

HOW TO DEAL WITH FAILURE IN MEDICAL STUDENTS

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ABSTRACT

A medical student is someone who has studied as a doctor for five and a half years at either a state or private university. The large amount of time spent reading reading materials, the need to understand how to effectively serve the community in terms of health, and expectations from parents cause medical students to have higher levels of stress. How to overcome this requires medical students to carry out self-regulation to reduce stress and frustration and facilitate the implementation of problem solving strategies, aspects which include metacognition, motivation and behavior, the influencing factors are the individual (self), behavior and attitude. environment, and also students need to affirm themselves to overcome psychological phenomena, especially stress, emotional intelligence to motivate medical students, overcome frustration and environmental demands or pressure, aspects of emotional intelligence, self-awareness, influencing factors are internal factors that come from within oneself . oneself and external factors that come from outside such as the environment where a person lives, non-family and interpersonal. Next there is self-efficacy, namely a person's belief in their ability to manage the situation they are experiencing. The aspects contained in self-efficacy include quantities related to the level of difficulty of the task, strength, namely how confident the individual is in using it. to carry out tasks, generality, namely individual self-confidence to complete certain tasks completely and well, factors that influence self-efficacy are changes in behavior and emotional arousal.

Keywords: Medical Students, Stress, Stress Factors

INTRODUCTION

A medical student is someone who has studied as a doctor for five and a half years at both state and private universities. The many academic demands make it very necessary to take a break not enough. Not only academic problems, busy organizational matters are also a source of pressure, especially if you are an overseas student who has to be away from your family. In addition, the large amount of time spent reading material, having to understand effective ways to serve society in terms of health, and expectations from parents cause medical students to have higher levels of stress (Abdulghani, AlKanhal, Mahmoud, Ponnampereuma, & Alfari, 2011; Rahmayani, Liza, & Syah, 2019). Stress is defined as a condition that arises as a result of an imbalance between the demands of the environment and the individual's existing abilities. In general, stress is divided into two types, namely (1) distress (negative stress): This type of stress is detrimental and destructive, making individuals irritable, irritable, difficult to concentrate, difficult to decide on things, forgetful, and not energetic; and (2) eustress (positive stress). A type of stress that is non-disruptive and constructive because it gives a feeling of excitement. So, when there is pressure which then causes feelings of down, then that pressure is distress (Abdulghani et al., 2011; Inama, 2021; Rahmayani et al., 2019). As many as 112 students (50.8%) out of a total of 240 FK students from Muhammadiyah University in Palembang experienced stress.

Medical students have a tendency to experience very high levels of stress when compared to students from other majors. The stress level of FK students tends to range between 25%-75%. Another research conducted by Rahmayani in 2019 showed that Riau University medical students who experienced academic-related stressors had

severe levels of stress. said that abuse occurred ranging from 3.2 to 27.5% (Gatot, Adisasmito, & Muhammadiyah, 2005; Hurlock, 2004; Indarwati, 2018; Limen, Runtuwene, & Wagi, 2018; Prayitno & Ayu, 2018; Rahmayani et al., 2019; Thinagar & Westa, 2017; Wahyudi R, Bebasari E, 2015). Self-regulation can reduce stress and frustration and make it easier to implement problem-solving strategies where self-regulation is a process used to activate and maintain thoughts, behavior and emotions to achieve goals. If the goal involves learning, it is called self-regulation in learning or Self-Regulated Learning (SRL). Similar research states that students with good self-regulation are shown to have regular study habits and are able to apply study strategies to achieve good results so as to reduce the academic stress they experience (Guglielmino & Guglielmino, 2006; Mardziah & Abdullah, 1997; Perryman et al., n.d.; Song & Hill, 2007).

Self-compassion is part of how to deal with stressors. The definition of self-compassion consists of three main components, namely: self-kindness, common humanity or universal humanity, and mindfulness or full attention. Self-kindness is the ability to understand oneself when one experiences hardship and develop a desire to recover oneself with kindness in the midst of suffering. Common humanity is an awareness that suffering and failure are part of the human experience. Mindfulness, full attention or insight is a non-judgmental and receptive state of mind when thoughts and feelings are observed as they are, without suppressing or denying them (Merriam, 2001; Murad & Varkey, 2008; Sullivan, 2020).

LITERATURE REVIEW

Self-Efficacy

Self-efficacy is a person's belief in their ability to manage the situation they are experiencing. Self-efficacy has an important role in reducing anxiety in facing block exams where, in social cognitive theory, self-efficacy is the main concept and provides action and increases commitment in achieving a goal. Motivation greatly influences success in clinical evaluation. A person's motivation for resistance to failure, the effort they make, how long they can survive, and determining the goals they set are part of the contribution of self-efficacy. (Shokoohi, Emami, & Mohammadi, 2014; Song & Hill, 2007)

Aspects Of Self-Efficacy

1. Magnitude

This dimension is related to the level of task difficulty. With varying levels of task difficulty, individuals are more likely to choose a task difficulty level that suits their abilities. Individuals with high self-efficacy will have high confidence about their abilities in carrying out a task, whereas individuals who have low self-efficacy will also have low confidence about their abilities. (Bayantari, Indonesiani, & Apsari, 2022; Coronado-Maldonado & Benítez-Márquez, 2023)

2. Strength

This aspect points to. how confident the individual is in using it in carrying out the task. This relates to the behavior required to achieve completion of tasks that arise when needed. With self-efficacy the power for greater efforts can be obtained. Individuals who lack strong confidence in using their abilities can easily give up if they face obstacles in completing a task. On the other hand, individuals who have strong confidence in their abilities will continue to try even if they face an obstacle in completing a task. The stronger a person's self-

efficacy, the longer the person concerned can persist in the task.(Bayantari et al., 2022)

3. Generality

Generality explains an individual's confidence to complete certain tasks completely and well. Here, each individual has different beliefs according to different tasks. The scope of the tasks carried out can be different and depends on the degree of activity, the abilities expressed in terms of behavior, thinking and emotions, the quality of the situation presented and the nature of the individual in the behavior directly when completing it. Individuals who have low self-efficacy will easily give up, complain when faced with many tasks simultaneously or in conditions that are different from usual. Meanwhile, individuals who have high confidence will treat threats as challenges and show little doubt. The individual will enjoy looking for new situations.(Coronado-Maldonado & Benítez-Márquez, 2023)

Factors That Affect Self-Efficacy

Changes in behavior, in Bandura's system, the key is changes in efficacy expectations (self-efficacy). Self-efficacy or habitual self-confidence can be acquired, changed, increased or decreased, through one or a combination of four sources, namely, experience of mastering an achievement (performance accomplishment), vicarious experience, social persuasion and emotional arousal. (Emotional psychological states).(Murad & Varkey, 2008)

The Role Of Self-Efficacy

1) Self-efficacy as a predictor of behavior

According to Bandura as quoted by Alwisol, the source of controlling behavior is the reciprocity between the environment, behavior and the person. Self-efficacy is an important personal variable, which, when combined with specific goals and understandings of achievement, will be an important determinant of future behavior. Each individual has different self-efficacy in different situations, depending on: 1) The abilities required by the different situations. 2) The presence of other people, especially rivals in the situation. 3) Physiological and emotional state; fatigue, anxiety, apathy, moodiness. High or low self-efficacy, combined with a responsive or unresponsive environment, will produce four possible predictions of behavior (Shadid et al., 2020; Xie, Cao, Sun, & Yang, 2019).

2) Collective efficacy (collective)

People's belief that their efforts together can produce certain social changes is called collective efficacy. It is not "group spirit" but rather the personal efficacy of many people working together. Bandura believes that people try to control their lives, not only through individual self-efficacy, but also through collective efficacy. Self-efficacy and collective efficacy together complement each other to change human lifestyles. For example, in the health sector, people may have the self-efficacy to quit smoking or go on a diet, but may have low collective efficacy in terms of reducing environmental pollution, workplace hazards and infectious diseases. Collective efficacy arises in relation to problems of forest destruction, international trade policy, ozone destruction, technological progress, legal and bureaucratic crime, war, famine, natural disasters and so on (Amaliah, Dewanti, & Samudra, 2017; Setiady et al., 2021).

Self Regulation

Self-regulation is an individual's effort to regulate themselves in an activity by involving metacognitive abilities, motivation and active behavior. Self-regulation is not a mental ability or academic ability, but rather how individuals process and change a form of activity. According to Bandura, self-regulation is the ability to regulate behavior and carry out this behavior as a strategy that influences a person's performance in achieving goals or achievements as evidence of improvement. Zimmerman states that self-regulation refers to thoughts, feelings and actions that are planned by the self and occur continuously in accordance with efforts to achieve personal goals (Amaliah et al., 2017; Setiady et al., 2021).

Aspects Of Self Regulation

Metacognition

Matlin said metacognition is understanding and awareness of cognitive processes or thoughts about thinking, he said that metacognition is an important process. This is because a person's knowledge about his cognition can guide him in organizing or arranging the events he will face and choosing appropriate strategies in order to improve his cognitive performance in the future. Flavell said that metacognition refers to a person's knowledge of the cognition they have and the regulation of that cognition. Schank added that knowledge about cognition includes planning, monitoring, and improving performance or behavior. Zimmerman and Pons added that the metacognitive point for individuals who carry out self-regulation is individuals who plan, organize, measure themselves, and instruct themselves as needed during their behavioral processes, for example in terms of learning (Ameh, Uti, & Daramola, 2022; Jiménez-Picón et al., 2021; Yuliyani, 2017).

Motivation

Motivation is a function of the basic need for control and is related to the abilities that exist in each individual. The advantage of this motivation is that individuals have intrinsic motivation, autonomy and high self-confidence in their ability to do something.(Cho, Marjadi, Langendyk, & Hu, 2017)

Behavior

Behavior is an individual's effort to regulate themselves, select and utilize or create an environment that supports their activities. In this behavior, individuals choose, arrange and create a balanced social and physical environment to optimize the achievement of the activities carried out (Amaliah et al., 2017).

Factors Affecting Self-Regulation

Individual

Individual factors include the following: 1) Individual knowledge, the more and more varied knowledge an individual has, the more it will help the individual in self-regulation. 2) The higher level of metacognitive ability possessed by an individual will help the implementation of self-management within the individual. 3) Goals to be achieved, the more and more complex the goals to be achieved, the greater the possibility for individuals to carry out self-regulation (Novitasari, Hutagalung, Silitonga, Johan, & Asbari, 2021; Rafie, 2021; Utari & Rustika, 2021).

Behavior

Behavior refers to an individual's efforts to use the abilities they have. The greater and more optimal the effort put forth by an individual in managing and organizing an activity, the greater the individual's management or regulation. Bandura stated that in this behavior, there are three stages related to self-management or self-regulation, including: 1) Self-observation. This is related to the individual's response, namely the stage where the individual looks inside himself and his behavior (performance). 2) Self Judgment. This is the stage where the individual compares the performance and standards that have been carried out with the standards or goals that have been created and set by the individual. Through efforts to compare performance with standard goals that have been created and set, individuals can evaluate the performance that has been carried out by knowing the weaknesses or deficiencies in performance. 3) Self reaction is a stage that includes the individual's process of adapting and planning to achieve the goals or standards that have been created and set (Amaranggani, Prana, Arsari, Surbakti, & Rahmandani, 2021; Rafie, 2021; Yuliyani, 2017).

Environment

Social cognitive theory devotes special attention to social and experiential influences on human functioning. This depends on how the environment supports or does not support it. Meanwhile, according to Cobb, self-regulated learning is influenced by many factors, including self-efficacy, motivation and goals.(Amaliah et al., 2017; Novitasari et al., 2021)

Self-efficacy

In general, self-efficacy is a person's assessment of his or her own ability to carry out certain behaviors. Students who have high self-efficacy will increase the use of cognitive and self-regulated learning strategies. Individuals who feel capable of mastering a skill or carrying out a task will be better prepared to participate and work hard. Be more tenacious in facing difficulties, and reach higher levels (Amaliah et al., 2017; Rafie, 2021).

Motivation

Motivation is something that animates (energizes), directs and maintains behavior; Motivation makes individuals move, puts them in a certain direction, and keeps them moving. Individuals tend to be more efficient in managing their time and efficient in learning if they have motivation to learn. Motivation that comes from within a person (intrinsic) tends to provide more positive results in the learning process and achieve good achievements. This motivation will be more stable compared to motivation that comes from outside oneself (extrinsic). However, this does not mean that motivation from outside oneself (extrinsic) is not important. These two types of motivation play a very important role in the learning process (Bayantari et al., 2022).

Goals

It is determining what goals a person wants to achieve. Goals are criteria that individuals use to monitor their progress in learning. Goals have two functions in self-regulated learning, namely guiding individuals to monitor and organize their efforts in a specific direction. Apart from that, goals are also criteria for individuals to evaluate their performance (Ameh et al., 2022; Cho et al., 2017).

Self-Regulation Strategies In Learning

This self-regulation is measured through the use of learning strategies used by students in facing their assignments which are displayed in 11 self-regulation strategies. These self-regulation strategies are: 1. Self-evaluation 2. Organizing and transforming 3. Designing and planning goals (goal setting and planning) 4. Searching for information (information seeking) 5. Keeping records and monitoring (keeping records and monitoring) 6. Managing the environment (environmental structuring) 7. Self-consequences (self-consequences) 8. Practicing and remembering (rehearsing and memorizing) 9. Seeking help from friends (seeking social assistance from peers) 10. Seeking help to teachers (seeking social assistance from teachers) 11. Rereading notes (reviewing notes). (Ameh et al., 2022; Cho et al., 2017; Jiménez-Picón et al., 2021)

Self-Affirmation

Failure to adapt causes individuals to experience mental disorders. Mental disorders are disorders that affect cognition, emotions, behavioral control and substantially affect both children's ability to learn and adults' ability to function effectively within the family, in the work environment, and in society at large (Amaliah et al., 2017; Umiyati, 2021). The affirmation theory to address a variety of psychological phenomena, including biased information processing, causal attribution, cognitive dissonance, prejudice and stereotypes, and stress. Apart from the psychological effects of affirmations, they have also been proven physically, such as being able to reduce cortisol levels in individuals experiencing stress. Self-affirmation focuses on thoughts and behavior. Self-affirmation techniques can reduce academic anxiety by changing the way they think to feel or act, regardless of the situation (Rachmah, 2015; Yuliyani, 2017).

Emotional Intelligence

Emotional intelligence is the ability to monitor and control one's own feelings and those of others, and to sort through feelings to guide thoughts and actions. Evidence shows that people who are emotionally competent, can know and handle their own feelings well, and are able to read and deal with other people's feelings, certainly have advantages in their lives, whether in romantic relationships, work relationships, education or friendship. (Novitasari et al., 2021; Rachmah, 2015)

Aspects Of Emotional Intelligence

1) Self-awareness

Self-awareness is the ability to recognize emotions and the causes of triggering these emotions. A person with this skill is able to assess the emotions they feel so that with this sensing ability they will obtain information to take action. Self-knowledge consists of 3 skills, including emotional awareness, accurate self-assessment and self-confidence. Emotional awareness is the ability to be aware of an emotion that can affect oneself and the ability to manage judgment to make the right decision. Accurate self-assessment is self-acceptance of personal strengths and limitations and also has the ability to learn from experience. Self-knowledge also includes self-confidence skills as the courage to believe in one's abilities, certainty of one's values and life goals, thus making a person less susceptible to intimidation and pressure from external factors. (Novitasari et al., 2021; Utari &

- Rustika, 2021)
- 2) Self-Mastery (self-regulation)
A related community factor, for example, is social isolation from social assistance/support. The geographical location of the elderly person's residence is far from family, friends, elderly service centers, plus someone who has good self-control can be more controlled in expressing feelings or giving appropriate response actions by being more careful and also trying not to be impulsive. Self-control does not mean suppressing feelings of stress or hiding emotions, but rather being wise in experiencing emotions. (Rafie, 2021)
 - 3) Self-Motivation
Motivation is the drive within a person to achieve the expected goals. Self-motivation comes from driving the desire to guide oneself towards goals, help oneself, take initiative and act very effectively, to survive failure and frustration. Like when things don't go according to plan, someone will look for a way out to achieve success. Motivation starts from an emotion, someone who has high emotional intelligence will be able to motivate themselves to be able to fix the problems they face. People who are able to motivate themselves tend to be more productive and effective in a job.(Utari & Rustika, 2021)
 - 4) Empathy
Empathy is the ability to recognize other people's feelings and feel what other people feel by sensing these feelings through verbal and non-verbal means. It can also be said that empathy is the ability to read emotions or feelings experienced by other people as well as appreciate the problems or needs implied by someone's feelings. Empathy skills can be formed by understanding one's own emotions and feelings so that one can understand the emotions and feelings that other people experience.(Coronado-Maldonado & Benítez-Márquez, 2023)
 - 5) Effective relationship
Effective relationships can also be said to be social skills, where indicators in this aspect are skills in persuasion or influence others; be communicative, namely being able to convey clear and convincing messages and being able to listen carefully; able to inspire and guide groups and other people; can initiate and manage change; have a conflict management attitude, namely negotiating and resolving disagreements; bonding and expanding social networks; can cooperate with others for common goals; and creating group synergy in fighting for common goals.(Bayantari et al., 2022)
 - 6) Perception of Emotion
Emotional perception is the ability to realize and express emotions in oneself and others. This aspect includes an individual's ability to differentiate emotions and express accurate and inaccurate emotions by understanding thoughts, feelings and body language. (Penelitian & Pengabdian, 2025)
 - 7) Managing Your Own Emotions
Self-regulation of emotions is the ability to be sensitive to recognizing emotional changes within oneself. This aspect includes the individual's ability to remain calm in any condition, the ability to sort emotions according to environmental conditions, the ability to monitor and regulate one's own emotions. This aspect certainly plays an important role for medical students to achieve success in the learning process at the pre-clinical stage.(Setiady et al., 2021)
 - 8) Managing Other People's Emotions
Regulation of other people's emotions is the ability needed to be able to

understand other people's emotions and to know the atmosphere that other people need or want. This aspect includes the ability to be sensitive to other people's emotions. This helps in building better interpersonal relationships.(Amaranggani et al., 2021; Setiady et al., 2021)

9) Utilization of Emotion

Utilization of emotions is an individual's ability to interpret and utilize emotions to solve the problems they face. This aspect includes the ability to monitor and regulate emotions both in oneself and other individuals in an environment, then exploiting the advantages and disadvantages of that environment.(Amaranggani et al., 2021; Setiady et al., 2021)

Factors That Influence Emotional Intelligence

A. Internal Factors

1. Amygdala Emotional Brain Structure

The amygdala is part of the limbic system that organizes motivational and emotional responses. The amygdala functions to control anger and fear and is an important part that stores emotional memories. An amygdala that does not work optimally can cause a person to experience emotional memory loss.(Coronado-Maldonado & Benítez-Márquez, 2023; Rachmah, 2015)

2. Gender

Research states that emotional intelligence in women is higher than in men. This is obtained because women are superior to men in understanding emotions. (Rafie, 2021; Utari & Rustika, 2021)

3. Personality

Shows the relationship between a person's personality patterns and emotional intelligence.(Amaranggani et al., 2021; Rafie, 2021; Utari & Rustika, 2021)

B. External Factors

1) Family Environment

- a. Affectionate parental care and education about religious, social and cultural life values to prepare children to become healthy individuals and members of society.

2) Non-Family Environment

- a. Non-family environmental factors are grouped into the following sections:(Amaranggani et al., 2021; Rafie, 2021; Utari & Rustika, 2021)
- b. Interpersonal relationships
- c. Interpersonal relationships or interpersonal relationships are individual relationships with opponents in interactions with a variety of characters carried out in daily activities
- d. Residential environment
- e. The condition of the living environment is a place where individuals socialize in everyday life in the midst of society which of course has its own values or norms that are adhered to, thus influencing interaction patterns in the individual's life.
- f. Relationships within the group
- g. In building your self-image in the social sphere, you need to have relationships with your group of friends. in the form of mutual respect, providing support and feedback between each other.

CONCLUSION

At this time, some failures in medical students still cannot be resolved as a result of the internal and external factors that exist in them, there is a relationship between self-regulation, self-affirmation, self-efficacy and self-compassion on the level of stress experienced by medical students now, so for proper prevention This is done so that failure does not continue to be experienced by medical students. It is necessary to increase emotional intelligence and also motivation from the family. The family is the main factor for medical students in carrying out their academics and a good environment will increase the level of learning. Avoid relationships that can interfere with academics, such as dating. can lead to free sex. So, it is necessary for medical students to focus on achieving what has been planned well and avoid things that will hinder their goals. Failure will definitely come to those who are in the process, therefore, don't make this failure the end of the process. Use it as motivation to move forward and change for the better.

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