



The Relationship Between Coping Mechanisms with Learning Motivation of Nursing Students at A Private University in Tangerang

Indah Permatasari Meha¹, Junita Padandi², Laura Naomi Siagian³, Maria Veronika Ayu Florensa⁴, Mega Tri Anggraini S. N.^{5*}

^{1,2,3} Nursing Students, Faculty of Nursing, University of Pelita Harapan, Tangerang

⁴ Lecturer, Faculty of Nursing, University of Pelita Harapan, Tangerang

⁵ Clinical Educator, Faculty of Nursing, University of Pelita Harapan, Tangerang

ARTICLE INFO

Article history:

Received 15 July 2021
Accepted 29 October 2022
Published 10 November 2022

Keyword:

Students
Coping Mechanisms
Learning Motivation

**) corresponding author*

Mega Tri Anggraini

Clinical Educator, Faculty of Nursing,
University of Pelita Harapan
Jl. Jend. Sudirman No.20, Bencongan, Kec. Klp.
Dua, Kabupaten Tangerang, Banten -
Indonesia 15810

Email: mega.anggraini@uph.edu
DOI: 10.30604/jika.v7iS2.1418

Copyright @author(s)

ABSTRACT

Introduction: The students are easy and risky to face stress, so they must have a good coping mechanism to deal with it. Adaptive coping mechanism has a role to motivate their study process. Initial survey of 32 students have, 25% mild stress, 40% moderate and 35% severe. The causes of stress from academic 56% and non-academic 44%. Motivation to learn from internal 34% and external factor 66%, coping mechanisms 66% of them trying to solve any problems they face and 34% just focus on problems. Purpose: To see the relationship between coping mechanisms and learning motivation of nursing students at a Private University in Tangerang. Methodology: The sample of this study amount 294 with purposive sampling, the method uses descriptive correlational. The validated Indonesian version of Brief Cope Scale and Motivated Strategies for Learning Questionnaire (MSLQ) was used. The result of data analysis with univariate and bivariate analysis. Findings: The results of data of Spearman Rank test obtained p value = 0,636 > 0,05 indicates that is no significant relationship between coping mechanisms and learning motivation. Originality/ Value/ Implication: This research shows no relationship between coping mechanisms with learning motivation. Students should have a good coping mechanism to manage their stress when face learning process in Collages.

This open access article is under the CC-BY-SA license.



INTRODUCTION

Stress is a process started from events that trigger the level of tension or anxiety, that referred to as a stressor, the stressor is a response to stress, which involves the activity of the neuro-endocrine sympathetic system through a negative feedback response (Potter et al., 2020). Based on data from American College Health Association (2018), have been surveyed 25,046 students on 40 campuses showed 358 males and 189 females students have no stress, 923 males and 716 females student have level of stress less than average, 2,787 males and 5,281 females student have level of stress average, 3,021 males and 7,885 females student have

level of stress more than average, 757 males and 2255 females student have level of stress tremendous, 243 unknown result. This level of stress occurs in students who have experienced study as college student for 12 months. Stress has become a part of students' academic life, the stress comes from internal and external aspect (Reddy et al., 2018).

The causes of stress experienced by students are common pressure from academic and non-academic problems. The causes of academic such as anxiety facing the test, decreased learning outcomes in collage task, for non-academic issue such as family, financial and other problems (Sayekti, 2017). Research from Mery and Mamahit (2020), in

a private University at Jakarta among students of 2018 and 2019, 45 % of students have academic stress level are high enough category, the stress comes from learning pressure, task load, worries about the result of task, expectation, and decision. The study from Reddy et al. (2018), showed the stress of students continues to be a devastating problem affecting mental health and well-being, some students can't managed the stress well because most of them have more pressures and don't know the well coping mechanism.

Coping is as the thoughts and behaviour to manage internal and external stressful situation, this used distinctively for conscious and voluntary of acts (Algorani & Gupta, 2022). Students need coping mechanism to deal with stress, the coping mechanisms is classed as adaptive and maladaptive (Potter & Perry, 2010). The study about description of student coping mechanisms of males students shows 40.9% used adaptive and 59.1% used maladaptive coping, females student use coping strategies by turning emotions onto stressful circumstances, while males student use coping strategies focus on core problem (Lavari et al., 2019).

Motivation is a process goal directed activities are initiated and sustained, a function of the expectation of success and perceived value. Motivation influenced learning situation and drives learners to reaching their goal (Cook & Artino, 2016; Filgona et al., 2020). Motivation to learn the tendency of students doing learning activities, this is driven to achieve the best learning outcomes (Hamdu & Agustina, 2011). Research result from Puspitha et al. (2018), about the relationship between stress with learning motivation towards first degree students shows 37.7% have moderate stress level, that caused by academic pressure with percentage value 11%, most of the respondents 62.3% have high motivation.

Initial survey of 32 students have, 25% mild stress, 40% moderate and 35% severe. The causes of stress from academic 56% and non-academic 44%. Motivation to learn from internal 34% and external factor 66%, coping mechanisms 66% of them trying to solve any problems they face and 34% just focus on problems. All of nursing students at a private university in Tangerang following scholarship program with full founded, they have to live in dormitory and should following all the rules and mandatory applied. Students should also maintain minimum academic grade in 2.75. The students not only faced academic pressure but facing cultural diversity and habits of many races in dormitory where they lives.

Yogie et al. (2021), have a research about contribution of learning motivation and stress on academic. The result of the study shows stress have a negative effect on academic achievement, when the stress increase the academic achievement will decrease. So managing stress well is needed, adaptive coping mechanism in response to the stress help peoples know the stress situation well and how to face correctly it's will help decrease stress feeling.

METHOD

Study Design

This study used descriptive correlational, to explain the presence of relationship between two variables, free and bound variables. The free variables are coping mechanisms and bound variables are learning motivation. Descriptive study is describe systematic, fact and accurately character of

condition exist [3]. Correlation method is a study to create a new things and combine two things into one that is related (Sugiyono, 2010). Researched collected data through distributed questionnaires to student at a private university in Tangerang.

This study base on ethical considerations principals (Polit & Beck 2012), beneficence, researcher use approval sheet (inform consent), contains explanation about procedure of this research. Second about respect for human dignity, participants have a full choice to be respondent or avoid to participate, researcher just write the initial name of respondent in the observation sheet. Third are about justice, all the participants have same right, researcher should respect the values and cultures of respondents without discrimination, this study not harm the respondents.

Population, Samples and Location

Population are the group of subject with specific character for the study (Hulley et al., 2013). The population in this study was nursing students at a private university in Tangerang to three grades of year 2017, 2018 and 2019 with total amount 1,089 students.

Samples is the selecting criteria of population with specific characteristic (Hulley et al., 2013). This study used purposive sampling based on consideration of criteria and specific characteristics have been determined. The inclusion criteria was active students and the exclusion criteria are 32 students have become a initial sample and students year 2017 who are a group with researchers to reduce bias. Researchers used Slovin formula to calculate minimal sample should reached with the error 5%, the result minimal sample reached should 292 students. This study was conducted in March until May 2020 at a private university in Tangerang.

Instrument

Instrument is the tool used to data collecting such as questionnaire, observation form, (Notoatmodjo, 2010). This study used two of instrument for coping mechanisms uses Brief Cope Scale and learning motivation uses Motivated Strategies for Learning Questionnaire (MSLQ). This instruments Brief Cope Scale was translated by Jayusman at 2018, validity and reliability tested Cronbarch's Alpha with value 0.778, so the instrument valid and reliable. Brief Cope Scale has 28 questions with 14 sub which the item are problem focused, emotional focused and less useful coping. The other 14 sub are active coping, planning, use of instrumental support, venting, self-distraction, denial, substance use, use of emotional support, behavioural disengagement, positive reframing, humour, acceptance, religion and self-blame.

Motivated Strategies for Learning Questionnaire (MSLQ) have been translated. The questionnaire has tested the validity and reliability with Cronbach's Alpha values 0.846 and r table >0.3. So the instrument valid and reliable. This questionnaire contain intrinsic, extrinsic aspect, task value, control of learning beliefs, self-efficacy and anxiety (Lisiswanti et al., 2015).

Data Analysis

Univariate analysis to get description of mechanisms coping and learning motivation in students with frequentation distribution. Spearman analysis test was used to analyse relationship between coping mechanisms with learning motivation

Ethical Clearance

This study has been got official approval by Reset Community Service and Training Committee (RCTC) Faculty of Nursing Pelita Harapan University with ethical number No. 024/KEP-FON/III/2020.

RESULTS

The result on this study from the respondents characteristic shows 53.8% have range age 16 – 19 year and 90.8% are female students and 33.7% students year 2019. The characteristic dominate with female student their aged teenager category and more of them are student in first level.

Table 1 Respondent Characteristic

Respondent Characteristic	Categories	Frequency	Percentage (%)
Age	16-19 tahun	158	53,8 %
	20-22 tahun	136	46,2 %
Sex	Perempuan	267	90,8 %
	Laki-laki	27	9,2 %
Grades Level	2017	98	33,3 %
	2018	97	33,0 %
	2019	99	33,7 %

Table 2 Nurse's Perspective in the Application of Family Centered Care in the PICU NICU Room, Dr Kariadi Hospital, Semarang

No	Variable	Good n (%)	Enough n (%)	Less n (%)	Total n (%)
1	Nurse's perspective in implementing FCC in PICU NICU	47 (90,4)	5 (9,6)	0 (0)	52 (100)
2	Sharing information with parents	52 (100)	0 (0)	0 (0)	52 (100)
3	Listening to complaints and answering parents' questions	51 (98,1)	1 (1,9)	0 (0)	52 (100)
4	making decisions with parents	50 (96,2)	2 (3,8)	0 (0)	52 (100)
5	individual communication	49 (94,2)	3 (5,8)	0 (0)	52 (100)
6	negotiation role	33 (63,5)	17(32,7)	2 (3,8)	52 (100)

The coping mechanisms of students is adaptive with percentage score 97.6% and 2.4% maladaptive, the student have a good types coping to manage their stress. Learning

motivation of students shows 96.9% have high motivation and no one have low motivation in learning process, theirs have great internal, external support and good facilities.

Table 2 Coping Mechanisms and Learning Motivation of Students

Variabel	Categories	Frequency	Percentage (%)
Coping Mechanism	Adaptif	287	97,6 %
	Maladaptif	7	2,4 %
Learning Motivation	High	285	96,9 %
	Mild	9	3,1 %
	Low	0	0 %

The result from Spearman tests between coping mechanisms and learning motivation shows the significant correlation 0.636 (p value > 0.05), so no significant relation between the both

variable. But correlation co-efficient 0.028 so the both relation variable is linear, the student with good coping mechanisms would have increased learning motivation.

Table 2 Spearman Rank Correlation Coping Mechanism with Learning Motivation (n=294)

		Mekanisme Koping	Motivasi Belajar
Spearman' s rho	Mekanisme Koping	Koefisien Korelasi	1,000
		Signifikansi Korelasi	0,636
	Motivasi Belajar	N	294
		Koefisien Korelasi	0,028
Motivasi Belajar	Signifikansi Korelasi	0,636	
	N	294	

DISCUSSION

Most of student is teenager, at the rage ages individual facing the problem just a problem not too focused on it, it because differently about the cognitive and emotional

management. The emotional take a part to individual seeing a problem, caused aged viewed as affecting maturity and development, the older people have more experienced to faced problem and through this people will improve their coping mechanism (Putro, 2017). Based on sex most of

respondents are female, males and females have differently to face stressor. The study by Handayani et al., (2017) 58.3% females students have stress and male students 41.7%, that shows female have more stress than males. Female used coping mechanisms to change the emotional through the stressful events, its different with males, coping mechanisms of males focused on the problem only (Lavari et al., 2019)

Adaptive coping mechanisms support the integrated and maladaptive destroy integrated. When student used adaptive coping mechanism it's help them to release the stress well. The adaptive coping help to press anxiety and pressure to face the problems. Coping mechanism happen to solve the problem effected by resource, the resource help to transfer information and help to control situation and reduce fear of problems that help student to assess stressor more accurately, by having the right knowledge and strategies in dealing with problem the stress level experience will getting lower (Krisdianto & Mulyanti, 2015; Ramadhanti et al., 2019). The result from this study shows the students have adaptive coping mechanism, it's supported by their environment, their live in the caring community, facilities in dormitory support them to shifting stress in good things caused the dormitory have a religion and strong community. Campus' facilities are also complete and support student to beat the stress to fun physical activities, campus also providing counselling service with psychologists for free.

The result of learning motivation in this study most of student have a high motivation. High or low motivation influenced by internal and external factors to push peoples reached their aim. Positive support by other made students feel more loved, appreciated, and got a lot energy to face academic pressure (Suciani & Rozali, 2014). The result of this study 56.25% of them get support from extrinsic and 43.75% from intrinsic, the high learning motivation from the student came from the facilities from campus, campus given the facilities like mentoring, tutoring and counselling. The layout of campus so comfort because the clean and green concept campus support space for learning like a study room, library, and discussion room.

The relationship between coping mechanism and learning motivation. 97.6% student have adaptive mechanism following the result of learning motivation 96.9% have high motivation. Internal and external factor of learning motivation effected to the students achievement and coping mechanism help students to solve the problem well so as to make students able to improve learning achievement for process study (Simarmata et al., 2015).

CONCLUSIONS

Base on this study to 294 nursing student at a private university in Tangerang used Brief Cope Scale and Motivated Strategies for Learning Questionnaire (MSLQ) questionnaires show the result:

- 1) Respondent characteristic majorities have range age 16 – 19 years 53.8%, 90.8% female students and 33.7% student grade year 2019.
- 2) Coping mechanism of student most adaptive with percentage 97.6%.
- 3) Result of learning motivation show 96.9% student have high motivation.
- 4) No relation significant between coping mechanism with learning motivation, the p value = 0.0636 >0.05. students have high learning mitivation and use adaptive coping

mechanisms. Student have a great support from friends, other student through mentoring and gathering, Educator have part to support student in learning.

For the next researcher hopefully can develop this study more with the factors affected learning motivation. For faculty hope maintaining the current system to continue support students.

ETHICAL CONSIDERATIONS

This study is supported by Center of Research and Community Development Universitas Pelita Harapan the number of letter No. 024/KEP-FON/III/2020.

REFERENCES

- Algorani, E., & Gupta, V. (2022). *Coping Mechanisms*. StatPearls [Internet]. <https://www.ncbi.nlm.nih.gov/books/NBK559031/>
- American College Health Association. (2018). *FALL 2018: Reference group data Report*. https://www.acha.org/documents/ncha/NCHA-II_Fall_2018_Reference_Group_Data_Report.pdf
- Cook, D. A., & Artino, A. R. (2016). Motivation to learn: an overview of contemporary theories. *Medical Education*, 50(10), 997–1014. <https://doi.org/10.1111/medu.13074>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, September, 16–37. <https://doi.org/10.9734/ajess/2020/v10i430273>
- Hamdu, G., & Agustina, L. (2011). Pengaruh motivasi belajar siswa terhadap prestasi belajar IPA di sekolah dasar (Studi Kasus terhadap Siswa Kelas IV SDN Tarumanagara Kecamatan Tawang Kota Tasikmalaya). *Jurnal Penelitian Pendidikan*, 12.
- Handayani, W., Setiawan, D., & Widayati, R. (2017). Faktor-faktor yang berhubungan dengan tingkat stress menghadapi objektive structured clinical examination pada mahasiswa ilmu keperawatan fakultas ilmu kesehatan universitas respati Yogyakarta. *Jurnal Keperawatan Respati Yogyakarta*, 4(January), 106–111. <https://doi.org/10.35842/jkry.v4i1.57>
- Hulley, S., Cummings, S., Browner, W., Grady, D., & Newman, T. (2013). *Designing Clinical Research* (4th ed.). Wolters Kluwer, Lippincott Williams & Wilkins.
- Krisdianto, M. A., & Mulyanti. (2015). Mekanisme Koping Berhubungan dengan Tingkat Depresi pada Mahasiswa Tingkat Akhir. *Jurnal Ners Dan Kebidanan Indonesia*, 3, 71–76.
- Lavari, W., Erianti, S., & Rasyid, T. A. (2019). Gambaran Mekanisme Koping Mahasiswa dalam Menyusun Skripsi di Program Studi Ilmu Keperawatan Stikes Hang Tuah Pekanbaru. *Jurnal Ilmu Keperawatan (Journal of Nursing Sciences)*, 8(1), 32–41. <https://jurnal.stikes-alinsyirah.ac.id/index.php/keperawatan/article/view/215>
- Lisiswanti, R., Sanusi, R., & Prihatiningsih, T. S. (2015). Hubungan Motivasi dan Hasil Belajar Mahasiswa Kedokteran. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 4(1), 1. <https://doi.org/10.22146/jpki.25259>

- Merry, & Mamahit, H. C. (2020). *Stres Akademik Mahasiswa Aktif Angkatan 2018 dan 2019 Universitas Swasta di DKI Jakarta*. 6(1), 6–13.
- Notoatmodjo. (2010). *Promosi Kesehatan Teori dan Aplikasi*. Rineka Cipta.
- Polit, & Beck. (2012). *Resource manual to accompany Nursing research*. Wolters Kluwer, Lippincott Williams & Wilkins.
- Potter, P., & Perry, A. (2010). *Fundamental Of Nursing* (7th ed.). EGC.
- Potter, P., Perry, A., Stockert, P., Ostendorf, W., & Hall, A. (2020). *Dasar-dasar keperawatan* (E. Novieastari, K. Ibrahim, Deswani, & S. Ramdaniati (eds.); 9th ed.). Elsevier.
- Puspitha, F. C., Sari, M. I., Oktaria, D., Kedokteran, F., Lampung, U., Kedokteran, B. P., Kedokteran, F., & Lampung, U. (2018). Hubungan Stres Terhadap Motivasi Belajar Mahasiswa Tingkat Pertama Fakultas Kedokteran Universitas Lampung. *Journal Majority*, 7, 24–33. <http://repository.lppm.unila.ac.id/12588/1/farras%2Cmerry%2Cdwita%2Cmajority.pdf>
- Putro, K. Z. (2017). *Memahami Ciri dan Tugas Perkembangan Masa Remaja*. 17, 25–32.
- Ramadhanti, I. F., Hidayati, N. O., & Rafiyah, I. (2019). Gambaran Stressor dan Strategi Koping pada Mahasiswa Tahun Pertama Fakultas Keperawatan Universitas Padjadjaran. *Jurnal Pendidikan Keperawatan Indonesia*. <https://doi.org/10.17509/jpki.v5i2.16635>
- Reddy, K. J., Menon, K. R., & Thattil, A. (2018). Academic stress and its sources among university students. *Biomedical and Pharmacology Journal*, 11(1), 531–537. <https://doi.org/10.13005/bpj/1404>
- Sayekti, E. (2017). *Efektifitas Teknik Self-Instruction Dalam Mereduksi Stress Akademik Pada Siswa Kelas Xi Ma Yarobi Kec. Grobogan, Kab. Grobogan Tahun 2016/2017*. 123. [http://e-repository.perpus.iainsalatiga.ac.id/1634/1/ENGGAR SAYEKTI PAI 111 11 132.pdf](http://e-repository.perpus.iainsalatiga.ac.id/1634/1/ENGGAR%20SAYEKTI%20PAI%2011111132.pdf)
- Simarmata, G. E., Lestari, D. R., & Setiawan, H. (2015). *Mekanisme koping dengan prestasi belajar mahasiswa sistem pembelajaran blok angkatan 2013*. 3(1), 22–33.
- Suciani, D., & Rozali, Y. A. (2014). Hubungan dukungan sosial dengan motivasi belajar pada mahasiswa universitas Esa Unggul. *Jurnal Psikologi*, 12(2), 43–47.
- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Yogie, Suryadi, & Soefijanto, T. A. (2021). Contribution of Learning Motivation and Stress on Academic Achievement of Medical Faculty Students. *Journal of Education Research and Evaluation*, 5(2), 250–257. <https://ejournal.undiksha.ac.id/index.php/JERE/article/view/31591>

