

INTISARI

Latar Belakang: Lingkungan pembelajaran klinik, yang menjadi salah satu faktor keberhasilan pembelajaran, sering menjadi faktor penyebab stres mahasiswa. Tingkat stres dapat mempengaruhi keberhasilan pembelajaran. Oleh karena itu, perlu diketahui bagaimana hubungan antara lingkungan pembelajaran klinik dengan tingkat stres pada mahasiswa profesi ners.

Tujuan Penelitian: Mengetahui gambaran lingkungan pembelajaran klinik dan tingkat stres mahasiswa profesi ners, serta mengetahui hubungan antara lingkungan pembelajaran klinik dengan tingkat stres.

Metode: Penelitian ini merupakan penelitian korelasi dengan rancangan cross-sectional pada 131 mahasiswa profesi ners di tiga institusi keperawatan DIY pada 14–28 Maret 2023. Kriteria inklusi responden adalah aktif mengikuti stase keperawatan dan tidak sedang melakukan cuti akademik. Instrumen *clinical learning environment and supervision* (CLES) dan instrumen *perceived stress scale* (PSS) digunakan dalam penelitian ini. Analisis data dilakukan secara univariat dan bivariat dengan *Spearman's rank*.

Hasil: Mayoritas responden memiliki gambaran lingkungan pembelajaran klinik yang positif/baik (99%). Namun, masih terdapat beberapa hal yang dirasakan negatif oleh responden. Tingkat stres responden terbanyak berada di tingkat stres sedang (87%). Namun, masih terdapat beberapa responden yang mengalami tingkat stres tinggi yaitu pada stase keperawatan anak sebanyak 14%. Nilai *spearman's rho* sebesar (-0,570) sehingga terdapat hubungan yang signifikan antara lingkungan pembelajaran klinik dengan tingkat stres dengan arah hubungan yang negatif.

Kesimpulan: Mayoritas responden memiliki gambaran lingkungan pembelajaran klinik yang positif/baik. Tingkat stres responden terbanyak berada di tingkat stres sedang. Semakin baik lingkungan pembelajaran klinik semakin rendah tingkat stres.

Kata kunci: Lingkungan pembelajaran klinik, tingkat stres, mahasiswa profesi ners

ABSTRACT

Background: The clinical learning environment, which becomes one of the learning success factors, often becomes the factor that causes stress in students. Stress levels can affect the success of learning. Therefore, it is necessary to understand the relationship between the clinical learning environment and the stress level among clinical rotation student.

Objective: Identify the description of the clinical learning environment and the stress level of clinical rotation students, as well as recognise the relationship between the clinical learning environment and stress levels.

Method: This research is a correlation study with a cross-sectional design in 131 nursing professional students at three nursing institutions in Yogyakarta on 14-28 March 2023. The respondent's inclusion criteria were actively participating in the nursing stage and not currently on academic leave. The clinical learning environment and supervision (CLES) instrument and the perceived stress scale (PSS) instrument were used in this research. The data analysis was performed univariate and bivariate with Spearman's rank.

Results: The majority of respondents had a good description of the clinical learning environment (99%). The stress level of most respondents was moderate (87%). Nevertheless, there were still some respondents who experienced high levels of stress, especially at the pediatric nursing stage (14%.) The Spearman's rho value was (-0.570) so there was a significant relationship with an inclination to the negative relationship.

Conclusion: The majority of respondents had a good description of the clinical learning environment. The stress level of most respondents was moderate. The better the clinical learning environment, the lower the stress level.

Keywords: Clinical learning environment, stress levels, clinical rotation students