

Description of Anxiety Levels of Midwifery Students : Literature Review

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ABSTRACT

Background: Midwifery study programs around the world operate with the aim of training and producing competent midwives. Special attention and a good learning process are essential in ensuring that learning objectives can be achieved. Midwifery is considered as one of the educational programs that require high academic scores, therefore it consumes a lot of time and effort. Such high demands and pressures can trigger depression and anxiety. This study aims to describe the level of anxiety of midwifery students which is useful as an effort to assess student welfare in learning determined by a Midwifery Education Institution in dealing with what is experienced by students. Literature review through searching scientific publications in the period 2016-2021 using several databases, namely Pubmed, ScienceDirect and Google Scholar. 8 articles are gathered and discussed in the literature review, after meeting the inclusion and exclusion criteria. Literature results are N=113, Pubmed N=53, Direct Science N=49, Google Scholar N=11. Can unlock that the students are on average at very pleasant scores which can be overcome with the support of providing psychoeducation and stress management by midwifery students. A student counseling center with adequate facilities and qualified staff should be established on campus as students seek appropriate help for mental health problems.

Keywords: Anxiety Level; Midwifery Students

1. Introduction

The quality of midwives can be seen in terms of competence and education obtained when they were students. It plays a major role in influencing This is highly influenced by the academic environment and the abilities of each individual. The latest data collected by the Indonesian Health Workers Council (MTKI) in November 2015 mentions that they were as many as 353,003 registered midwives which showed the highest number compared to the number of other health workers (Interview with IBI Central Management, 2016).

The facts prove that there are various health problems related to the midwifery profession. One of these problems is that midwifery services have not been felt by all Indonesians due to many midwifery professions that have not developed from the aspect of competence and education, difficult access to midwifery services, there is a culture of childbirth by paraji/shaman, and government policies that do not encourage morale. placement of midwives in remote areas (Interview with IBI Central Management, 2016).

Anxiety is experienced by almost everyone in the world, including midwifery students who are relatively more stressed in terms of academics which are widely reported by universities, especially related to the mental health of midwifery students (Duffy et al., 2019).

Anxiety can affect student learning outcomes drastically as it tends to produce confusion and perceptual distortion. The perceptual distortion experienced by the individual can interfere with learning by reducing the ability to focus attention, shrinking memory, and reduces the capability to find correlations between things (Kaplan and Saddock, 2005).

Student anxiety is described by a situation that makes a person feel afraid or uncomfortable, not confident, decreased learning concentration which affects learning achievement. It also includes physical disturbances in the form of shaking, tightness in the abdomen or chest, sweating profusely, sweaty palms, unstable emotions, dizziness, wanting to faint, to cause nausea that leads to other severity (Rasmun, 2009).

Yang, et al (2014) also confirmed that the factors that cause anxiety include the attitude of the exam supervisor, the atmosphere at the time of the exam, the skills possessed by students, the exam itself, and the internal feelings experienced by the students themselves, such as the feeling that they will not pass after facing the challenge. exam. To reduce anxiety, humans actually have self defense mechanisms, namely coping mechanisms and strategies. Coping mechanism helps humans to regulate and react upon their anxiety. Coping mechanisms can be interpreted in the way that individuals do in solving problems, adapting to changes and responding to threatening situations (Yang et al., 2014)

Students are expected to be able to adapt to all situations. This is important in order to avoid the occurrence of anxiety which has a higher risk in resulting other complications such as decreased concentration in learning, disturbed attention, decreased achievement index, restlessness or loss of control of a problem solving. Anxiety that is increasingly becoming a problem can be overcome by managing and controlling oneself and by providing psychoeducation to ease the burden on students' minds and reduce student anxiety. It is hoped that student' quality can be increased and plays a role in succeeding one of the SDGs program, improving maternal and child health.

It is important to emphasis on midwifery education in order to ensure the top-quality education that will increasing individuals' abilities to become midwives who are trained to carry out professional midwifery care. This skills laboratory test is shown as a medium for student evaluation based on knowledge in learning which is a source or trigger for student anxiety.

In Indonesia, Evianti (2010) showed that 48.4% of students experienced mild anxiety, 43.5% experienced moderate anxiety and 8.1% of students experienced severe anxiety. Siti N (2017) also mentions that the anxiety experienced by students is 26.4% of students who do not experience anxiety, 27.6% of students have mild anxiety, 32.2% of students are anxious on a moderate scale, then 13.0% are categorized as severe anxiety. and 0.8% experiences very severe anxiety.

Anxiety in facing exams is one of the mixed emotional manifestations experienced by a student as a reaction in an exam that can affect physical and psychological conditions. Apart from external factors, it is believed that there are genetic factors that contribute to a person's mental condition. Some individuals appear to be more resistant to stress and anxiety, while others appear to be more susceptible to stress and anxiety. Early depression and anxiety are associated with lifetime experiences such as drug and alcohol abuse, risky sexual behavior, suicide threats, poor academic results, and physical health problems (Werner-Seidler et al., 2017).

The skill laboratory test must be carried out quickly and accurately by the examinee. Examinees must also take a complete series of exams without missing a single element in a short test time (± 10 minutes per skill), to get a good score. The skills laboratory focuses attention on the complete behavior of students, including coordinating intellectual skills, attitudes and interactions with others through clinical learning that has been obtained and practiced and is expected to be able to adapt as well as possible to avoid the occurrence of anxiety that will result such as decreased concentration in learning, disruption of learning. attention, decreased achievement index.

This literature review discusses the results of research that describe the level of anxiety of midwifery students in facing the skills laboratory exam.

2. Method

This literature review was carried out by searching for literature from scientific publications in the 2016-2021 range using several databases, namely Pubmed, Wiley Online, Science Direct, and Google Scholar. In the literature search in this study, using the keyword Anxiety "OR" Midwife Students "OR" Laboratory Skills Examination found 113 articles filtered according to title, abstract, 2016-2021.

A search on Pubmed found 53 articles, then on Science Direct 49 articles were identified, and on Google Scholar 11 articles were found that matched. However, in the final process of filtering literature, all articles that have been found are readjusted to the inclusion criteria based on the title of the literature and after reading carefully, the results obtained are only 8 articles that match the objects discussed in the literature review. Inclusion and exclusion criterias are as below:

1. Inclusion Criteria
 - a. Research article on the level of anxiety of midwifery students in facing the skill laboratory exam
 - b. Publications between 2017-2021
 - c. Articles in Indonesian and English
 - d. Full text, journal articles, open access
2. Exclusion Criteria
 - a. Articles other than Indonesian and English
 - b. Literature review articles, systematic reviews, RCT

Number	Author	Research Title	Country	Method	Instrument	Results
1	Choon Khim Teh	Depression, Anxiety and Stress among Undergraduate Students	Melaka Manipal Medical College, Malaysia	Cross Sectional Study	DASS-21 Questionnaire	The prevalence of anxiety ranged from moderate to very severe, which were 30.7%, 55.5%, and 16.6%, respectively. This has a detrimental effect so there needs to be greater attention to the psychological wellbeing of undergraduate students to improve their quality of life
2	Rini Lestari	Student Anxiety Facing the Objective Structured Clinical Assessment (OSCA) Method Test at the Muhammadiyah Midwifery Academy in Wringin Timur City	Midwifery Academy of Muhammadiyah Wringin Timur City, Indonesia	Cross Sectional Study	TMAS Questionnaire	A total of 38 midwifery students who want to undergo the OSCA method have their anxiety levels calculated. The result is that most of the students are at the level of severe anxiety as many as 29 people (76.3%), 5 students with moderate anxiety (13.2%), and mild anxiety in 4 students (10.5%).
3	Mahbobeh Faramarzi	Test anxiety in objective structured clinical examinations (OSCEs) compared with traditional assessment methods in undergraduate midwifery students	Babol University of Medical Sciences, Babol, Iran	Descriptive analytical study	Test anxiety inventory (TAI)	All female midwifery students showed a test anxiety score of 42.51 ± 13.16 . Majority of the participants experiences moderate anxiety (56.9%). Two students experiences no anxiety, 37.3% with low anxiety and 3.9% with severe anxiety.
4	M. Saiful Bahri Yusuf	Mental health of medical students before and during medical education: A prospective study	Taibah University, Malaysia	Cohort Study	DASS-21 Questionnaire	The study showed a significant reduction in mental health condition of first year medical students as compared to students before their medical training. Factors that may be associated includes race, gender, parental educational background, culutural background, involvement in extracurricular activities..
5	Edwin Timotius Martua	Comparison of Anxiety Level on Medical Skill Examination Between Student of Medical Faculty of Hnag Tuah University, Surabaya	Hang Tuah University, Surabaya, Indonesia	Observational analytic study	Hamilton Rate Scale for Anxiety (HRSA) questionnaire.	This study measured the anxiety of 40 semester 1 student respondents. The results were 30 (75%) respondents with mild anxiety levels, 5 (12.5%) respondents with mild to moderate levels of anxiety, 5 (12.5%) respondents with moderate levels of anxiety. - critical. Meanwhile, from 40 third semester student respondents, different results were obtained, namely 20 (50%) respondents with mild anxiety levels, 4 (10%) respondents with mild to moderate levels of anxiety, and 16 (40%) respondents with moderate to severe levels of anxiety.
6	Kuganesh Ravichandran	The characteristic of anxiety disorder among medical students of Universitas Udayana, Bali, Indonesia in the 2019 period	Universitas Udayana, Bali, Indonesia	A cross-sectional study	<i>Depression Anxiety and Stress Scale- 21</i> (DASS21)	Of the 75 medical students showing a DASS-21 score, 53 students (70.7%) experienced anxiety. It is found that most of the students (45.3%) are included in very severe anxiety group, followed by severe anxiety (20.8%), moderate anxiety (15.1%), and mild anxiety (11,3%).
7	Maulida Hariyani	Anxiety of Sari Mulia Level II Midwifery Students When Facing the Skill Lab Exam at AKBID Sari Mulia Banjarmasin	AKBID Sari Mulia Banjarmasin, Indonesia	Analytical descriptive	DASS-21 Questionnaire	The results showed that the anxiety rate of midwifery students at level II when facing the Skill Lab exam experienced the greatest mild anxiety, as many as 52 female students (49.5%). Followed by 46 female students (43.8%) with moderate anxiety levels and 7 female students (6.7%) with severe anxiety levels.
8	P. Sindu	Management of depression with behavior therapy	Bharathiar University, Coimbatore, India	Quasi experimental design	<i>Depression Anxiety and Stress Scale- 21</i> (DASS21)	One hundred students from Mahatma Gandhi University purposively sampled to participate in the learning. The experimental group are provided with a three-month psychoeducational training program. The results show that about 70% to 90% of college students experience normal depression, anxiety, and stress after undergoing a psychoeducational training program.

Table 1 : Synthesis Grid

3. Discussion

Based on the search results, 8 articles have been found that match the inclusion criteria. The studies that have been selected relate to the level of anxiety of midwifery students in facing the Labskills exam (Laboratory Skills). Based on the results of a review of the 8 articles, they are discussed in the discussion below.

1.1. Characteristics of students

The prevalence of anxiety can be associated with a very limited time change when facing a skill laboratory exam. This is exacerbated by changes in student lifestyles, thoughts of succeeding or failing in exams, and other factors such as demographics and socio-economics of students' personalities. Students in this case need coping strategies, one of which can be done together with parents and college friends (Shamsuddin, 2013).

Medical faculties around the world show that the number of male students is less than the number of female students. The group of male students is a minority which makes the level of anxiety higher than female students (Roh, 2010).

Students as individuals who are less sociable or introverted have the potential to experience anxiety at a severe stage because each individual must at least express their emotions. Support from the closest people such as parents and friends is needed to minimize students' anxiety levels, especially when facing exams (Cohen, 1985).

In line with the opinion of Sarafino (2010), social support is a feeling of pleasure, attention, appreciation, or assistance given by other people or groups given to oneself who are in of need social support. Someone who has received social support will develop a sense of confidence in them that they are loved, cared for, and feel worthy. In the end they will be more enthusiastic in living their lives (Sarafino, 2010).

1.2. Anxiety about exams

In principle, anxiety refers to restlessness caused by fear of misfortune or danger. In a study conducted by Barry et al (2011), anxiety within the permissible limits is normal and understandable but, when the anxiety level increases, then help is needed to calm the people down (Barry et al, 2011)

Anxiety during laboratory skills examinations is an important problem amongst students as it often relatable with decrease in performance and severe psychological problems. Mosaviy et al (2018) reported poor academic performance in students who had high test anxiety scores. Increasing anxiety will result in reduce in academic performance. Furthermore, it is still unclear if academic performance itself will cause anxiety

1.3 Strategies for dealing with anxiety

According to WHO (2013), students are encouraged to spend sufficient time in their social and personal lives and emphasize the importance of coping strategies in overcoming the anxiety they face. In terms of academic management, student

Counseling Centers with adequate facilities and qualified staff should be established on campus as a medium for students to seek appropriate help for mental health problems. In addition, anxiety prevention efforts are introduced early starting in early education (Dordinejad, 2011)

Signs and symptoms of anxiety should be addressed as soon as possible. Anxiety causes high losses for midwifery students such as dropping out of college, suicidal tendencies, problems with parents and peers, disruption of the learning process, and also health problems (Radeef, 2014).

1.4. Interventions to reduce anxiety levels

Depression is considered the most common disease in the world, but in its treatment, it is still considered very little attention. The prevalence of depression and anxiety kept on increasing and WHO estimated that the world will reach the highest level of disability and mental disorder globally by 2030 (WHO, 2004). Students experience

stress when they are unable to handle longing for someone, fear of failure, emotional problems, low self-esteem, family problems, and social difficulties in dealing with other students. College life brings its own set of stresses and anxieties (Wang, 1997).

Interventions to deal with depression, anxiety, and stress are very important considering the high annual suicide rate (Roy, 2015)

Around 49,250 students have attempted suicide between 2011 and 2016 in India. Experimental interventions have been shown to be effective to treat depression, anxiety, and stress. In addition, psychoeducation which includes time management, anger management, anxiety management, problem solving and decision making, goal setting, self-management skills, assertive communication, challenging negative thoughts, and stress management has been shown to reduce levels of depression, anxiety, and stress drastically (Sindu, 2020).

4. Conclusion

Students are expected to make the best possible adaptations to avoid the occurrence of anxiety which will result in such as decreased concentration in learning, disturbed attention, decreased achievement index, restlessness or loss of control of a problem solving. Anxiety that is increasingly becoming a problem can be overcome by managing and controlling oneself and a psychological education can be carried out that will ease the burden on students' minds and reduce student anxiety and it is hoped that students will be of higher quality so that they can be pawns of the success of the SDGs program in improving maternal and child health.

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