INVESTIGATION THE EMOTIONAL EXPERIENCES OF NURSING STUDENTS EXPERIENCING SELF-HARM

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ABSTRACT

Self-harm behavior is an iceberg phenomenon that is common in the normal population as well as in patients with mental disorders. This behavior has an increasing trend and develops into suicidal acts. Maladaptive emotional regulation has been shown to be effective as a trigger for the emergence of self-harm behavioral ideas. This study aims to determine the emotional experiences of nursing students who experience self-harm. The research method used qualitative phenomenology with respondents of 10 nursing students who experienced self-harm selected using the snowball sampling method. Data analysis to extract, organize, and analyze interview data using the Colaizzi method. The results obtained 4 maladaptive emotional themes, namely respondents felt: **Emotional, low self-esteem, self-harm, and suicidal thoughts.** The conclusion is Self-harm behavior is a maladaptive emotional regulation response that occurs in nursing students because students are unable to control their emotions when faced with academic stressors, students tend to respond with emotional behavior, lack of confidence in solving problems, self-harming behavior, and even suicidal tendencies.

Keywords: Experience; Emotion; Nursing Students; Self-Harm

ABSTRAK

Perilaku *Self-Harm* merupakan fenomena gunung es yang umum terjadi pada populasi normal maupun pada pasien gangguan jiwa. Perilaku ini memiliki tren meningkat dan berkembang menjadi tindakan bunuh diri. Regulasi emosi maladaptive terbukti efektif sebagai pemicu munculnya ide prilaku *Self-Harm*. Penelitian ini bertujuan untuk mengetahui pengalaman emosi pada mahasiswa keperawatan yang mengalami self-harm. Metode penelitian menggunakan kualitatif fenomenologi dengan responden 10 mahasiswa keperawatan yang mengalami self-harm yang dipilih dengan metode snowball sampling. Analisis data untuk mengekstraksi, mengorganisasi dan menganalisis data wawancara menggunakan metode Colaizzi. Hasil didapatkan 4 tema emosi maladaptive yaitu responden merasa: **emosional, harga diri rendah, menyakiti diri dan inginan bunuh diri.** Kesimpulan, Perilakuk self-harm merupakan respon regulasi emosi yang maladaptive yang terjadi pada mahasiswa keperawatan dikarenakan mahasiswa tidak mampu mengendalikan emosi saat dihadapkan pada stressor akademik sehingga mahasiswa cenderung merespon dengan prilaku emosional, tidak percayadiri untuk menyelesaikan masalah, berprilaku menyakiti diri sampai dengan keinginan bunuh diri.

Keywords: Pengalaman; Emosi; Mahasiswa Keperawatan; Self-Harm

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INTRODUCTION

Students are included in the emerging adulthood age phase (18 – 29 years) which has a high potential to experience psychological instability due to the many changes during the transition period, thus potentially experiencing mental health disorders (Pilar Matud et al., 2020). Nursing students are at high risk of experiencing mental health problems. This phenomenon is caused by the burden of study, the density of academic activities, and the tendency of students to have difficulty adapting so they have the potential to experience mental health problems (Shafira & Hargiana, 2022). Ongoing mental health problems can lead to dropout from a program, especially if the coping strategies used are not appropriate or effective (Asturias et al., 2021). Another extreme impact of mental health problems that occur in students is self-harming behavior and even suicide attempts (Sivertsen et al., 2019).

Self-harm behavior is an iceberg phenomenon that is common in the normal population and patients with mental disorders. This behavior has an increasing trend and can develop into suicide if not handled properly (AF et al., 2019). In Indonesia, it was found that out of 5,211 respondents taken from 34 provinces, found 39.3% experienced self-harm (Liem et al., 2022). Based on a literature study taken from 46 studies of moderate to high quality, the problem of self-harm to suicidal ideation often occurs in nursing students, both male and female (Groves et al., 2023)

Previous research also mentioned that knowledge and the ability to implement positive emotional regulation strategies tend not to be possessed by every individual. Every individual who experiences mental problems tends to use maladaptive emotional regulation strategies. (Côté et al., 2010). Maladaptive emotional regulation strategies used when regulating emotions include isolating oneself, blaming oneself, and self-harming, even leading to suicide (Boemo et al., 2022). Poor emotional regulation has the potential to result in self-harming actions. (Brereton & McGlinchey, 2020). Dangerous actions such as self-harm and even suicide occur because they are considered a coping mechanism to relieve the burden (Shafira & Hargiana, 2022).

Based on the description of the phenomenon above, the researcher is interested in examining more deeply the emotional regulation used by nursing students who experience self-harm through in-depth interviews with participants. Proper emotional regulation is essential for daily life functioning (Boemo et al., 2022). Research has shown that managing or regulating emotions positively can improve health and well-being (Tsujimoto et al., 2024).

METHODS

Study Design

This study uses a qualitative approach with a phenomenological method. This method was chosen because the researcher wanted to examine the emotional experiences of nursing students who experience Self-harm.

Samples and Sampling

Participants in this study were 10 nursing students who experienced self-harm, with the participant selection method using snowball sampling.

Prosedur pengumpulan data

The data collection instrument in this study used an in-depth interview guide and documentation tools (notes and recorders). The techniques and stages of data collection carried out in this study consisted of (1) The researcher contacted the respondents and asked for their consent to participate in this study. (2) The researcher made an appointment with the participants regarding the place, time, and schedule of the interview. (3) After getting an agreement on the place, time, and schedule of the interview, the researcher met the participants to interview for 15-30 minutes. (4) The results of the interviews and field notes that the researcher collected were then transcribed. (5) The results of the transcripts were then identified as the desired themes. (6) The themes obtained were then analyzed, summarized, and presented.

Analisis Data

The data analysis used in this research uses the Colaizzi method, the Colaizzi data analysis technique is used to extract, organize, and analyze data (Praveena KR & Sasikumar S, 2021). The stages of data analysis in this research according to Colaizzi are as follows: (1) The researcher reads and understands all descriptions of the phenomena that have been conveyed by all respondents. (2) Rereads the transcripts of the interview results and quotes meaningful statements from all participants. (3) Describes the meaning of significant statements. (4) Organize the groups of meanings formulated into theme groups. (5) Write a complete description and arrange the themes found during the data analysis process and write them into a description in the form of research results. (6) Meets participants to validate the description of the analysis results. (7) Combines the validation data into the description of the analysis results and then the researcher reanalyzes the data obtained during the validation of the participants, to be added to the final in-depth description in the research report so that readers are able to understand the participants' experiences. (8) The data validation method

in this study uses the triangulation method, namely using several sources of information to build a certain justification.

RESULTS

Table 1. General Characteristics of Participants

Participants	N	Age	Gender		socioeconomic	
		Mean ± SD	Male f (%)	Female f (%)	High f (%)	Low f (%)
Nursing Students	10	19,80 ± 1,619	4 (40%)	6 (60%)	3 (30%)	7 (70%)

The general characteristics of the participants based on Table 1 show that the average age of the respondents was 19.80 years, the majority (60%) of the respondents were female and the majority (70%) of the respondents were in the low socio-economic category.

Table 2. Analysis of Emotional Experience in Nursing Students Who Experience Self-Harm

Identifying Important Statements	Formulating Meaning	Theme Groups	Emerging Themes
I have many problems that I have not been able to let go of, so that it interferes with my education process and I am no longer able to. I feel like getting angry all the time.	Ketidakmampuan melepas masalah hidup sehingga mengganggu dan saya ingin marah	- Banyak masalah - Tidak mampu melepas masalah - Ingin marah	Emotional,
I always feel inferior whenever I gather with my friends. Feeling ashamed and afraid of being wrong whenever I want to express my opinion, so I tend to be silent when gathering with my friends,	Tidak percaya diri dan banyak diyam ketika berada dilingkungan sosial karena malu dan takut salah ketika ingin menyampaikan pendapat	- Tidak percara diri - Malu dan tidak berani menyampaikan pendapat - Tidak mampu mengaktualisasikan diri	Low Self-esteem,
I was angry with myself because I felt I was useless, couldn't do anything, and could only bother other people. I feel satisfied torturing myself.	Marah pada diri sendiri karena merasa tidak berguna dan hanya merepotkan orang lain. Merasa puas menganiaya diri sendiri	- Marah pada diri sendiri - Kecewa - Puas Menganiaya diri	Self-harm,
I feel like there is no point in living. I feel like my life is always unlucky and I can only bother other people. I think it's better if I just die.	Merasa tidak berguna, selalu siyal dan merepotkan orang lain. Berfikir ingin mengakiri hidup.	- Merasa tidak berguna hidup - Tidak suka hidup - Ingin mengakhiri hidup	Suicidal Ideation.

Emotional Experiences in Nursing Students Who Experience Self-Harm Based on Table 2, it is known that students have negative emotional experiences such as Emotional, low self-esteem, self-harm, and suicidal ideation.

DISCUSSION

Students are included in the emerging adulthood age phase (18 – 29 years) which has a high potential to experience psychological instability due to the many changes during the transition period, thus potentially experiencing mental health disorders (Pilar Matud et al., 2020). Female

students tend to have a greater potential to experience mental problems such as stress, anxiety, and depression. This phenomenon occurs because women tend to prioritize feelings over rationality, making it harder for women to forget when they experience academic failure (Munif et al., 2019). Another condition that causes mental health problems is the family's low socio-economic status (Badini et al., 2024).

This statement is in accordance with the findings of this researcher, namely that in general the characteristics of the participants were that the average age of the respondents was 19.80 years, most of the respondents (60%) were female and most of the respondents (70%) were in the low socio-economic category. Mental problems, especially depression, have the potential to lead to self-harming behavior and even suicidal ideation (Sivertsen et al., 2019). A systematic review study found that around 46 high-quality studies showed that there was an increased risk of self-harm and suicidal ideation in nursing students (Groves et al., 2023).

Study load and busy academic activities are common stressors experienced by nursing students (Guo et al., 2024). The inability to adapt results in students committing maladaptive acts, namely self-harm, because this act is considered a coping mechanism to relieve burdens or stressors (Shafira & Hargiana, 2022). Based on the results of in-depth interviews, this study found that nursing students tend to use maladaptive emotional regulation when releasing academic burdens, namely Emotional, low self-esteem, self-harm, and Suicidal Ideation. This phenomenon is caused by the lack of knowledge and ability of students to regulate emotions positively (Côté et al., 2010).

Previous research also stated that maladaptive strategies that are often used by students in regulating emotions are isolating themselves, blaming themselves, and hurting themselves, even to the point of committing suicide (Boemo et al., 2022). Other research also states that emotional responses among nursing students are mostly characterized by feelings of disappointment and boredom (Guo et al., 2024). Negative emotional regulation has the potential to result in self-harm (Brereton & McGlinchey, 2020). Self-harm is one of the signs and symptoms of depression that often occurs in the productive age population, namely adolescents and early adults such as students (Blaha et al., 2024).

CONCLUSION

Nursing students have a high potential to experience mental health disorders caused by the stress of study load and busy academic activities. The inability to adapt causes students to carry out maladaptive actions such as self-harm, because these actions are considered a coping mechanism to relieve burdens or stressors. Self-harm behavior is a maladaptive emotional

regulation response that occurs in nursing students because students are unable to control their emotions when faced with academic problems so students tend to respond with emotional behavior, lack of confidence in solving problems, self-harming behavior, and even suicidal tendencies.

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CONFLICT OF INTEREST

The researchers did not have a conflict of interest with anyone, either individuals or institutions

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AUTHOR'S CONTRIBUTION

All authors contributed to all activities in completing the writing of this research article, which consists of: Data collection process, Data analysis, reference search, Editing scientific articles and publication.

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