Dwi Sasmoko Adji (2016) Hubungan Antara Kecemasan Mahasiswa PSIK UMY Saat Menghadapi Ujian *Objective Structured Clinical Examination* (OSCE) Terhadap Skor OSCE

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INTISARI

Latar Belakang: Mahasiswa dalam kehidupan sehari-hari pasti pernah mengalami kecemasan. Kecemasan muncul antara lain ketika menghadapi tes keterampilan (OSCE), sikap penguji, cara yang tidak memadahi dalam bimbingan, situasi ujian, standar kelulusan ujian dan keefektifan keterampilan mahasiswa. Kecemasan dapat mengganggu proses belajar mahasiswa dengan menurunnya kemampuan memusatkan perhatian, menurunnya daya ingat dan berkurangnya kemampuan mahasiswa dalam menghadapi ujian sehingga mempengaruhi prestasi mahasiswa.

Tujuan: Untuk mengetahui hubungan antara kecemasan mahasiswa PSIK UMY saat menghadapi ujian OSCE terhadap skor OSCE.

Metode Penelitian: Penelitian ini adalah kuantitatif non-eksperimental yang bersifat deskriptif *korelasional* dengan rancangan *cross sectional*. Sampel sebanyak 90 responden menggunakan *purposive sampling*. Penelitian dilaksanakan bulan Oktober-Maret 2016 di PSIK UMY. Analisis hipotesis korelasi menggunakan Uji *Spearman Rank* dengan nilai $p<0,05$ berarti terdapat hubungan yang bermakna antar variabel.

Hasil Penelitian: Skor OSCE didominasi oleh 3 *skill* yang lulus berjumlah 29 responden (32,2%). Hasil analisis hipotesis korelasi antara ketidak yakinan dengan standar kelulusan OSCE terhadap skor OSCE ($p=0,01$), analisa korelasi antara kekhawatiran tentang cara dalam bimbingan OSCE terhadap skor OSCE ($p=0,436$), analisa korelasi antara kekhawatiran tentang keefektifan dari keterampilan mahasiswa terhadap skor OSCE ($p=0,905$), analisa korelasi antara kekhawatiran dengan sikap guru penguji terhadap skor OSCE ($p=0,687$), analisa korelasi antara kekhawatiran tentang situasi OSCE terhadap skor OSCE ($p=0,293$, analisa korelasi antara kecemasan terhadap tes keterampilan (OSCE) terhadap skor OSCE ($p=0,036$).

Kesimpulan: Terdapat hubungan antara ketidak yakinan dengan standar kelulusan OSCE dan kecemasan terhadap tes keterampilan (OSCE) terhadap skor OSCE. Tidak terdapat hubungan antara kekhawatiran tentang cara dalam bimbingan OSCE, kekhawatiran tentang keefektifan dari keterampilan mahasiswa, kekhawatiran dengan sikap guru penguji, dan kekhawatiran tentang situasi OSCE terhadap skor OSCE.

Kata Kunci: Kecemasan Mahasiswa, *Nursing Skills Test Anxiety Scale*, OSCE, Skor OSCE.

Dwi Sasmoko Adji (2016) *Relationship Between Anxiety of Students of PSIK UMY When Facing Exam Objective Structured Clinical Examination (OSCE) toward OSCE Score.*

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ABSTRACT

Backgrounds: Students in daily life must have experienced anxiety. Anxiety arises among others when faced the skills examination (OSCE), attitudes of the examiner, inadequate mentoring, test environtment, passing grade and the effectiveness of students' skills. Anxiety may interferes with the process of learning of students with a decreased ability to concentrate, memory loss and reduced ability of students in the exam that affect student achievement.

Goals: To determine the relationship between anxiety students PSIK UMY when facing exams OSCE to score OSCE.

Research Method: This study was a quantitative non-experimental descriptive correlational cross sectional design approach. Sample of 90 respondents were taken using purposive sampling. The research was conducted in October-March 2016 in PSIK UMY. Test hypothesis analysis using Spearman Rank correlation with p <0.05 means there is a significant correlation between variables.

Results: OSCE score was dominated by three skills passed as much as 29 respondents (32,2%). The results of the analysis of hypothetical correlation between uncertainty of the passing standards of the nursing skills test to OSCE score (p=0,01), correlation analysis between insufficient channels for test consultation of the OSCE to OSCE score (p=0,436), analysis of the correlation between the worries of effectiveness of students' skills to OSCE score (p=0,905), correlation analysis between the worries about the attitude of the teachers monitoring the tests to OSCE score (p=0,687), analysis of the correlation between the worries about the atmosphere during the nursing skills test of the OSCE to OSCE score (p=0,293), analysis of the correlation between the anxiety about the nursing skills test (OSCE) to OSCE score (p=0,036).

Conclusions: There is a significant relationship between uncertainty of the passing standards of the nursing skills test to OSCE score and between the anxiety about the nursing skills test (OSCE) to OSCE score. There are no significant relationship between insufficient channels for test consultation of the OSCE, worries of effectiveness of students' skills, worries about the attitude of the teachers monitoring the tests, worries about the atmosphere during the nursing skills test of the OSCE to OSCE score.

Keywords: Anxiety on Student, Nursing Skills Test Anxiety Scale, OSCE, OSCE score.