 'Lingkungan Rumah Sakit dan Tingkat Kecemasan Mahaiswa Saat Melakukan Praktek Klinik', *Jurnal Persatuan Perawat Nasional Indonesia (JPPNI)*, 2(2), p. 117. doi: 10.32419/jppni.v2i2.89.
- Nuhidayati, T. (2018) 'Gambaran Kecemasan Mahasiswa Profesi Ners Universitas Muhammadiyah Semarang', *Prosiding Seminar Nasional UNIMUS*, 1, pp. 33–41.
- Prakoso, A. . (2018) 'Pengaruh Cognitive Behavioural Therapy Dengan Tingkat Kecemasan Pada Pasien Gagal Jantung Kongestif Di Rsud Ir. Soekarnoarno Kabupaten Sukoharjo'.
- Riskesdas (2018) 'Riset kesehatan dasar 2013'. doi: www.litbag.depkes.go.id/.riskesdas/Riskesdas%20L.
- Susilo, A. (2019) 'Gambaran Tingkat Kecemasan Mahasiswa Program Studi Profesi Ners Stikes Kusuma Husada Surakarta Saat Menghadapi Pelatihan Basic Trauma Cardiac Life & Support (Btcls) Naskah', in.
- Wang, D., Yuan, F. and Wang, Y. (2020) 'Growth mindset and academic achievement in Chinese adolescents: A moderated mediation model of reasoning ability and self-affirmation', *Current Psychology*. *Current Psychology*. doi: 10.1007/s12144-019-00597-z.