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The Influence of Positive Affirmations on the *Self-Efficacy* of Students Who Will Undertake Nursing Clinical Practice in Hospitals

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ABSTRAK

Mahasiswa keperawatan merupakan seseorang pelajar yang belajar mengenai ilmu keperawatan. Mahasiswa keperawatan yang akan melakukan kegiatan praktik klinik, dituntut untuk mempunyai kesiapan baik secara konseptual, psikomotor, dan sikap. Tujuan: Penelitian ini bertujuan mengetahui adanya pengaruh afirmasi positif terhadap efikasi diri mahasiswa yang akan melakukan praktik klinik keperawatan di Rumah sakit. Metode: Sampel yang digunakan yaitu sebanyak 20 mahasiswa STIKes Kendedes kelas callisto dengan menggunakan tekhnik sampling total sampling. Design penelitian yang digunakan yaitu *Quasy Experimental* dan menggunakan *one group pre-test post test design* sebagai rancangannya. Hasil: Hasil yang sudah didapatkan yaitu efikasi diri sebelum dilakukan afirmasi poitif sebagian responden memiliki efikasi diri sedang sedangkan efikasi diri setelah dilakukan afirmasi positif yaitu sebagian besar responden memiliki efikasi tinggi. Hasil uji analisis Wilcoxon menunjukkan hasil p-value 0.000<0.05, sehingga didapatkan kesimpulan afirmasi positif memberikan pengaruh efikasi diri mahasiswa yang akan melakukan praktik klinik keperawatan di rumah sakit.

Kata Kunci: Mahasiswa; Afirmasi Positif; efikasi diri

ABSTRACT

Nursing students are students who study nursing. Nursing students who will carry out clinical practice activities are required to have readiness both conceptually, psychomotorically, and attitudinally. Aim: This research aims to show the effect of positive affirmation to self-efficacy of students who will carry out clinical nursing practice in hospitals. Method: The sample used was 20 STIKes Kendedes students, Callisto class, using total sampling techniques. This research used Quasy Experimental and using one group pre-test post test design as the design. Resulths: The results showed that self-efficacy before positive affirmation was carried out, some respondents had moderate self-efficacy, while self-efficacy after positive affirmation was carried out, it was found that most respondents had high efficacy. Wilcoxon analysis show that the result with p-value was 0.000 <0.05, which mean that positive affirmation influential to self-efficacy of students who will carry out clinical nursing practice in hospitals.

Keywords: *Students; Positive Affirmation; Self-Efficacy*

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INTRODUCTION

A student is an individual formally enrolled in a college or university. Specifically, a nursing student is one who is undertaking studies in the field of nursing. Prior to engaging in clinical practice, nursing students are expected to be adequately prepared in three key domains: conceptual knowledge, psychomotor skills, and professional attitudes. Furthermore, they are required to deliver safe and high-quality care to patients. However, some nursing students report feeling insufficiently prepared for clinical fieldwork.

A preliminary survey conducted among 20 students enrolled in the Nursing Profession Study Program at STIKes Kendedes revealed that many students lacked confidence in performing patient-related procedures and expressed self-doubt regarding their capabilities. Although students receive theoretical instruction and practical applications during their coursework, this does not always translate into confidence during clinical practice (Harefa et al., 2023). Therefore, in addition to academic preparation, students require motivation as well as cognitive, affective, and self-regulatory skills to meet the demands of clinical practice. Despite the heavy workload, students are expected to develop problem-solving skills that contribute to increased self-efficacy (Wijayanti & Salsabila, 2024).

According to Bandura, as cited in Wilde and Hsu (2019), self-efficacy refers to an individual's belief in their capacity to organize and execute the actions required to achieve specific goals. Individuals with high self-efficacy tend to approach tasks with confidence, persist in the face of challenges, and trust in their own abilities. This sense of competence enables students to achieve their clinical objectives and enhances academic performance, ultimately contributing to the development of clinical competence.

Positive affirmations, defined as short, purposeful statements that reinforce constructive thought patterns and focus on personal strengths, have been shown to influence subconscious processes, emotions, and behaviors (Ayu Wulandari et al., 2024). Such affirmations can reduce stress levels, improve psychological well-being, enhance academic performance, and promote openness to behavioral change (El Widad & Idawati, 2023).

Given these observations, this study aims to investigate the impact of positive affirmations on nursing students' self-efficacy. The underlying hypothesis is that fostering a positive mindset will enhance students' emotional resilience, clarify academic goals, and strengthen their motivation and self-direction in clinical practice, ultimately contributing to improved self-efficacy.

RESEARCH METHODS

This research used *Quasy Experimental Design* with *one group pre-test post-test design*. The population were all Callisto class students who would carry out nursing clinical practice. The total of samples was

20 students taken using the total sampling technique. The study was conducted at the STIKes Kendedes Malang Campus in February 2025. The tabulated data were analyzed with Wilcoxon test.

RESEARCH RESULT

1. Distribution of respondent characteristics

Tabel 1. distribution of respondent characteristics based on gender

Gender	Frequency	Persentage (%)
Woman	17	85
Man	3	15
Total	20	100

Based on table 1 the results that almost all of respondents are female, with a total of 17 respondents (85%).

2. *Self-efficacy* results before positive affirmations were carried out

Tabel 2. *Self-efficacy* results before positive affirmations were carried out

Category	Pre-Test	
	Frequency	Persentage (%)
High	0	0
Medium	15	75
Low	5	25
Total	20	100

Based on table 2, the result that most respondents had moderate efficacy with a total of 15 respondents (75%).

3. *Self-efficacy* results after positive affirmations

Table 3. *Self-efficacy* after positive affirmation

Category	Pre-Test	
	Frequency	Persentage (%)
High	15	75
Medium	5	25
Low	0	0

Based on table 3, the result show that most respondents had high efficacy with a total of 15 respondents (75%).

4. The influence of positive affirmations on *self-efficacy*

Table 4. The effect of positive affirmation on *self-efficacy*

	Z	Asymp Sig
Pre Test Post Test	-4,066	0.000

Based on table 4, *Wilcoxon* test shows result p-value of 0.000 <0.05, so that conclusions can be drawn the effect of positive affirmation on self-efficacy in respondents.

DISCUSSION

The results of this study indicate that, prior to the positive affirmation intervention, the majority of nursing students preparing for clinical practice exhibited moderate self-efficacy, with 55 respondents (66%) falling into this category. This finding is consistent with the study by Burhannudin et al. (2023), which reported that nursing students typically demonstrate moderate levels of self-efficacy. Self-efficacy refers to an individual's belief in their ability to complete tasks and overcome challenges, including in complex situations such as clinical practice in hospitals (Hasmatang, 2019).

Following the positive affirmation intervention, a significant increase in self-efficacy levels was observed, as presented in Table 3. The majority of respondents were classified into the high self-efficacy category, indicating that positive affirmations were effective in boosting students' confidence. This outcome aligns with the research by El Widad and Idawati (2023), which found that positive affirmations effectively enhanced students' self-efficacy. Individuals with high self-efficacy tend to exhibit greater optimism, motivation, and persistence in task completion (Lianto, 2019).

Positive affirmations are concise statements designed to reinforce positive self-image and self-belief. This intervention influences the subconscious and emotional state, thereby affecting behavior and enhancing readiness to cope with stressful situations (Kasmaja, 2016). Previous studies have demonstrated that positive affirmations can reduce stress, improve psychological well-being, support adaptation to change, and enhance academic performance (Julianti et al., 2024).

The Wilcoxon test results (Table 4) revealed a significance value of $p = 0.000$ ($p < 0.05$), indicating a statistically significant difference in self-efficacy levels before and after the positive affirmation intervention. These findings are consistent with those of Parjianto et al. (2021), who also reported significant improvements in participants' abilities following positive thinking interventions, with a significance value of $p < 0.026$.

Self-efficacy is a crucial factor in nursing students' readiness to engage in clinical practice. Confidence in one's abilities enhances resilience in the face of challenges and supports effective decision-making in clinical settings (Indrawati et al., 2024). Consequently, the use of positive affirmations can be a highly effective psychological intervention for strengthening students' mental preparedness.

RESEARCH CONCLUSION

From the research that has been done, the results obtained that the *self-efficacy* of students who will carry out clinical nursing practice before positive affirmation is carried out, most respondents have moderate self-efficacy, while after positive affirmation is carried out, the results that most respondents has high self-efficacy. Form the wilcoxon test give a p-value 0.000 < 0.05 so that show to have an impact positive affirmation on the self-efficacy of students who will carry out clinical nursing practice in hospitals.

RECOMMENDATION

This research can be a reference in providing motivational support for students who will carry out clinical nursing practice in hospitals. It is hoped that by providing continuous positive affirmations, it can influence students' self-efficacy to be better.

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