



Nursing Student Lived Experience in Conducting Research Paper at STIKes Wira Medica Bali

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Abstract. A thesis is a new experience faced by university students. In doing a thesis, a student was often enduring obstacles such as confusion, extended permit of the research issue, difficulty in finding suitable literature, writing errors that prepare the thesis becomes a little hamper. This study aimed to explore the experience of final semester students in doing their thesis at STIKES Wira Medika Bali. This study uses a qualitative research method with a descriptive phenomenology approach. Data is conducted by an in-depth interview with 4 participants, which consists of 4 females, aged 22-23 years old from a regular program of S1 Bachelor of Nursing. The results of the interview were analyzed by using the Collaizi method. The results of the study obtained five themes, namely, student comprehension, students feeling, obstacles, or struggle faced by students, efforts of students, and their expectation for doing a thesis. The results of this theme showed that participants experience barriers in preparation for final thesis such as errors in writing, literature that is difficult to obtain, extended permit of research that causing the development of thesis takes a long time. The conclusion of this study conducted five themes that are student comprehension, feeling of student, obstacle, and struggle faced by the student, effort for doing a thesis, and student expectation in doing a final thesis. Students are expected to overcoming their obstacles when they are doing their thesis.

Keyword: Experience, Obstacle, Thesis



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INTRODUCTION

Students are someone who is studying at a private or public college. A student has a vital role in deepening and developing themselves in the scientific field he is practicing, so he

can assume intellectual responsibility (1). Students who have to reach the final semester will be required to complete the final project in the form of a thesis. The thesis is a scientific essay that follows a scientific research procedure, which must be made by students in part from the requirements to end their academic education and obtain a bachelor's degree. The thesis is compiled by students individually, which discuss research according to their study program (2). Preparation of the thesis has many obstacles that are often faced by students, such as theories that are difficult to obtain, must follow the guidance that takes a long time, distance to meet counselors from outside the campus far, and sometimes difficult to find (1).

Various reasons and constraints affect the completion of the thesis. The obstacles that occur at the end of the thesis often make students feel depressed, not a few who experience anxiety to stress. Students who are in a situation that is uncertain and unsure of their ability to complete a thesis will cause feelings of anxiety, stress, worry, and fear of failure to complete the thesis on time. Many factors in daily life can also increase pressure on students, for example, increased academic workload, being away from home, finding and maintaining jobs, maintaining personal relationships, and financial obligations (3).

Another problem that is often seen in the field is that students always look complaining, lazy, claiming to be stressed, and they claim to work on assignments until midnight. Students assume that making a research proposal is difficult, especially the subsequent research process that often makes them stressed, anxious, and always does the work until midnight, which will cause disturbances in sleep patterns. In the field, students are busy in the library working on assignments, asking each other how many friends and others related to the final thesis assignment process. This raises anxiety that comes from within the student who is afraid of being left behind by his friend. Students also experience difficulties in the process of guidance, title determination, conceptual framework development, etc. and students are also required to complete final thesis assignments with a predetermined time limit so that students often do tasks until midnight to finish on time (4).

The research conducted by Mujiyah (5), obtained results that the obstacles commonly faced by students in writing final thesis assignments included: confusion in developing theory (3.3%), lack of knowledge about methodology (10%), difficulty in compiling discussion (10%), difficulty describing the results of the study (13.3%), and difficulty determining the title (13.3%). Other obstacles faced by students include fear of meeting supervisors (6.7%), laziness (40%), low motivation (26.7%), lecturers too busy (13.3%), and supervisors challenging to find (36.7%). Lack of guidance time (23.3%), lack of coordination, and similarity of perceptions between the first supervisor and second supervisor (23.3%), lack of reference books that focus on research problems (53.3%) also were considered as obstacles. Besides, existing references are old books that cannot be used because there is an age limit of literature (6.7%), also an obstacle in the process of preparing a thesis.

According to the results of a study conducted by the National College Health Assessment of 2709 students, who experienced excessive depression and anxiety in the mid-80s ranged from 10-15%. It jumped dramatically in 2010 at 33-40% with various symptoms that followed, such as disorders eating, changes in sleep patterns, self-harm to suicide decisions. In 2014, as many as 33% of students who experienced depression during the writing process. This depression resulted; they became difficult to focus on working on the final task. In 2015, similar results were obtained, with 20% of students seeking the highest mental care and consultation they experienced in the academic world. Even 9% of them take me seriously. They have crossed suicide because they cannot bear the burden (6).

Based on the results of interviews with two batch nine students who were carrying out their final thesis assignments at STIKes, Wira Medika Bali found that students with initials stress, anxiety, insomnia, and lose interest. All things due to constraints in finding literature and limited time to work proposal and thesis. Students with the initials B said they were

anxious, felt uneasy, nervous, desperate because the obstacles to the title were rejected and had to be replaced, it was difficult to find literature by the theme raised. The supervisor from outside the campus was challenging to find.

The experience of students in carrying out final thesis assignments can be the basis of knowledge. Experience is a learning process and the development of potential behavior from both formal and informal education that brings a person to behave in a higher pattern. Experience can be interpreted as something that has been experienced (7). The meaning of one's experience or individual and overall activity is called phenomenology. The phenomenology perspective is to provide descriptions, reflections, interpretations, and modes of research that convey the essence of the life experiences of the individuals studied (8).

OBJECTIVE

This study aimed to explore the experience of final semester students in doing their thesis at STIKES Wira Medika Bali.

METHOD

This study uses qualitative research methods with a phenomenological approach that focuses on finding facts about a phenomenon. The purpose of this study is to provide a description or descriptive of the aspects examined from participants, understand, and produce theories (8). Phenomenology is defined as a subjective experience, phenomenological experience, or the study of the perspective consciousness of a person (Moleong, 2010) (11).

This research was conducted at STIKes Wira Medika Bali Kecak Street No. 9A, Gatot Subroto Timur, Denpasar on April 1, 2019 - April 29, 2019.

Inclusion criteria are criteria or characteristics that need to be fulfilled by each member of the population that can be taken as a sample (12). The inclusion criteria from this study are as follows: 1) the final semester students who are undergoing their definitive thesis study at the Wira Medika Bali STIKes; 2) be able to communicate cooperatively in expressing their experiences; 3) students who are willing to become participants.

Data collection in this study uses the technique of in-depth interviews or semi-structured interview questions, which means that the question does not focus on the interview guide, but questions arise in each participant's answer. Taking participants in this study using purposive sampling. According to (9) purposive sampling, namely, sampling is based on considerations made by researchers. The participants in this study were a total of 4 people. The sample selection was recruited based on the principle of suitability and adequacy to achieve saturation data. It was indicated that all sample recruitment should meet the requirements. We follow question guidelines including 1) What is your experience in the preparation of the final thesis assignment?, 2) How do you understand the preparation of the final thesis assignment?, 3) What did you experience in the development of the final thesis assignment, 4) What are the obstacles or obstacles faced in the preparation of the final thesis assignment?, 5) What efforts have you made to overcome the challenges or obstacles that arise in the development of the final thesis assignment?, 6) What are your expectations in the preparation of the final thesis assignment?

Furthermore, the results of the interviews were re-recorded called verbatim, after which qualitative analysis techniques were used, namely, using the Collaizi 7 Step Process method (13): 1) Carrying out data collection and making data transcripts, 2) Reading repeatedly transcripts, 3) Grouping data into a category, 4) Categories are grouped into sub-

themes and become potential themes, 5) Describe data and analysis results, 6) Confirm/verify themes to participants and 7) Combining additional data becomes the final description of the theme.

TRUSTWORTHINESS

There are four general terms used to express the validity of the data from qualitative research findings, namely credibility, transferability, dependability, and confirmability (8). Credibility is a criterion for fulfilling the truth value of data and information collected, meaning that the research results must be trusted by all readers critically and respondents as informants (10). Researchers do credibility by doing such as: increasing time with participants or staying with him to find out activities carried out daily and always clarify everything told by participants. (2) Transferability is an understanding of whether research results can be applied to other situations (10). The researcher does Transferability by making a detailed, clear, and systematic description report so that the reader can decide whether the research can be applied elsewhere (3). The basis for obtaining the value of dependability or reliability from qualitative studies is that the same study can be repeated or replicated at different times using methods and in the same context (8). Dependability conducted by the researcher is to analyze structured data and interpret the results of the study correctly with the help of the research supervisor. (4) Confirmability is a criterion for assessing the quality of a study. Confirmability replaces the objectivity aspect of qualitative research, namely the willingness of researchers to openly reveal the processes and elements of their research (10). The researcher confirmed the data by analyzing the data and transcripts from the counselor and participants.

RESULTS

The results of this study found five key themes, including: firstly, student understanding of the final assignment. Secondly, feelings experienced by students in final thesis assignments, and lastly, barriers or negotiations that discuss students in final thesis assignments; and efforts made by students to overcome difficulties or complete who compiled in the final thesis assignment and the expectations of students in the final project thesis. The explanation of each theme will be supported by theoretical concepts and related research results conducted by other researchers.

1) Students' understanding of the final thesis assignment is provided by two sub-themes, namely the research results report and the requirements to pass the lecture.

The thesis is a report of research results in the form of new findings in the form of theories, concepts, methods, and procedures, or problems that need to be found on how to solve them. But to implement it requires sufficient time. The results of formal research can be published through seminars, reviews, policy analysis, dissemination, and so on. One of the most popular forms is Article or Scientific Work. In this, Scientific writing was arranged in the suitable for the study.

Students who are preparing a thesis are faced with risks that come from various demands and expectations of the environment. The public's views on the status of students are still considered as people who have better cognitive abilities. Students are expected to be able to play a role in solving problems that exist in the community (14).

Students who graduate and become graduates are expected to have the competencies required by the institution concerned to master basic research methods, be able to carry out analysis and solutions to socio-cultural-psychological problems in a nontherapeutic relationship through family empowerment. One of them is to obtain these competencies by

carrying out the process of preparing a thesis. As a test of this expectation, students must be able to complete their education in college. This thesis is one of these requirements. Expectations are high for the success of students to complete the preparation of the thesis and demands to comply with the criteria set by educational institutions (14).

Participants describe the understanding of the preparation of the final thesis assignment, namely the report from the results of the study and requirements for graduating lectures as described below:

"... thesis preparation was obtained from the results of the research that we took, arranging the results of our research to make a report."
(P2, L47-L50)

2) Feelings experienced by students in the preparation of the final thesis assignment there is one sub-theme, namely negative emotions.

Final-level students who have bad emotional indicated to have difficulty in controlling emotions when facing pressure. Moreover, Unable to reduce perceived anxiety, have negative feelings towards the thesis, unable to focus on the thesis, feel afraid of being wrong, or hesitant in doing a thesis. It could be seen from students having difficulty controlling emotions when faced with a lot of pressure. Cognitive responses in the form of concentration are disturbed and forgetful, wrong in giving judgments, barriers to thinking, decreased creativity and productivity, and confusion (19). Also, students have a fear of being wrong and are hesitant in completing their thesis well. Students prefer to avoid thesis because of fear. These worries and doubts will lead to a perception of the inability to complete the thesis (16).

Participants describe the feelings experienced by students in the preparation of the final thesis assignment, namely negative emotions such as difficulty and confusion. Negative emotions like hard and confused, as explained below:

"... the problem is when compiling chapter 4, making chapter 4 requires theory, where the theory that I get is a little, and the theory is hard to find, that's what makes the making of chapter 4 long."
(P3, L49-L55)

3) Obstacles or constraints faced by students in the preparation of final thesis assignments are four sub-themes, namely deadlines, errors in writing, literature challenging to obtain, and management of research permits.

Students who face thesis preparation often experience obstacles. The students were stress when they have not the ability to deal with existing resources and cause pressure in themselves. In this process, students usually have difficulty to fix with their thesis titles, challenging to search relevant reading material or references as well as feeling anxious when facing a supervisor (18).

In addition, barriers of students in writing theses that fall into their attitude category are lack of commitment to write or compile a thesis (18). Furthermore, the internal barriers faced, such as fear when their draft scripts were unapproved by the supervisor. It impacts the difficulty of focusing the attention of the thesis writing plan. Another concern was perfectionism on writing a thesis and did not like the challenges in writing a thesis and is less persistent or tenacious thesis writing. Managing time means leading to self-management in various ways that aim to optimize the time they have.

(17) argues that one of the obstacles for students in completing their thesis is the difficulty of finding literature/library materials to complete their thesis. It can be seen from students who are not trying to find the right reference so that the thesis can be completed

properly.

Participants describe obstacles or obstacles faced by students in the preparation of the final assignment, namely deadlines, writing error, literature that is hard to come by, and management of research permits as explained below:

"... the making of chapter 4 because the theory is a little, then for the theory to be opened it is not easy to find, for the previous research literature it is difficult to find because this research has only been studied twice."
(P3, L60-L65)

4) Efforts made by students to overcome obstacles or constraints faced in the preparation of the final assignment of the thesis there are two sub-themes, namely looking for literature that supports and establish communication with the research site.

Students are mostly active in problem-solving, which includes dealing with, searching for social support, and careful planning). Others directing emotional response settings to deal with issues (for example, by self-control, avoidance, distance, looking for a positive side) problems, and emphasis on responsibility) (19).

Problem-focused coping was a strategy to adjust themselves in facing obstacles in completing a thesis by learning new ways or skills to complete their thesis, not run away from problems. Coping that focuses on issues involve strategies to deal directly with the source of obstacles, such as finding information, and adding new insights on how to write theses, prepare more and seriously deal with the supervisor. Information retrieval helps individuals to remain optimistic because the search for information arises in the hope of getting useful information. The results of this study support research, which is an excellent motivation for something that is a significant capital to achieve the desired goals (19).

Establishing communication can prevent students from prolonged problems and can also help students to find their solutions to the issues they face. The process is the provision of social support to students. People who are considered meaningful consider the interests of students and larger groups, namely families and higher education institutions. Without these considerations, communication will have a negative impact. The process of continuous interaction between students and informant sources causes them to also benefit from the relationship (14).

Participants describe the efforts made by students to overcome obstacles or obstacles in the preparation of the final thesis assignment, namely finding supporting literature, establish communication with the research site, as explained below:

"... the effort is that I tried to look for those points and look for appropriate literature."
(P2, L93-L96)

5) The expectations of students in the preparation of the final thesis assignments are two sub-themes, namely not harming the parties in the study and useful to the community.

Students who are in the process of completing their thesis if they have the confidence to get good results and always think positively and hopefully will help bring out feelings of relaxation and reduce anxiety which will later form an attitude of accepting input from the supervisor, not easily discouraged when faced with difficulties. Difficulties and trying to find a way out when finding problems. Can be used as a foundation for the institution to give more attention to aspects of students as appropriate social support, so that the delay in a thesis does not occur. Good communication between supervisors, research sites, and students is an essential foundation in the smoothness of research and preparation of final thesis assignments.

So that the research carried out is not too detrimental to the parties in the study and certainly will be useful for the entire future society (20).

Participants describe the expectations of students in the preparation of the final assignment that is not detrimental to the parties in the study and use for the community, as explained below:

"... so that in research, it can do it well and smoothly and not harm other parties"(P1, L208-L211)

CONCLUSION

In conclusion, found that five themes were obtained, from this study, including firstly, students' understanding of the final thesis assignment with two sub-themes, such as reports from research results and requirements for graduating lectures. Secondly, in the preparation of the final thesis assignment with one sub-theme were negative feelings such as difficulty and confusion. Thirdly was obstacles or obstacles faced by students in the development of final thesis assignments with four sub-themes included deadlines, writing errors, literature challenging to obtain, and management permission of research. Forth, efforts made by students to overcome obstacles or constraints faced in the preparation of final thesis assignments with two sub-themes, namely looking for literature that supports and establishes communication with research sites. Lastly, student expectations in the final thesis assignment with two sub-themes, namely not harming the party m research and useful for the community.

RECOMMENDATION

It should be an input for the development of science, especially assistance to students to prevent problems in the preparation of final thesis assignments. It can be used to overcome obstacles or constraints faced by students in the preparation of the final thesis assignment and to prepare for the thesis that needs to be developed in terms of physical, cognitive, and behavioral. Also, this research is expected to be a reference source of learning for students and reference material for developing further research. This research is expected to be used as primary data for subsequent researchers who want to develop this research and more study the reference sources related to obstacles or obstacles faced by students in the preparation of the thesis.

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