

CORRELATION BETWEEN STUDENT'S LEARNING READINESS AND MOTIVATION TO THE LEARNING EXPERIENCE IN NURSING CLINICAL PRACTICE

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ABSTRACT

Background: Clinical learning in nursing is a process of professional adaptation for the nursing student in nursing clinical practice. The research aimed to analyze the correlation between students learning readiness and motivation to their learning experiences in nursing clinic. **Methods:** The type of the research is correlational research conducted in Public Hospital of dr H. Koesnadi Bondowoso. The respondents were chosen purposively for 58 respondents. The data was collected by using questionnaires and the analysis was conducted by using multiple linear regressions. **Results:** The result confirmed that there was a correlation between the students learning readiness and experiences ($p = 0,000$; $r = 0,499$), and the correlation between the students learning motivation and experiences ($p = 0,000$; $r = 0,820$). Obviously, there is a correlation between the students learning readiness and motivation to their learning experiences ($p = 0,000$; $R\text{ Square} = 0,683$; $\text{Adjusted } R\text{ Square} = 0,672$). **Conclusion:** The students should have before getting a practice, while the motivation is an internal support which will encourage them to obtain experiences and to reach their study competence. The recommendation of the research goes to the students who need to prepare themselves optimally before doing the practice, so they are able to have their high motivation and are able to get their optimal study experiences.

Keywords: Students Learning Motivation, Nursing, Clinical Practice.

Introduction

Rohmah (2010) concluded that there were three crucial things related to the implementation of clinical practice in nursing in Public Hospital of dr. Koesnadi Bondowoso. First, the number of students who practice to clinical nursing increased on the last 3 years (200 students in 2008, 254 students in 2009, and 275 students in 2010). Second, seeing the final result of rate the practice of clinical nursing, 95% of the students get the minimum score of pass (B), and only 5% of them who successfully get 'A' score. The third learning method uses 'conference' and 'bed side teaching'. The method has several weaknesses: (1) tend to make passive observation compared to the

students' active participation, (2) the inadequate of feedback and supervision, (3) the lack of chance to have discussion and reflection, and (4) the situation of 'unfriendly teaching'.

Some problems faced in the process of teaching and learning in the area of nursing clinic related to the students were (1) slow respond of students' adaptation toward the clinical situation, (2) the students' inappropriate action to finish the practical assignment whether for the content or the submission time, (3) the students' obscurity toward their competence achievement, and (4) the students' anxiety and boredom while doing the clinical learning. One of the factors

was the things related to the students' problems: (1) the student's learning readiness and (2) the students' learning motivation. These factors are assumed to be related to the process of clinical learning which finally results in the students' competence achievement and experiences.

Nowadays, the process of nursing clinic learning requires focused education on students, integrated, problems oriented, and direct and independent learning. If the students learning readiness and motivation are low, it will be difficult for them to learn independently. Thus, it results in a gap between today's learning method and basic orientation they should have.

Therefore, it requires further research on students' learning readiness and motivation regarding their learning experiences. The objective of the research was to identify the correlation between students' learning readiness and motivation to their learning experiences in nursing clinical practice.

Methods

The type of the research is correlational research conducted in Public Hospital of dr. Koesnadi Bondowoso. The population was the students in nursing clinical practice. They were chosen purposively for 58 respondents that consist of: 3 respondents in Dahlia room, 7 respondents in Bougenvil room, 6 respondents in Teratai room, 8 respondents in Melati room, 13 respondents in Seruni room, 15 respondents in Mawar room, and 6 respondents in Instalation Unit Care. The questionnaires of the students' learning readiness, motivation, and experiences consist of 25 questions. The data collection was conducted in March - April 2013. The categorized data of samples characteristics was described in the form of frequency and

percentage. The correlation among variables was analyzed by using spearman rho and multiple linear regression.

Results and Discussion

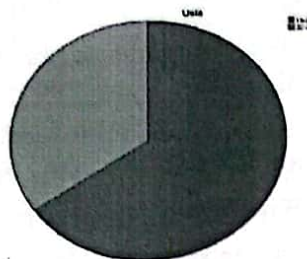


Figure 1. The Characteristics of the Respondents' Age in Public Hospital of dr H. Koesnadi Bondowoso 2013

Based on the figure above, the number of the respondents at the age of 19-21 (65.5%) are more than those who are at the age of 22-25 (34.5%).

Table 1. *The Characteristics of the Respondents' Gender in Public Hospital of dr H. Koesnadi Bondowoso 2013*

Gender	Frequency	Percentage
Male	24	41,4%
Female	34	58,6%
Total	58	100,0%

Description: the table above shows that the female students' of nursing clinical practice are more than the male ones.

Research Variables

1. Learning Readiness

Table 2. *Students' Learning Readiness in Public Hospital of dr H. Koesnadi Bondowoso 2013*

	Frequency	Percentage
Lack	1	1.7 %
Moderate	26	44.8%
Great	31	53.4%
Total	58	100%

Description: more than half of the students' learning readiness is in great.

2. Learning Motivation

Table 3. *Students' Learning Motivation in Public Hospital of dr H. Koesnadi Bondowoso 2013*

	Frequency	Percentage
Lack	15	25.9%
Great	43	74.1%
Total	58	100%

Description: most of the students' learning motivation is great.

3. Learning Experiences

Table 4. *Students' Learning Experiences in Public Hospital of dr H. Koesnadi Bondowoso 2013*

	Frequency	Percentage
Lack	15	25,9%
Great	43	74,1%
Total	58	100%

Description: most of the students' learning experiences is great

Correlation Between Student's Learning Readiness And Motivation To The Learning Experience

Table 5. *Analysis of the Correlation between Students' Learning Readiness and Experiences in Nursing Clinical Practice in Public Hospital of dr H. Koesnadi Bondowoso 2013*

	Learning Readiness (n)	(%)	Learning Experiences (n)	(%)	P value	r
Great	1	1.7	15	25.9	0,000	0.499
Moderate	26	44.8	43	74.1		
Lack	31	53.4	0	0		
Total	58	100	58	100		

Description: there is a significant correlation between students' learning readiness and experiences in nursing clinical practice.

Table 6. *Analysis of the Correlation between Students' Learning motivation and Experiences in Nursing Clinical Practice in Public Hospital of dr H. Koesnadi Bondowoso 2013*

	Learning motivation (n)	(%)	Learning Experiences (n)	(%)	P value	r
Great	15	25.9	15	25.9	0.000	0.5
Moderate	43	74.1	43	74.1		
Lack	0	0	0	0		
Total	58	100	58	100		

Description: there is a significant correlation between students' learning motivation and experiences in nursing clinical practice.

Table 7. *Analysis of Students' Learning Readiness and Motivation to Their Learning Experiences in Nursing Clinical Practice in Public Hospital of dr H. Koesnadi Bondowoso 2013*

	Learning readiness (%)	Learning motivation (%)	Learning experiences (%)	p value	R Square
Great	1 (1,7)	15 (25,9)	15 (25,9)	0,000	0,683
Moderate	26 (44,8)	43 (74,1)	43 (74,1)		
Lack	31 (53,4)	0 (0)	0 (0)		
Total	58 (100)	58 (100)	58 (100)		

Description: the students' learning readiness and motivation is significantly related to their learning experiences.

Learning Readiness

Based on the correlation among components, the way to get great clinical learning experiences requires the high readiness and motivation. Learning readiness leads individuals to be ready to give responses to the situation they should face by themselves (Mulyani, 2003).

Zachariah et. al. (2011) said that sixty eight students (44%) have the score of more than 150 (>150) or the average score was 148.6. It shows their readiness that is considered 'high' for independent learning. The students tend to possibly finish their assignments before the laboratory practices, discussing in a group of discussion, and reporting it regularly to start the next learning. However, Deyo's research showed that there was no significant correlation between students' academic achievement and independent learning readiness. The readiness for 'self-directed-learning' is related to their independent learning habits, but it is possibly not required for basic knowledge learning. An important thing for the students is the needs of giving information about materials specification to learn during the practices which will result in a positive impact in learning process.

Irwanto (2013) also said that students' learning readiness influence the motivation. It can be strengthened by the aspect of learning readiness whose several components can improve their learning motivation. The aspects such as: reading guidance book of clinical practice, observing target on practical competence, knowing competence details, knowing the knowledge they need to reach the competence, preparing the referential text books of competence, searching national and international journals, searching seniors' suggestions, preparing

introductory report, assessing the ability of communication with others, assessing the way how to communicate with colleagues professionally whether from the same institution or other institutions (including the communication with the colleagues of the same profession and other profession).

Seeing from the correlational coefficient of 0.499, it can be said that the strength of the correlation between students' learning readiness and experiences in moderate. It indicates that almost 50% from good learning experiences is stimulated by the high learning readiness. It means that each student is aware of preparing themselves before learning activities in the area of clinic. The awareness will trigger the efforts to seek the help related to the adequacy of the competence (cognition, affection, and psychomotor) had by the students. It will be used in explaining the clinical practice.

Regarding the clinical practice, the components of the readiness are: finding out the equipment needed to reach clinical skills, details of the procedure that will be done, the way to interpret the result of each procedure, the possible complication happened in each procedure, the way to modify the limitation of the equipment, the way to overcome the possible complication happened in each procedure, the characteristics of each unit of the practical area (people, room, and authority), all academic regulations in the practice, the hospital regulations related to the practice activities, the patients' right and obligation who will be involved in the practice.

Based on the components explained above, the readiness is crucial because it is related to the basic orientation of a student in practicing in nursing clinic whether in the

component of cognition, affection, or psychomotor.

Learning Motivation

The result of the research confirmed that the students' learning motivation has positive and significant correlation to the students' learning experiences. The motivation means as someone's power (energy) which can cause the students' persistence and enthusiasm in practicing the activities whether from themselves (intrinsic motivation) or outside themselves (extrinsic motivation). How powerful the motivation had by the students will determine behavior quality they show whether in a context of learning, working, or other activities. The study of students' motivation has provided an attraction for educators, managers, and researchers for a long time, especially related to the effort of reaching someone's competence (Arifuddin, 2009). The power of motivation is also related to the positive and significant correlation with learning result (Firmansyah, H. 2013). Susilo R.S. (2011) said that the sense of understanding, the desire of getting sympathy, the desire of fixing the failure can influence someone's learning. The one who has high desire to understand something will always being motivated to always learn well.

The component of the motivation in the nursing clinical practice learning involves: going to the hospital with grateful, hope, and desire to go studying the nursing clinical practice, the feeling to give a contribution there, a belief to study the precious skills there, including the high energy, including the enthusiasm, and gaining the interest of new things while doing the practice. Also, the students have clear goals, they are able to set the goals, and have clear goals of learning while doing the practice.

The result of the research showed that the correlation is powerful in the form of correlational coefficient of 0.820 meaning that the motivation has the biggest contribution of 82% to the experiences. The motivation is an internal support which can stimulate someone's assertive behavior expressing in a real action since the effect of the motivation is not only related to personal's behavior, but also to the social behavior.

Another component of the motivation effecting on the social behavior is being friendly with friends, nurses, other paramedic workers, patients, and families, able to enjoy all activities in the clinical practice, positive and optimistic feelings on future's orientation as a nurse, a belief that they have an ability to control the behaviors using the practice, and know what is needed to be more motivated in learning the practice. Besides, they are able to be responsible to education and carrier as a nurse, have a desire to grow and learn, and have a comfort feeling to themselves during the practice, are able to evaluate their mistakes, learn from others' success, and want to achieve their goals in the practice.

Learning motivation is also shown by supporting and showing their gratitude when others are success in their learning, a feeling that by learning the clinical practice as of they are able to make a contribution to the world of nursing. The ability expresses emotion well when they do not feel comfort during the practice without losing control, and they are able to appreciate themselves and others. The motivation also has certain meanings which contains knowledge on how to overcome a setback and disappointment while they cannot achieve the goals, and an ability to manage the problems or difficulties

during the practice (good learning media to improve the ability of problem solving). It also has a hope to always learn, grow and develop the potentials during the practice, and an ability to overcome the problems in a creative way.

Sadirman (1988, cited in Arifuddin 2009) said that there are three functions of motivation: (1) to encourage human to act. It is the engine of any activities will be done, (2) to lead the directions of action to the way of achieving goals, so it can give the directions and activities they should do based on the goals, and (3) to select the actions by determining which actions should or should not be done, especially for the benefits of the goals itself.

Learning Experiences

The result of the research confirmed that there is a correlation between students' learning readiness and motivation to their learning experiences in nursing clinical practice. Learning experiences is not the same with learning material contents or an activity held by the lecturers. The term of learning experiences tends to the interaction between the students and the external condition of the environment they react. Learning through students active behavior includes the things they will do while learning, not to the things done by the lecturers. Based on some suggestions, it can be explained that: (1) learning experiences is an experience which tends to the students' interaction with their external conditions, not to the learning contents, (2) learning experiences tends to a learning through students' active behavior, (3) learning will be held by the students after they follow certain teaching-learning activities, (4) learning experiences is the result the students achieve, (5) there are various efforts done by the

lecturers to guide the students in order to have learning experiences. Regarding the explanation above, the lecturers want to find out how far the students have mastered the learning experiences and how good the guidance effectively had been given to the students. The evaluation of learning activities becomes very important within this context, because it is a process to gather and to interpret the data or information done continuously and systematically for determining the level of learning goals achievement (Eko, 2011).

The component of learning experiences in nursing clinical practice is achieving the competence in the clinical practice, knowing the details of the contents of the introductory report, making an interaction with the colleagues whether from the same institution or other institution professionally, making an interaction with the doctors or paramedic workers, and clinic manager, the patients and families professionally. The next component is able to prepare the equipment needed in the procedure of clinical skills, are able to do the details of procedure, interpret the result of each procedure, finish the complication occur in the procedure of the clinical practice, modify the limitation of equipment on the procedure, and identify the characteristics of the unit where they practice as done in the clinical practice (people, room, and authority).

Nursalam & Efendi (2009) said that the clinical learning is a learning and teaching focus including the clients directly, and become the core of nursing studies. The participant is considered to get the chance of clinical practice as much as possible and adopt the area of the clinic in the beginning of learning. Thus, learning experiences is a performance potential which will be

performed by the students when they have finished the practice.

Another performance of learning experiences is obeying all academic regulation in the clinical practice, hospital, and able to meet the right and obligation of the hospitalized patients, study the nursing clinic, analyze the problems of nursing comprehensively, conducting the nursing diagnosis appropriately and specifically based on the patients' characteristics, making goals and criteria of the result appropriately, rationally, and realistically, determine the planning design of the action appropriately and comprehensively to fulfill the patients' needs, performing the nursing action ethically and professionally, evaluate the result of nursing, document the nursing care activities based on the rule of writing, and present the case of the hospitalized patients communicatively, and attract the feelings that learning in the clinic will make them feel comfort and glad.

Based on the explanation above, learning experiences of nursing clinical practice is a goal of overall learning competence including cognitive competence, affective competence in professional interaction, and psychomotor competence related to the clinical procedure. Therefore, it becomes the part of the crucial component to prepare the students before getting the nursing clinical practice, so they are able to improve their learning motivation during the process of learning and clinical learning competence can be achieved maximally.

Conclusion

1. There is a correlation between students' learning readiness and experiences
2. There is a correlation between students' learning motivation and experiences

3. There is a correlation between students' learning readiness and motivation to their learning experiences in nursing clinical practice

Students' learning readiness is hoped to improve through integrated briefing of nursing clinical practice. Students' learning motivation is hoped to improve through interesting learning environmental support and modification. It requires further research on the correlation between students' learning orientation and experiences in nursing clinical practice

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