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Academic Motivation Through Self-Esteem a Role in Coping Stress in Medical Students Facing OSCE

Rusdah Parinduri *, Rifatun Nihayah Rambe, Fatimah Triyani, Yuli Novia Sari, M. Khahfi Zuhanda
Magister Psikologi, Universitas Medan Area
Jalan Setia Budi No. 79B, Medan, Sumatera Utara, Indonesia

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ABSTRACT

Medical students often experience stress in facing OSCE (Objective Structured Clinical Examination) exams due to various factors such as a large material load, pressure to perform well, and subjective assessment. During the OSCE, 80% of students always take remedial exams. This makes students stressed and anxious to do remedial exams. Students feel tired and exhausted to do the exam repeatedly. The purpose of this study was to determine the effect of academic motivation on student stress through self-esteem in facing OSCE. The research method uses a quantitative approach. The sampling technique was purposive sampling. Respondents were 97 medical students at the Islamic University of Indonesia Yogyakarta. Respondent data collection using a questionnaire distributed through G-form. The rating scale uses a Likert scale of 1-4. Analysis using SEM (Structural Equation Model) test with JASP 0.19.3.0 application. The results showed valid and reliable data between latent variables and between latent variables and indicators of latent variables. The results of the hypothesis show, academic motivation affects the stress level of medical students facing OSCE, academic motivation affects the self-esteem of medical students facing OSCE, self-esteem affects the stress level of medical students facing OSCE, academic motivation through self-esteem affects the stress level of medical students facing OSCE. From the results of the study, it is known that high academic motivation and self esteem reduce the stress level of medical students facing OSCE. Strong academic motivation encourages students to study harder and achieve their academic goals, which in turn can reduce academic-related stress and anxiety. High self-esteem helps students feel more confident in their abilities, accept themselves as they are, and face challenges more positively, thus reducing the impact of stress.

Corresponding Author:

Rusdah Parinduri
Universitas Medan Area
Email: rusdahparinduri30@gmail.com

INTRODUCTION

Students often experience anxiety and stress in facing the Objective Structured Clinical Examination (OSCE) exam due to various factors, including; a lot of material, lack of preparation, good performance and subjective assessment. When conducting OSCE, at the initial stage usually only 20% pass. The rest do remedial repeatedly. This makes students tired, exhausted and anxious to take the OSCE repeatedly. OSCE is an Objective Structured Clinical Examination. OSCE is an assessment method used to test one's clinical competence, especially in healthcare fields such as medicine and nursing. OSCE is a challenge that medical students face, often triggering anxiety and stress. Students feel anxious because OSCEs test their clinical skills

in a standardized simulated situation, and many are concerned about the assessment which may be subjective. However, OSCEs can also encourage students to be more active in learning and improve their understanding of clinical practice.

According to Fidment in (Nopit & Indawati, 2023), student skills will specifically be tested in the OSCE (Objective Structured Clinical Examination) exam because the OSCE exam consists of a number of stations that vary based on the number of skills being tested. Swift et al. in (Nopit & Indawati, 2023), in their research mentioned that the OSCE format has proven to be a valid and reliable assessment tool. Most institutions have applied it because of the objectivity in the assessment. In addition, during the examination process students can freely provide actions without causing harm to simulated patients. This increases student confidence and improves readiness to assume the role of a health worker before starting clinical placement. When compared to other assessment methods, OSCE is more memorable and integrates greater application of knowledge when compared to simple memorization methods (Yuherlida dalam (Nopit & Indawati, 2023)). Ninety-nine percent of students felt that OSCEs were stressful events. OSCE is also considered by students to be an exam that has more stressors than other types of exams (Limen et al in (Nopit & Indawati, 2023)).

Academic stress is very common among students. Academic stress is a situation where individuals feel pressure when they want to achieve predetermined goals (Khairi Siregar & Rama Putri in (Mufatihah et al., 2025)). In the process of gaining knowledge, students are often faced with various pressures, ranging from academic pressure, pressure from parents, or social pressure. The phenomenon of academic stress among students is something that needs further attention. Students are indeed expected to be able to have higher self-capacity, and be able to solve and find the best solution to their problems. However, in reality, various challenges that are difficult to control still arise and disrupt the mental stability of students during the lecture period. The challenges generally faced by students are poor time management, too much coursework, various expectations and demands from parents that must be met, and low learning achievement. These various things can be a factor in the high rate of academic stress in students (Sagita et al., in (Mufatihah et al., 2025)).

Nevid, Spencer and Greene in (Adila, 2024) state that stress will arise when individuals are faced with a situation that is considered threatening, and individuals are unable to prevent, avoid or control the situation. Cohen, Kamarck, and Mermelstein in (Adila, 2024) stated that stress arises from an event that is perceived as a stressful event by individuals. Cohen and Williamson explained that measuring stress in individuals should be viewed from every aspect of life, not as a whole. According to Cohen, Kamarck and Mermelstein (1983), there are several types of stress, namely: 1.) Unpredictable, which means an unpredictable life, where people cannot predict what will happen in their lives, 2.) Uncontrollable, which means situations in life that cannot be controlled where individuals cannot control what happens or are unable to control themselves over the demands that arise, 3.) Overload, or feelings of pressure, is a life burden that is too heavy which causes feelings of pressure, characterized by the emergence of feelings of dislike, sadness and anxiety.

Poorly managed stress can negatively impact students' mental and physical health, as well as affect their learning performance. Therefore, it is important to understand the factors that can help students cope with stress, such as academic motivation and self-esteem. Research on the relationship between academic motivation, self-esteem, and stress in medical students can provide valuable insights in the development of appropriate interventions to improve students' well-being and success in their education.

According to Sardiman in (Graha Mangkading et al., 2024) academic motivation is a psychological factor that is not intellectual, has a special role in increasing enthusiasm, excitement, and enthusiasm in the learning process. In addition, according to Winkel in (Graha Mangkading et al., 2024), explains that academic motivation is a factor that is in the psychology of students that encourages them to start, direct, and continue to carry out learning activities in order to achieve the expected goals. According to Ryan & Deci in (Graha Mangkading et al., 2024) academic motivation consists of three important aspects, namely 1.) Intrinsic motivation, an impulse that comes from within which is an encouragement to get a sense of satisfaction with oneself, 2.) Exstrinsic motivation, an impulse that comes from outside oneself which is an encouragement in carrying out activities to get rewards from these activities, 3.) Amotivation, individuals who reject encouragement, where individuals feel they do not have the drive to do an activity, feel incompetent to do it, are not confident in what will be produced..

Academic motivation can be the key to overcoming academic stress. By having a strong motivation to learn and achieve academic goals, one is more likely to be able to manage stress and pressure that may arise during the learning process. Academic motivation can help maintain enthusiasm, focus and confidence in facing academic challenges, thus reducing the negative impact of stress. The results of research (Adhi Mulya & Sri Indrawati, 2016) state that there is a significant negative relationship between Academic motivation and academic stress of first year students of the Faculty of Psychology, Diponegoro University Semarang. The higher the academic motivation, the lower the academic stress, on the contrary, the lower the academic motivation, the more academic stress increases for first year students of the Faculty of Psychology, Diponegoro

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University Semarang. The results of research (Maria & Soetjiningsih, 2023), also show that there is a significant negative relationship between academic stress and academic motivation.

According to Branden in (Syifa Gitarasy et al., 2024) self-esteem is a belief in one's ability to face and overcome life's obstacles. Self-esteem is also the belief that we deserve to be happy, have the right to ask for what we need, and want to enjoy the results of our efforts. It is considered that the size and level of a person's self-esteem greatly influences their mental health, which impacts their emotional state, ability to adapt to difficulties in life, and, ultimately, mental resilience to the stress experienced on a daily basis. Self-esteem, or self-respect, is considered one of the essential components that make up a person's personality. Self-esteem is an important component in the formation of one's self-concept. Therefore, if a person cannot respect himself, it will be difficult for him to respect others. According to Rosenberg in (Srisayekti et al., 2015), there are two factors that influence the formation of self-esteem, namely reflected appraisals and social comparisons. Those with low self-esteem tend to be more prone to depression, drug use, and violence. In contrast, those with high self-esteem are more courageous, enduring, and satisfied with themselves.

Academic stress experienced by students can be related to self-esteem. Self-esteem is a belief in one's own ability to act and face life's challenges, self-confidence to have feelings of happiness, worth, and worthy of enjoying the results of hard work. Broadly speaking, self-esteem can be interpreted as a person's view of himself, in the form of positive or negative things. Self-esteem is an important aspect of self-concept that will affect attitudes and behaviors. A study (Putra & Irawaty, 2024) found that most Tarumanegara University medical students experienced moderate levels of stress and had moderate self-esteem. Statistical tests showed that students' self-esteem correlated with their stress levels. In research (Syifa Gitarasy et al., 2024), the level of stress that dominates students of the Faculty of Medicine, Lambung Mangkurat University, especially PSKPS students class of 2020 is moderate stress and has moderate self-esteem.

According to Guindon in (Maghfiroh & Pratiwi, 2020) self-esteem has an influence on motivation, behavior, and a sense of satisfaction with life. It is possible that the behavior in question is to protect and add a positive sense of self as a whole, so it can be said that self-esteem is a basic human need. Based on the results of research (Abriani Maharani et al., 2024) there is a significant positive relationship between self esteem and academic motivation of FKIP students at Lampung University, so it can also be interpreted that the higher or better the student's self esteem, the better his motivation to achieve well. Based on research (Trisnani & Asri, 2024) students with high self-esteem tend to consider themselves getting low grades due to lack of learning, which increases motivation to get results as expected.

METHOD

This research uses a quantitative approach, which means that this type of research emphasizes the analysis of numerical data, or numbers, which are processed by statistical methods to determine the significance of the relationship between the variables studied (Azwar, 2022). This research falls into the category of non-experimental research, where the researcher does not provide treatment to the research subject. Quantitative research is a type of research that aims to test theories objectively by examining or examining how variables relate to each other. According to Creswell in (Supratiknya, 2015), these variables must be measurable so that the resulting numerical data can be analyzed statistically.

The dependent variable in this research is Stress, using the Perceived Stress Scale-10 (PSS-10) developed by Cohen et al. (1988) as a measuring tool. PSS is the most commonly used psychological tool to measure perceived stress, including a number of questions about the level of stress experienced today by asking about feelings and thoughts over the past 1 month (Purnami & Sawitri, 2019). This study uses the PSS-10 which has been adapted into Indonesian by Nirmala in (Christina Sorta & Hendra Heng, 2022). The PSS-10 is a one-dimensional measurement tool that only measures a person's perceived stress, consisting of ten items, namely six positive items and four negative items, with a four-point Likert scale. The PSS-10 is used to measure the extent to which situations in a person's life are perceived as stressful. The PSS-10 is a unidimensional measure of perceived stress that measures only one dimension (Christina Sorta & Hendra Heng, 2022).

The independent variable is academic motivation. The construct of academic theory underlies motivation on three dimensions, namely; 1.) Intrinsic motivation, relates to an internally sourced drive to move and move, intrinsically motivated individuals generally gain personal satisfaction through active involvement in learning, 2.) Extrinsic motivation is motivation obtained through external rewards, extrinsically motivated individuals tend to be actively involved because they want to get praise or rewards from the social environment, 3.) Amotivation, is the lowest form of the set of motivation dimensions, amotivation is a condition that reflects the absence of intrinsic or extrinsic motivation (Bagaskara & Nisa, 2023). The measuring instrument used is an academic motivation measuring instrument that has been adapted to Indonesian by (Dwi Marvianto & Widhiarso, 2018). All items have satisfactory discrimination power, item endorsability and item standard deviation, indicated by the item-level psychometric properties. As for the test/scale level psychometric properties, the Indonesian version of the AMS has good construct validity.

Self Esteem is a mediating variable. The aspects of self-esteem according to Rosenberg in (Rahmania & Yuniar, 2012) say there are two important aspects of self-esteem, namely, 1.) Self-acceptance, is the ability to accept all conditions that exist in oneself including existing deficiencies and advantages, so that when something unwanted happens someone will think logically about how the problem is faced without triggering feelings of inferiority and insecurity, 2.) Self-esteem, is the meaningfulness of one's value, as an aspect that emphasizes oneself at the level of an individual who views himself as an individual with self-respect. The self-esteem measuring instrument used is a measuring instrument that has been adapted to Indonesian by (Alwi & Razak, 2022)

According to Basrowi in (Saut & Anggita, 2023), the research population is basically individuals, groups, or parties that can be taken from a certain population to be used as a research sample. The research subject serves as a source of information about the situation and conditions of the research setting, using purposive sampling techniques. According to (Sugiyono, 2018), purposive sampling is a sampling method based on certain considerations. This means that the sample is not randomly selected but based on specific criteria set by the researcher. Medical students from Universitas Islam Indonesia Yogyakarta were the respondents of this study.

According to Azwar in (Saut & Anggita, 2023), many researchers use the term “sample” to describe a certain number of populations to be investigated. This definition is strongly based on the assumption that the characteristics of the subjects expected by the researcher are the same. In other words, it can be considered as part of the population. Samples are often referred to as units of analysis (units to be measured, studied, and concluded) or units of analysis (a set of people whose measurement data are used as the basis for research analysis). (Sugiyono, 2018) recommends a range of 30-500 respondents for research in general and at least 10 times the number of variables for research with multivariate analysis, such as correlation or multiple regression. The number of variables in this study were 3 variables, and the number of respondents was 97 people.

According to (Saut & Anggita, 2023), empirical validity testing is also needed for data that is considered valid, where research field data is collected using measuring instruments that have been compiled based on appropriate theoretical constructs. To get data about the variable in question, then conduct a statistical analysis using the correlation coefficient (a statistical technique developed by Spearman Brown and Carl Pearson) to get the amount of the validity coefficient number. The standard validity coefficient is 0.300, according to Cronbach in Azwar in (Saut & Anggita, 2023).

Reliable data is defined as data that has a high degree of consistency, but does not reach the highest value, which means it is impossible to score 1. The reliability value is 0.800 based on Cronbach's reference. Suryabrata in (Saut & Anggita, 2023) explains that determining the best level of consistency is part of reliability. This shows that reliability describes the relationship between the acquisition data (empirical data) and the stability of the acquisition data even though it has been taken or tested repeatedly.

In simple terms, data collection is an effort made during research activities and is aimed at collecting data on research variables. This data collection was done through the use of a questionnaire using the G-form with a structured question format.

The data collection technique in this study used a scale. The scale is a list containing statements given to the subject in order to reveal the psychological aspects that want to be known. Measuring instruments used 1.) Perceived Stress Scale (PSS-10; (Cohen, 1994)) which consists of 2 dimensions namely Feeling of unpredictability and Feeling of uncontrollability which consists of 10 items; 2.) Academic Motivation Scale (AMS) (Vallerand et al., 1992) which consists of 3 dimensions namely. Intrinsic motivation, Extrinsic motivation and Amotivation and consists of 28 items; 3.) Self-Esteem Scale (Rosenberg, 1979) which consists of two dimensions namely, self-acceptance and self-respect consisting of 10 items.

This research uses a Likert scale. The 1-4 Likert scale is a type of measurement scale used on questionnaires to measure respondents' attitudes or opinions, with answer choices ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). And score scoring from score 1 to score 4.

The data was processed using the JASP 0.19.3.0 program. By using the SEM Test. SEM (Structural Equation Modeling) is a method for determining whether there is a relationship based on the covariance and correlation matrix between a number of variables, namely: 1.) Latent variables (exogenous and endogenous), 2.) Indicators (manifest variables) and latent variables (Khahfi Zuhanda, 2025).

Hypothesis comes from the Greek language, namely Hypo and Thesis. Hypo means weak, less, or below, while Thesis means a theory or statement presented with evidence. Hypotheses are temporary statements or conjectures made based on theory and initial observations, which will be tested for truth through statistical analysis. In psychological research, hypotheses are used to test the relationship between measured variables (Khahfi Zuhanda, 2025). In this study the hypotheses are as follows, 1.) There is an influence of academic motivation on the stress of medical students in facing OSCE, 2.) There is an influence of academic motivation on the self esteem of medical students in facing OSCE, 3.) There is an influence of self esteem on

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the stress of medical students in facing OSCE, 4.) There is an effect of academic motivation on the stress of medical students in facing OSCE through mediation of self-esteem.

RESULTS

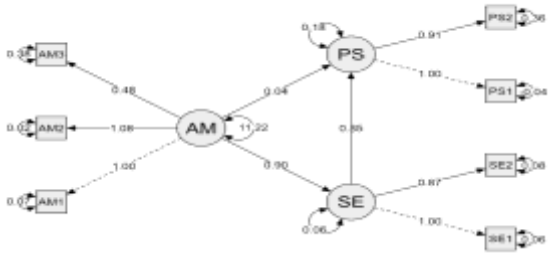

Figure 1. Relationship between latent variables and indicators

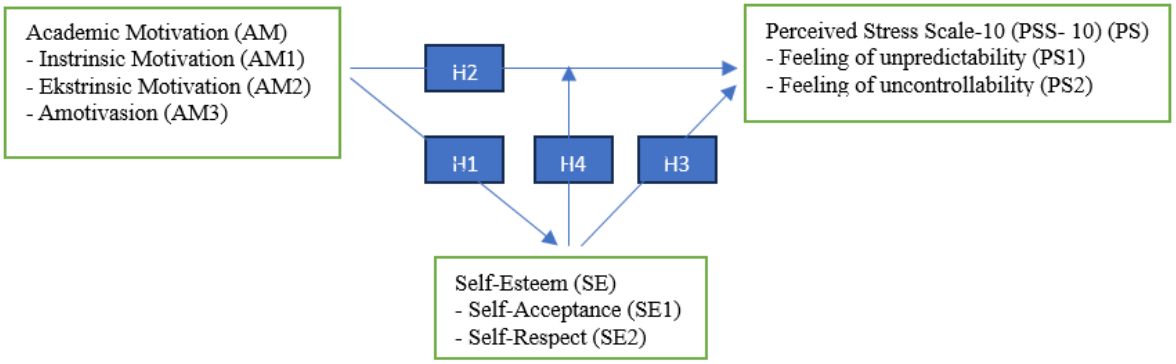

Figure 2. Hypothesis Chart

Validity

Validity relates to how far a researcher measures something that should be measured (Sugiyono, 2018). The results of the correlation calculation will produce a correlation coefficient, which is used to evaluate the level of validity of an item and whether it is suitable for use. The significance test of the correlation coefficient is usually conducted at a significance level of 0.05, which indicates that an item is considered valid if it has a significant correlation to the total score.

Table 1. Validity Test Results

						95% Confidence interval	
Latent	**Indicator**	**Std. estimate**	**Std. error**	**z-value**	**p**	**Lower**	**Upper**
AM	AM1	0.997	7.393×10^{-4}	1348.607	< .001	0.996	0.998
	AM2	0.999	4.412×10^{-4}	2265.285	< .001	0.999	1.000
	AM3	0.934	0.013	71.515	< .001	0.908	0.959
PS	PS1	1.003	0.002	547.201	< .001	0.999	1.007
	PS2	0.971	0.006	163.104	< .001	0.960	0.983
SE	SE1	0.997	9.008×10^{-4}	1106.602	< .001	0.995	0.999
	SE2	0.995	0.001	784.477	< .001	0.992	0.997

Based on table 1, the p (significance) value <0.001, all items are considered valid. The minimum correlation value for each item in the validity test is 0.5 (Budiastuti & Bandur, 2018) . All items in the data analysis results above have a significance value greater than 0.5, indicating a good level of validity.

Reliability

A reliable measure will always give the same results on different occasions, assuming that what is being measured has not changed during that period of time (Sugiyono, 2018).

Table 2. Reliability Test Results

					95% Confidence interval	
Latent	**Std. estimate**	**Std. error**	**z-value**	**p**	**Lower**	**Upper**
AM → PS	**0.985**	**0.004**	**278.128**	**< .001**	**0.978**	**0.992**
AM → SE	**0.997**	**0.001**	**992.141**	**< .001**	**0.995**	**0.999**
SE → PS	**0.942**	**0.288**	**3.275**	**0.001**	**0.378**	**1.506**

The reliability score moves from 0 to score 1. The closer to score 1, the higher the reliability of the measuring instrument (Saifuddin, 2020). Based on Table 2, the SEM test results, the relationship between variables, Cronbach's α is between $0.9 < \alpha <= 1$, with the qualification of a very close correlation, between the variables are very closely correlated and very reliable.

Model Fit

In SEM, the test is carried out using several measures of fit (Goodness of Fit Test-GOF). Basically, GOF measures consist of three, namely:

1. Absolute Fit Test
   1.) Chi-Square and p-value: maximum likelihood (ML) based model fit test measures. It is expected that the value is low so that a high p (probability) value exceeds 0.05 is obtained.
   2.) Goodness of Fit Index (GFI): a descriptive measure of model fit. The value is expected to be high greater than equal to 0.90.
   3.) Root Mean Square Error of Approximation (RMSEA): the value of the root mean square error approximation. The value is expected to be low more or less equal to 0.08.
   4.) Expected Cross-Validation Index (ECVI): a measure of model fit if the estimated model is tested again with a different sample but of the same size.

2. Incremental Fit Measures
   1.) Ajusted GFI (AGFI): adjusted GFI value. The value is expected to be high greater than equal to 0.90.
   2.) Normed Fit Index (NFI): a measure of model fit on a comparative basis against the base line or null model. The null model is generally a model that states that the variables contained in the estimated model are not interconnected. The value is expected to be high and equal to 0.90.
   3.) Comparative Fit Index (CFI): a measure of the comparative fit of a model based on the null model. Its value is expected to be high greater than 0.90.
   4.) Incremental Fit Index (IFI): a comparative fit measure proposed by Bollen. Its value is expected to be high greater than 0.90.
   5.) Relative Fit Index (RFI): Its value is expected to be high greater than equal to 0.90.
   6.) Tucker-Lewis Index: a measure of model fit as a correction to the NFI measure. Its value is expected to be high greater than equal to 0.90.

3. Parsimonius Fit Measures
   1.) Normed Chi Square (NCS): a parsimony fit measure, which tests the estimated coefficients to achieve a model fit. NCS values between 1 and 5 indicate a model fit with the data.
   2.) Parsimonious Normed Fit Index (PNFI): a parsimony measure of fit as a modification of the NFI measure. The value is expected to be high greater than equal to 0.90.
   3.) Parsimonious GFI (PGFI): a measure of parsimony as a correction of the GFI. Its value is expected to be high greater than 0.90.
   4.) Akaike Information Criterion (AIC): Akaike's measure of parsimony. The smaller the AIC close to zero (0) indicates a more parsimonious model (Ghozali, 2016).

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Table 3. Model Fit Results

Index	Value
Comparative Fit Index (CFI)	0.993
Tucker-Lewis Index (TLI)	0.986
Bentler-Bonett Non-normed Fit Index (NNFI)	0.986
Bentler-Bonett Normed Fit Index (NFI)	0.936
Parsimony Normed Fit Index (PNFI)	0.490
Bollen's Relative Fit Index (RFI)	0.878
Bollen's Incremental Fit Index (IFI)	0.993

Table 4. Goodness Fit Results

Index	Value
Relative Noncentrality Index (RNI)	0.993
Root mean square error of approximation (RMSEA)	0.034
RMSEA 90% CI lower bound	0.000
RMSEA 90% CI upper bound	0.115
RMSEA p-value	0.550
Standardized root mean square residual (SRMR)	0.046
Hoelter's critical N (α = .05)	157.234
Hoelter's critical N (α = .01)	197.333
Goodness of fit index (GFI)	0.967
McDonald fit index (MFI)	0.994
Expected cross validation index (ECVI)	0.476
Log-likelihood	-252.594
Number of free parameters	17.000
Akaike (AIC)	539.188
Bayesian (BIC)	582.958
Sample-size adjusted Bayesian (SSABIC)	529.278

Table 5. Conclusion of Model Fit Results from SEM Test Results

Criteria	Critical Values	Results	Model Evaluation
1. Absolute Fit Test			
- Chi Square (p)	> 0.05	0.348	Fit
- Goodness of Fit Indeks (GFI)	> 0.90	0.967	Fit
- Root Mean Square Error of Approximation (RMSEA)			
- Expected Cross-Validation Index (ECVI)	< 0.08	0.034	Fit
	< 0.5	0.476	Fit
2. Incremental Fit Measures			
- Ajusted GFI (AGFI)	> 0.90	0.967	Fit
- Normed Fit Index (NFI)	> 0.90	0.936	Fit
- Comparative Fit Index (CFI)	> 0.90	0.993	Fit
- Incremental Fit Index (IFI)	> 0.90	0.993	Fit
- Relative Fit Index (RFI)	> 0.90	0.878	No Fit
- Tucker-Lewis Index	> 0.90	0.986	Fit
3. Parsimonius Fit Measures			
- Normed Chi Square (NCS)	1-5	1.11	Fit
- Parsimonious Normed Fit Index (PNFI)	> 0.90	0.490	No Fit
- Parsimonious GFI (PGFI)	> 0.90	0.967	Fit
- Akaike Information Criterion (AIC)	~ 0	539.188	

Overall the model is fit.

Hypotheses

Once the model has been tested, the hypotheses can be tested. To make a hypothesis test decision, the magnitude of p is compared with the significance level of 5% (alpha = 0.05). If p is less than alpha, the null hypothesis (H0) is rejected, and if p is greater than alpha, the null hypothesis (H0) is accepted.

Table 6. Hypothesis Test Results

					95% Confidence interval	
	Std. estimate	**Std. Error**	**z-value**	**p**	**Lower**	**Upper**
AM → PS	0.985	0.004	278.128	< .001	0.978	0.992
AM → SE	0.997	0.001	992.141	< .001	0.995	0.999
SE → PS	0.942	0.288	3.275	0.001	0.378	1.506

Indirect effects

					95% Confidence interval	
	Std. estimate	**Std. Error**	**z-value**	**p**	**Lower**	**Upper**
AM → SE → PS	0.940	0.287	3.271	0.001	0.377	1.503

The result of the correlation test is linked to the significance level (p=0.001; 0.01, 0.05 or 0.1) to determine the region of rejection or acceptance. If the test statistic falls within this range, we decide to reject the null hypothesis. The null hypothesis is expressed in the following form "there is no significant relationship (difference), or there is no difference between X and Y (Kusumastuti et al., 2020).

Conclusion of SEM Test Results:

1. Academic Motivation affects Medical Students'Stress Facing OSCE;
2. Academic Motivation affects Medical Students'Self-Esteem Facing OSCE;
3. Self-Esteem affects Medical Students' Stress facing OSCE;
4. Academic Motivation through Self-Esteem affects Medical Students'Stress Facing OSCE.

Relationship Between Variables and Indicators

Table 7: Path Analysis Test Results

							95% Confidence Interval	
			Estimate	**Std. error**	**z-value**	**p**	**Lower**	**Upper**
SE1	→	AM1	0.283	0.127	2.234	0.025	0.035	0.531
SE2	→	AM1	0.090	0.125	0.713	0.476	-0.156	0.335
PS1	→	AM1	-0.028	0.139	-0.202	0.840	-0.300	0.244
PS2	→	AM1	-0.111	0.067	-1.657	0.097	-0.243	0.020
SE1	→	AM2	0.315	0.110	2.869	0.004	0.100	0.530
SE2	→	AM2	0.135	0.109	1.241	0.215	-0.078	0.348
PS1	→	AM2	-0.083	0.120	-0.691	0.489	-0.319	0.153
PS2	→	AM2	-0.030	0.058	-0.517	0.605	-0.144	0.084
SE1	→	AM3	-0.026	0.171	-0.154	0.877	-0.362	0.309
SE2	→	AM3	-0.161	0.170	-0.947	0.344	-0.493	0.172
PS1	→	AM3	0.010	0.188	0.051	0.960	-0.359	0.378
PS2	→	AM3	0.215	0.091	2.368	0.018	0.037	0.393
PS1	→	SE1	0.043	0.119	0.363	0.716	-0.189	0.275
PS2	→	SE1	-0.074	0.057	-1.303	0.193	-0.186	0.037
PS1	→	SE2	0.053	0.120	0.444	0.657	-0.181	0.288
PS2	→	SE2	-0.016	0.057	-0.278	0.781	-0.129	0.097

Note: Estimator is ML.

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Table 8: Conclusion of Path Analysis Results

Indicators	Indicators	Estimation	Direction of Relationship
Self-Acceptance	Intrinsic Motivation	0.283	Positive
	Extrinsic Motivation	0.315	Positive
	Amotivation	-0.026	Negative
	Feeling of unpredictability	0.043	Positive
	Feeling of uncontrollability	-0.016	Negative
Self-Respect	Intrinsic Motivation	-0.111	Negative
	Extrinsic Motivation	-0.030	Negative
	Amotivation	0.215	Positive
	Feeling of unpredictability	0.053	Positive
	Feeling of uncontrollability	-0.016	Negative
Feeling of unpredictability	Intrinsic Motivation	-0.028	Negative
	Extrinsic Motivation	-0.083	Negative
	Amotivation	0.010	Positive
Feeling of uncontrollability	Intrinsic Motivation	-0.111	Negative
	Extrinsic Motivation	-0.03	Negative
	Amotivation	0.215	Positive

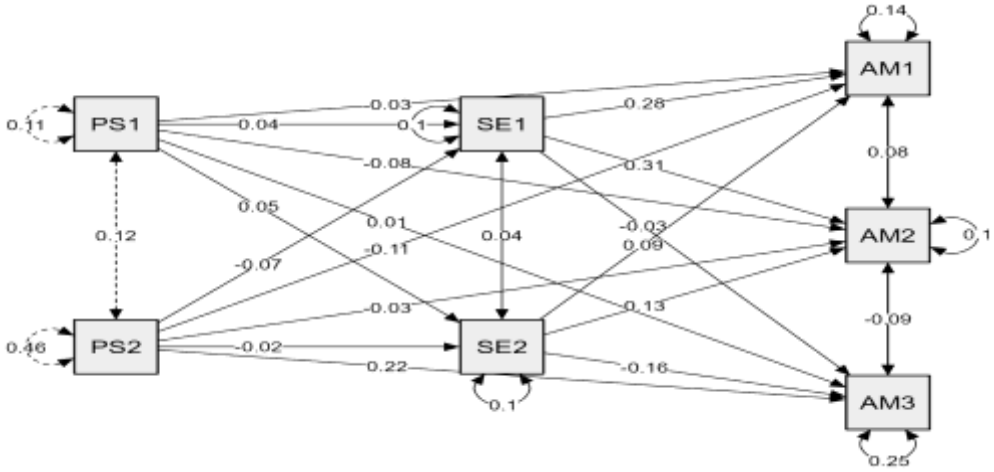

Figure 3: Path Analysis Results

CONCLUSION

From the results of the research conducted, Academic Motivation affects the level of Stress of medical students in facing OSCE. The higher the Academic Motivation, the lower the student's Stress level. While from the results of research conducted on medical students, there is a moderate level of Self Esteem with a moderate level of Stress. While high Academic Motivation is significant with high Self Esteem in medical students in facing OSCE. This research is in accordance with the results of previous studies..

Suggestions

The need to create interventions for medical students to increase academic motivation and see the impact on self-esteem. For example, providing training or workshops that focus on developing learning motivation, then measuring changes in self-esteem, and how students motivate themselves and with high self-esteem, dare to be confident in facing OSCEs.

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