ABSTRACT

Background: Anxiety is often experienced by students when following clinical education. Anxiety at moderate level is required for the learning process, but at high level lowers the learning because of triggered surface rather than deep approach. Deep approach learning positively correlated with the achievement of competence.

Objective: To determine the level of anxiety, approaches to learning, achievement of competence and the relationship between them and the things that are perceived by the student and clinical instructor when following clinical practice.

Methods: A quantitative, cross sectional study using questionnaires to 42 midwifery students continued with the qualitative by in-depth interviews with three students and six clinical instructors.

Results: The level of anxiety was no to mild anxiety by 19.05%, mild to moderate anxiety by 66.67%, and moderate to severe anxiety by 14.28%. Student learning approach was surface approach 33.33% and deep approach 66.67%. Around 2.38% of the students earned a grade of a B, 45.24% earned a B + and 52.38% earned an A. The relationship between the level of anxiety and learning approaches was shown with an r value of 0.294, between the level of anxiety and competency achievement was -0.043, learning approaches and competency achievement was -0.013.

Conclusion:
The level of anxiety in clinical practice of midwifery students was mild to moderate, approaches to learning was deep approach and the competency achievement was excelent. There was a positive very weak correlation between anxiety level and learning approach, a negative and very weak correlation between the level of anxiety and competency achievement and negative very weak correlation between learning approache and competency achievement. Things perceived by the student following clinical practice were a matter of personalization, innovation, individualization, involvement, task orientation, and satisfaction, while things perceived by the clinical instructors were a matter of time constraints, much work load, student preparedness, student ability level, challenge to patient, student motivation, and hospital environments.

Keywords: anxiety, approaches to learning, competency achievement, clinical practice

INTISARI

Latar belakang: Kecemasan sering dialami mahasiswa ketika mengikuti pendidikan klinik. Kecemasan pada tingkat yang sedang dibutuhkan untuk proses pembelajaran namun pada tingkat yang tinggi menurunkan pembelajaran karena memicu *surface approach* daripada *deep approach.*

Tujuan penelitian: Untuk mengetahui tingkat kecemasan, pendekatan belajar dan pencapaian kompetensi mahasiswa, hubungan di antaranya serta menggali hal-hal yang dirasakan oleh mahasiswa dan pembimbing klinik ketika mengikuti praktik klinik.

Metode: Kuantitatif, *cross sectional* dengan menggunakan kuesioner pada 42 mahasiswa kebidanan dilanjutkan kualitatif dengan menggunakan wawancara terhadap 3 mahasiswa dan 6 pembimbing klinik.

Hasil: Kategori tingkat kecemasan tidak cemas sampai ringan 19,05%, ringan sampai sedang 66,67%, sedang sampai berat 14,28%. Pendekatan belajar mahasiswa *surface approach* 33,33% dan *deep approach* 66,67%. Pencapaian kompetensi kategori nilai B 2,38%, B^{+} 45,24% dan A 52,38%. Hubungan antara tingkat kecemasan dan pendekatan belajar $r = 0,166$, tingkat kecemasan dan pencapaian kompetensi $r = -0,43$, pendekatan belajar dan pencapaian kompetensi $r = -0,013$.

Kesimpulan: Dalam praktik klinik tingkat kecemasan mahasiswa kebidanan adalah cemas ringan sampai sedang, pendekatan belajar *deep approach*, dan pencapaian kompetensi istimewa. Terdapat hubungan positif dengan kekuatan sangat lemah antara tingkat kecemasan dan pendekatan belajar, hubungan negatif dengan kekuatan sangat lemah antara tingkat kecemasan dan pencapaian kompetensi, dan antara pendekatan belajar dan pencapaian kompetensi. Hal-hal yang dirasakan mahasiswa ketika praktik klinik adalah masalah personalisasi, inovasi, individualisasi, keterlibatan, orientasi tugas, rasa puas dan penilaian. Hal-hal yang dirasakan oleh pembimbing klinik adalah masalah keterbatasan waktu, tugas yang banyak, kesiapan mahasiswa, tingkat kemampuan mahasiswa, tantangan pada pasien, motivasi mahasiswa, dan lingkungan rumah sakit.

Kata kunci: kecemasan, pendekatan belajar, pencapaian kompetensi, praktik klinik