ORIGINAL RESEARCH

THE CONFIDENCE WITH ANXIETY AS A PRESENTATION IN THE CLASS OF NURSING STUDENTS AT THE UNIVERSITY OF MUHAMMADIYAH TANGERANG

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ABSTRACT	Keywords
Introduction: The confidence is needed to overcome anxiety. High self-confidence caused by moderate anxiety. The purpose of this study was to determine the relationship between the confidence and anxiety during presentation in the class of nursing students at the University of MuhammadiyahTangerang. **Method:** This research method used quantitative research with cross-sectional design. The population in this study amounted to 78 nursing students. The sample consisted of 41 second-semester nursing studentsat the University of MuhammadiyahTangerang. The sample taken in this study used Non-Probability Sampling with purposive sampling technique. The independent variable used is self-confidence, and the dependent variable used is anxiety. **Result:** The research analysis technique uses Chi-Square analysis. The results showed that self-confidence had a significant effect on anxiety with P-Value (0.039) <Alpha (0.05). **Conclusion:** This research is expected that students can practice speaking in front of the class. Before the presentation students can do distraction to overcome nervousness or insecurity.	**Self Confidence, Anxiety, Nursing Students**

INTRODUCTION

The world of student affairs is a new area of life for adolescents between the ages of 18-21 years old, especially for students who have just graduated from high school education and have decided to continue their studies at tertiary institutions. Where the beginning of life as a student in tertiary education, the late adolescents are faced with many changes, one of which is a change related to independent living and the courage to express their opinions in public (Masbow, 2010).

The methods or models of learning and teaching methods in tertiary institutions are very different from the learning methods in high schools that are one-way, from teachers to students.The learning model in higher education is to use a two-way learning method. Therefore, in the teaching and learning process in higher education, students are required to have self-confidence so that they have good public speaking (Hidayat, 2010).

Speaking in front of the class (public speaking) still seems to be a scary thing for some students. Speaking in front of the class, not all students have the courage to speak. Student confidence to speak is still lacking. In the world of lectures, students need

confidence in doing public speaking, especially in doing assignments such as presentations to class. Therefore, it takes a lot of practice to increase self-confidence in public speaking. Therefore, it takes a lot of practice to increase self-confidence in public speaking. One of the factors causing the reduced self-confidence in doing public speaking is nervous or anxious. When people feel inferior, they will have difficulty communicating their ideas to others and avoid speaking in public for fear that others will blame (Masbow, 2010).

Prevalence in America says that 6.8 million adolescents aged 18 years in America reached 3.1% who experience anxiety disorders. In Indonesia, the rate of anxiety reaches 6.7%. According to the National Comorbidity survey the prevalence of anxiety in men is 2%, and women are 4.3%. Women experience more anxiety disorders in the range 16-40 years (Abbo, 2013). Research in Asia found that the prevalence of anxiety disorders is 14% (Hidayat, 2010). Videbeck's (2008) research on anxiety is a feeling of fear, feeling unclear and unsupported by circumstances and situations.There are several causes of anxiety, namely: 1) anxiety that arises from seeing a danger that threatens him. Anxiety is closely related to fear, because the source of anxiety is in a person's mind. 2) anxiety due to feelings of guilt. 3) anxiety in the form of illness is caused by things that are unclear, and not related to anything accompanied by feelings of fear affecting the overall personality of the sufferer. (Rochman, 2010). Factors that influence anxiety at presentation: 1) unfamiliar with the audience. 2) excessive demands from within to do good. 3) fear will experience nervousness when talking, especially with an audience with authority (boss, teacher, older people, expert experts, etc.). 4) not yet mastering the material to be delivered, so it is not confident (Khayyirah, 2013).

Bukhari's research (2016), shows that there is a correlation between self-confidence and anxiety in public which shows the effective coefficient of F of 85,800 with a significance value (P-value) of 0.00. So it can be concluded that self-confidence affects public speaking anxiety.Wahyuni's research (2014), shows that there is a very significant relationship between self-confidence and public speaking in students at University of MulawarmanSamarinda with a p-value of 0.000. Siska's research (2013), there is no relationship between self-confidence and anxiety in interpersonal communication with a p-value of 0.05. This study shows no differences in interpersonal communication between women and men.

A preliminary study was conducted by interviewing 5 second-semester nursing students, it was found that students often experience nervousness when making presentations in front of the class, students lack confidence, students are afraid to make mistakes in speaking, students are unable to bring the material to be presented, and students couldn't answer the questions asked by his friends. In this study, the confidence to speak in front of the class focused on presentation and discussion activities involving lecturers and students in the teaching and learning process. However, when making presentations or discussions in front of the class, students are still not confident when making presentations in class. The purpose of this study was to determine the relationship between confidence and anxiety as apresentation in the class of second-semester nursing students at the University of MuhammadiyahTangerang.

MATERIALS AND METHODS

This research is a quantitative research using the Analytical Research Method with Cross-sectional. This research in June 2018.The independent variable in

this study is self-confidence and the dependent variable is anxiety. The population of this research is 78 of second-semester nursing students at the University of MuhammadiyahTangerang. The research sample consisted of 41 second-semester nursing students at the University of MuhammadiyahTangerang. The sampling technique used is Non-Probability Sampling with Purposive Sampling with inclusion and exclusion criteria determined by the researcher.

Collecting data in this study is a questionnaire. The self-confidence questionnaire was created by the researcher, and the anxiety questionnaire is a modification of the Hamilton Anxiety Questionnaire (1956). This research has conducted to test the validity and reliability of 30 the fourth-semester nursing students at the University of MuhammadiyahTangerang.

The results of the validity test show that the r-table of 0.361 is valid and r-count> 0.361 (Sugiyono, 2016). The results of the confidence questionnaire showed that 30 items were declared valid which were obtained from 35 items. The anxiety questionnaire shows that 14 items are declared valid from 14 items.Invalid items will be modified by the researcher.

In this study, a univariate test will be conducted to see the frequency distribution of sex, self-confidence, and anxiety. Data analysis of this research with Chi-Square. Chi-Square analysis is used to analyze categories by categories relationships. The ethical problem in nursing research is a critical issue, because in nursing research they are related to humans. An Ethics that must be considered are as follows: Inform consent, autonomy, confidelity, beneficient, non-maleficient, justice, and fidelity. Research ethics was carried out at the Government Hospital KabupatenTangerang

RESULTS

Univariate analysis explains or describes the characteristics of each variable examined. In this univariate analysis, the frequency distribution of respondents characteristics is presented, namely gender, confidence, and anxiety.

Table 1. Frequencydistribution of respondents(N=41)

Variables	Frequency	(%)
Gender		
Male	9	22,0
Female	32	78,0
Confidence		
Low	27	65,9
High	14	34,1
Anxiety		
Low	29	70,7
Moderate	12	29,3

Based on table 1, the results obtained by 41 respondents, most of the respondents were nine male respondents (22.0%) and female respondents were 32 respondents (78.0%). Respondents with the low confidence were 27 respondents (65.9%), and respondents with the high confidence were 14 respondents (34.1%). Respondents with the low anxiety were 29 respondents (70.7%), and respondents with the.moderate anxiety were 12 respondents (29.3%).

The bivariate test in this study used the Chi-Square analysis because the variables that were linked were variables with categorical and categorical data. The connected variable is the confidence variable with the anxiety variable.

Table 2. Relationship Confidence with Anxiety as A Presentation in Class Of Nursing Students

Confidence	Anxiety				Total		OR (95%) CI	P-Value
	Low		Moderate					
	N	%	N	%	N	%		
High	15	36.6 %	11	26.8 %	26	63.4 %	0.097	0.039
Low	14	34.41 %	1	2.4 %	15	36.6 %	(0.011 - 0.855)	
Total	29	70.7 %	12	29.3 %	41	100.0%		

Table 2 shows the high confidence of 26 people (63.4%), 15 people with low anxiety (36.6%), and 11 people with moderate anxiety (26.8%). The low confidenceof the 15 people (36.6%), 14 people with low anxiety (34.41%) and one person with moderate anxiety (2.4%).The results of the Chi-Square analysis show P-Value (0.039) <α (0.05).The hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, there is a relationship between the confidence and anxiety as a presentation in the class at theUniversity of Muhammadiyah Tangerang. In addition, the OR (Odd Ratio) value of 0.097 means that students are experiencing anxiety when presenting in the class will have a 0.097 times chance of having self-distrust towards anxiety than students who do not experience anxiety. It can be concluded that students with the high confidence will have the low anxiety, and students with the moderateanxiety willhave the low confidence

DISCUSSION

Based on the results of the study found nine male respondents (22.0%), and 32 respondents (78.0%). This study is also following the Siska's research (2013) there is no relationship between female sex and anxiety when making presentations. The study of Lips (1993), about differences in speaking anxiety in front of the class in terms of the sex results show that gender can influence the occurrence of stress during a presentation. This research proves that there are differences between the sexes of men and women.

Respondents with the low confidence were 27 respondents (65.9%), and respondents with the high confidence were 14 respondents (34.1%). According to Bukhari's study (2016), that the majority of respondents had high self-confidence (86.70%), and low self-confidence (85.85%). The study of Aiman's (2016), shows that of 56 respondents (98%) with low self-confidence, and one respondents (2%) with high self-confidence. According to previous research states that the most decisive factor in barriers to public speaking is lack of confidence. Someone who lacks confidence will tend to avoid presenting or speaking in public. They are afraid that others will ridicule or blame in the discussion, will be more silent in talking, and when delivering presentations will be broken (Rahmat, 2017).

Respondents with the low anxiety were 29 respondents (70.7%), and respondents with the. moderate anxiety were 12 respondents (29.3%). The study of Aiman's (2016), shows that 29 respondents (51%) with no anxiety category, anda 28 respondents (49%) with anxiety category. Nervoud when speaking in public is defined as a feeling of discomfort than can trigger fear when speaking both individually, and in groups so that messages can't convey perfectly, this is due to deviant

psychological, physiological, and behavioral reactions *(Kholisin, 2014).*

The results obtained from the study that of the 41 respondents shows the high confidence of 26 people (63.4%), 15 people with low anxiety (36.6%), and 11 people with moderate anxiety (26.8%). The low confidenceof the 15 people (36.6%), 14 people with low anxiety (34.41%) and one person with moderate anxiety (2.4%). The results of the Chi-Square analysis show P-Value (0.039) < α (0.05). The hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, there is a relationship between the confidence and anxiety as a presentation inthe class at the University of MuhammadiyahTangerang.

In addition, the OR (Odd Ratio) value of 0.097 means that students are experiencing anxiety when presenting in class will have a 0.097 times chance of having self-distrust towards anxiety than students who do not experience anxiety. According to Wahyuni's (2014), shows that higher self-confidence, the lower anxiety of speaking in public, and lower self-confidence, the higher anxiety of speaking in public with p-value of 0.001. The study of Aiman's (2016) shows there is no relationship between sself-confidence and anxiety when speaking in public with p-value of 0.05. Symptoms of lack of confidence areby the body's response to anxiety according to Stuart (2013), namely the physiological body response (such as palpitations, fainting, rapid breathing, gasping, insomnia, anxiety, loss of appetite, nausea, taste burning in the stomach such as burning, desire to urinate frequently, blushing, pale face, hot and cold sensation on the skin and sweating all over the body), and behavioral, cognitive, and affectiveresponses to anxiety (such as: anxiety, withdrawal from interpersonal relationships), avoid, tremors, poor concentration, confusion, nightmares, fear, nervousness, impatience, and frustration). In this study, the symptoms of anxiety that occur in students during class presentations are the majority with anxiety symptoms of anxiety (stress, nervous, palpitations, flushed faces, pale faces, fears, nervousness, sweating, heat, and cold).

The study of Astrid's (2010), shows that negative perception of himself affect nervousness in public speaking. Students feel that they are unable to present their assignment in front of the classss, students are unable to explain the presentation material, and afraid that their friends will not understand what is being conveyed so that students stammer in speaking, preferring to be silent, and encourage other friends to explain during the presentation at the class.

CONCLUSIONS

This research in June 2018.The results of this study there is a relationship of confidence with anxiety when making presentations in the class of second-semester nursing students at the University ofMuhammadiyahTangerang. In the results of this study shows thatthe high confidence of 26 people (63.4%), 15 people with low anxiety (36.6%), and 11 people with moderate anxiety (26.8%).The low confidenceof the 15 people (36.6%), 14 people with low anxiety (34.41%) and one person with moderate anxiety (2.4%).

The results of the Chi-Square analysis show P-Value of 0.039< α (0.05). The hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, there is a relationship between the confidence and *anxietyas* a presentation in the class at the University of MuhammadiyahTangerang. In addition, the OR (Odd Ratio) value of 0.097 means that students are experiencing anxiety when presenting in class will have a 0.097 times chance of having self-distrust towards anxiety than students who do not experience

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anxiety. It can be concluded that students with the high confidence will have the low anxiety, and students with the moderate anxiety will have the low confidence

This research is expected that students can practice speaking in front of the class. Before the presentation students can do distraction to overcome nervousness or insecurity. Become additional data for institutions in developing research on the relationship of faith with anxiety when making presentations. Consider several factors that influence speaking anxiety in front of the class, such as self-concept, self-esteem, etc. Future studies can also examine more in-depth about the method of data collection that is appropriate.

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