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Resilience and Suicide Idea of First Year Students of D-III Nursing Blitar

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ABSTRACT

First-year nursing students are required to integrate material with skill laboratories and practice areas, which puts pressure on students who can lead to the emergence of suicidal ideation so an ability called resilience is needed. The purpose of this study was to determine the relationship between the level of resilience and the level of suicidal ideation of first year students of D-III Kpeerawatan Blitar. The method used is a correlation method with a cross-sectional design. The sample in this study were 101 D-III Nursing Blitar 1st year students who were taken using the total sampling technique. The instruments used were ARS and SSI questionnaires. The results showed that there was a relationship between the level of resilience and suicidal ideation with a p-value of 0.002. the higher the resilience, the lower the suicidal ideation, and vice versa, the lower the resilience, the higher the suicidal ideation.

Keywords: Resilience; Suicidal Ideation

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INTRODUCTION

The learning process requires nursing students to be able to integrate new material with applications in the laboratory and practice field. This makes it a challenge for students as well as an unavoidable stressor (1). When individuals are experiencing a downturn or negative situation, some can get out of negative situations so that they can get up and recover. This shows the existence of certain abilities known as resilience (2). Adolescents need to build resilience so that they can prevent, anticipate, adapt, and deal with problems (3). The existence of social pressure that requires adolescents to change behavior from children to adults makes adolescents feel uncomfortable and results in emotional instability which ends in suicidal ideation (4).

Suicide is still a serious public health issue today and a global problem. Suicide in Indonesia ranks second as a cause of death at a young age ranging from 15-29 years old (5). According to WHO, 2019, approximately 800,000 people die from suicide per year in the world. In Southeast Asia, the highest suicide rate is in Thailand at 12.9 (per 100,000 population), Singapore (7.9), Vietnam (7.0), Malaysia (6.2), Indonesia (3.7), and the Philippines (3.7) (6). Based on data from the National Police Center (Polri), in the period January-October 2023, there were 971 reports of suicides throughout Indonesia with East Java being the second most cases with 184 cases (7). Three suicides were recorded in less than a week in early 2019 in Blitar District (8). In the latest case, a student with the initials NAN (16) died allegedly by crashing into a moving Gajayana train on Wednesday, October 18, 2023 (9). Students who make suicide attempts usually begin with an idea or thought of suicide. According to research on students in Jakarta 284 students in Jakarta aged 18-24 years 34.5% had suicidal ideas in the past year (10).

Previous research conducted Putri & Tobing, 2020 showed that there is a relationship between the level of resilience and suicidal ideation. resilience and suicidal ideation have a significant relationship in adolescents. The ability of resilience that can reduce the level of psychological distress causes a decrease in the incidence of suicide (4).

Based on the results of interviews with random D-III Nursing Blitar students, it was found that three students admitted that they found it difficult to adapt and felt burdened with coursework. Students also said that there were classmates who had injured themselves such as cutting their hands. According to (Aulia, 2016) the act of cutting hands is included in the *suicide gesture* where the client shows self-directed destructive behavior which is done without any intention of ending life but indirectly others interpret his actions as a suicide attempt.

Based on the description and phenomena above and also reviewing the importance of resilience in students as an investment in individuals who are expected to appear when individuals experience difficulties, the researcher is interested in further examining how the level of resilience and suicidal ideation of first-year students of D-III Nursing Blitar. The purpose of this study was to determine the relationship between the level of resilience and suicidal ideation of first-year students of D-III Nursing Blitar.

METHODS

This study is a quantitative study with a cross-sectional design. This study connects the independent variable and the dependent variable. Respondents in this study were first year students of D-III Nursing Blitar, with as many as 101 respondents with total sampling technique. The research was conducted in January 2024 - March 2024. The research site was carried out at the Blitar D-III Nursing Study Program Campus. Data analysis in this study used univariate and bivariate analysis. This study used the Adolescent Resilience Scale (ARS) questionnaire with as many as 21 statements and the Scale

for Suicide Ideation (SSI) questionnaire with as many as 19 statements. The data that has been collected will be analyzed using the Spearman Rank test.

RESULT

From the results of the research and statistical tests conducted, the results related to age, gender, painful life experiences, history of suicidal ideation, level of resilience, and level of suicidal ideation are univariate data listed in Table 1 below.

Table 1. Demographic Data of Research Samples of First Year Students of D-III Nursing Blitar
January-March 2024 (n=101)

No.	Variables	Frequency	Percentage
1.	Age		
	18 years old	33	32,7
	19 years old	56	55,4
	20 years old	8	7,9
	21 years old	3	3,0
	22 years old	1	1
2.	Gender		
	Male	9	8,9
	Female	92	91,1
3.	Painful Life Experiences		
	Yes	71	70,3
	No	30	29,7
4.	History of Suicidal Ideation		
	Yes	35	34,7
	No	66	65,3
5.	Resilience Level		
	Low	36	35,6
	Medium	27	26,7
	High	38	37,6
6.	Suicidal Ideation Rate		
	High	53	52,5
	Low	48	47,5

Table 1 shows more than half 55.4% (56 respondents) were 19 years old, and most 91.1% (92 respondents) were female. More than half of the respondents 70.3% (71 respondents) had painful life experiences. More than half 65.3% (66 respondents) had no history of suicidal ideation.

Of the 101 respondents who participated in the study, there were less than half of the respondents 37.6% (38 respondents) had a high level of resilience, 35.6% (36 respondents) had a low level of resilience, and 26.7% (27 respondents) with a moderate level of resilience. The number of scores of more than 19 is included in high suicidal ideation, while the number of scores of 19 or less is included in low suicidal ideation. There were more than half of the respondents 52.5% (53 respondents) included in the high suicidal ideation level and less than half 47.5% (48 respondents) included in the low suicidal ideation level.

Table 2. Relationship between Resilience Level and Suicide Idea of First Year Students of D-III Nursing Blitar January-March 2024 (n=101)

Resilience	Suicide Idea				Total		P-value	OR
	High		Low		n	%		
	n	%	n	%				
Low	23	43,4	13	27	36	35,6	0,002	0,304
Medium	19	35,8	8	16,7	27	26,8		
High	11	20,8	27	56,3	38	37,6		

Based on Table 2, it is known that 37.6% (38 respondents) have high resilience and are at a low level of suicidal ideation 56.3% (27 respondents). The results of the Spearman Rank statistical test with the help of the SPSS application, obtained a p-value of 0.002 ($p < 0.005$). This means that there is a relationship between the level of resilience and suicidal ideation. there is a correlation between resilience and suicidal ideation in first year students of D-III Nursing Blitar with a correlation value of 0.304 so it can be concluded that the strength of the correlation between resilience and suicidal ideation in first year students of D-III Nursing Blitar is sufficient with a positive correlation direction, meaning that the higher the resilience, the lower the suicidal ideation, on the contrary, the lower the resilience, the higher the suicidal ideation.

DISCUSSION

Resilience Level of First Year Students of D-III Nursing Blitar

Resilience is a trait that has a major influence on adaptive and coping behaviors that form a positive personality such as patience, tolerance, responsibility, compassion, determination, commitment, independence, dependence, and hope (11). An internal factor that influences resilience is age (11). In adolescence, unstable mental conditions and lack of knowledge make the age factor affect the level of resilience. Older age shows higher resilience. The more mature the age of students, the more skillful students are in problem solving (12). This is in line with research conducted by Sewasew, et al., 2017 that older age groups are more resilient than younger age groups (13).

According to the researcher, the high resilience obtained by respondents shows that students have been able to overcome their problems even though they are not optimal. Students know their strengths and realize that they can only depend on themselves to be able to complete a job and problems that cause stress. In addition, resilience is influenced by age. Students at this age can develop behavior to become more mature, learn to control impulses, and make decisions for their future. At an older age, students

are considered to have better life experiences. Life experience leads to reduced anxiety, so it will reduce the risk of suicidal ideation.

Suicide Idea Level of First Year Students of D-III Nursing Blitar

Suicidal ideation refers to the experience that life is worthless, ranging from fleeting thoughts to actual suicidal ideation, thoughts of plans to kill oneself, or self-destructiveness. Many factors contribute to the increased risk of suicidal ideation in college students, risk factors such as *depressotypic* cognitions, attributions of depression, social competence, interpersonal conflict with parents, family support, peer support, and biological sex may result in greater suicidal ideation (14).

Factors associated with suicidal ideation in adolescents are painful life experiences including loss of love, environmental influences, feeling helpless, academic problems, divorce, and loss (15). This is supported by Atqiya, Coralia, 2023 in his research, which states that family problems are the majority of triggers for suicidal ideation in college students (16). In addition to painful life experiences, gender also affects suicidal ideation. According to Novitayani & Nurhidayah, 2023 women have suicidal ideation five times greater than men. Women have high psychological distress than men, meaning that women are more prone to psychological distress than men, which affects the emergence of suicidal ideation (17). This is in line with the research of Atqiya, and Coralia, 2023 showing that suicidal ideation in female students is higher than male students (16).

This, the researcher assumed that the high level of suicidal ideation experienced by respondents was because the majority of respondents were women who had a higher level of suicidal thinking. Women's emotionality and mood swings when facing painful life events result in women being more likely to have suicidal ideation. In addition, the painful life experiences experienced by students are factors that trigger the emergence of suicidal ideation. Painful life experiences such as family factors (divorce or loss) hurt students. There is often estrangement when students resist parental control and conflicts can arise that lead to family dysfunction resulting in suicidal ideation. Other stressors such as academic demands can also cause excessive stress in students which may lead to suicidal ideation. A small proportion of students have also had previous suicidal ideation which could be a triggering factor for an increase in the frequency of suicidal ideation that attempts to become suicide attempts.

Based on the results of the study, it is found that there is a relationship between the level of resilience and the level of suicidal ideation in students. The results of this study are in line with research (Marled et al., 2023) that there is a significant relationship between adolescent resilience and adolescent suicidal ideation obtained a significance value of $p = 0.001$ (15). This research is also in line with research (Putri & Tobing, 2020) that there is a relationship between the level of resilience and suicidal ideation with a p-value of 0.000 (4). This is not much different from research (George & Moolman, 2017) on resilience and suicidal ideation among adolescents in South Africa shows that resilience and suicidal ideation are mutually influential (17). Adolescents who have greater self-confidence and

resilience appear less likely to engage in suicidal ideation. The ability of resilience helps adolescents in reducing the level of distress thus reducing the incidence of suicide (4). Therefore, the higher the resilience, the lower the suicidal ideation and vice versa, the lower the resilience, the higher the suicidal ideation.

Resilience moderates the relationship between stress and depressive symptoms. Stress experienced by students has a negative impact on physical and psychological conditions. This impact can be in the form of physiological, emotional, cognitive, and interpersonal relationship symptoms (16). This is in line with the research Laleno, et al., 2021 shows that if there is an increase in the level of stress, there is an increase in suicidal ideation and vice versa. When students can manage stress, it can be said that students are resilient. By managing stress, it can minimize risk factors and be able to modify negative effects into positive ones, thereby reducing the appearance of suicidal ideation (18). High levels of resilience can withstand the effects of stress on depressive symptoms, where depression is collectively called psychological distress (19).

According to researchers, suicidal ideation can be influenced by resilience. Resilience helps students face, overcome, be able to bounce back, have confidence and tolerance for negative impacts, and thrive under pressure and adversity. Resilience has an impact on psychological well-being. Resilience can withstand psychological distress such as the effects of stress and depression to minimize the emergence of suicidal ideation. Students need to increase resilience to reduce the level of distress to reduce the frequency of suicidal ideation. Students with low resilience tend to give up easily and find it difficult to rise from adversity, this can lead to negative thoughts. Resilience is one of the individual's ability to overcome problems and be able to adapt to minimize suicidal ideation in the minds of students. One of the means to increase high resilience is in the form of counseling, and cognitive and emotive therapy. The results showed that suicidal ideation also appeared in students with a high level of resilience, this could occur due to painful life experiences and a history of suicidal ideation. The painful experiences felt by students and the history of suicidal ideation that appears only once or repeatedly can be a trigger for suicidal ideation to be high. Students with high resilience have been able to overcome their problems even though they are not optimal, but because there are risk factors above, it can cause an increase in the frequency of suicidal ideation.

CONCONCLUSION

Based on the results of research conducted on first-year students of D-III Nursing Blitar, shows that there is a significant relationship between the level of resilience and suicidal ideation. So the higher the resilience, the lower the suicidal ideation, on the contrary, the lower the resilience, the higher the suicidal ideation. High suicidal ideation is not only found in students with low and moderate levels of resilience but also students with high levels of resilience. Optimizing mental nursing services such as counseling guidance facilities and increasing the function of Academic Advisors (PA) at the Blitar D-

III Nursing Campus as a protective factor, through increasing protective factors and decreasing risk factors, can increase resilience in students who are expected to overcome stress, prevent depression and the onset of suicidal ideation. Suggestions for further research are expected to focus on interventions that can prevent the emergence of suicidal ideation and suicide risk in students such as counseling therapy, guided imagery relaxation, and the application of coping mechanisms

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