International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

A Description Of Motivation Ners Professional Program In The Clinical Learning Process

Dewi Suryaningsi Hiola[1]
[1]Universitas Negeri Gorontalo, Indonesia

Corresponding Author: dewisuryaningsih@ung.ac.id

Abstract

The nursing professional program is a continuation program from the undergraduate nursing program to become a nurse. In the nursing professional stage, students are directly involved in clinical service settings, therefore students will directly interact with patients, clinical supervisors, and the clinical environment. During the professional program, students are not easy. Various problems and obstacles faced may never have been imagined before. Therefore, the motivation of each prospective nurse needs to be monitored at various stages of the professional program. Learning motivation is a drive in students, both intrinsic and extrinsic, which can lead to more effective learning activities. This study is a quantitative research type using descriptive analysis with a survey approach. The study population was 135 students with a sample of 122 who were willing to become respondents and fill out the questionnaire using a total sampling technique. Data analysis used univariate tests. The results showed that students with learning motivation were categorized as high with a total of 94 respondents (77.0%), 27 respondents (22.1%) were in the moderate category, and 1 respondent (0.8%) was in the low category. This research is expected to provide input for policy makers at the Nursing Study Program at Gorontalo State University to better maintain the motivation of Nursing professional students in the learning process.

Keywords: Motivation, Study, Ners, Profession.

INTRODUCTION

The nursing professional program is a continuation program from a bachelor's degree in nursing to become a nurse. To complete the nursing professional program, students must go

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

through two stages of education: academic education and professional education. In the professional stage, students will apply the knowledge they have gained during the academic stage. This program is held for one year, where prospective nurses gain education and experience as nurses in the field of practice, both in hospitals, community health centers, communities, and various other forms of health services. Therefore, the nursing professional education program is often referred to as a clinical learning process (Dewi, 2018). In the professional stage, students are directly involved in clinical service settings, therefore students will immediately Interacting with patients, clinical supervisors, and the clinical environment. Completing a professional program is no easy feat. The various problems and obstacles encountered may be unimaginable. Therefore, the motivation of each prospective nurse needs to be monitored throughout the professional program (Upoyo and Sumarwati, 2011).

Motivation is an internal drive that drives a person to undertake certain activities to achieve a goal (Notoatmodjo, 2012). There are three important elements of motivation: the relationship between needs, drives, and goals. Needs arise when a person feels something is lacking, whether physiologically or psychologically. Drive is a direction to fulfill needs, while goals are the end of a motivational cycle (Nursalam, 2014). Students' learning motivation will develop activity, initiative, and creativity, as well as direct their commitment to learning. Without learning motivation, students cannot participate effectively in the learning process (Umboh, 2017). Learning motivation is a drive within students, both intrinsic and extrinsic, that can lead to more effective learning activities. Intrinsic factors can include enjoyment in learning, the desire to get good grades, the drive to become a professional nurse, and the desire to work quickly. Encouragement from parents, mentors, friends and the learning environment are examples of extrinsic factors (Sukiniarti 2006 in Upoyo and Sumarwati, 2011).

Research conducted by Lijun (2011) states that motivation is positively related to the achievement of learning outcomes. In order to achieve good learning outcomes, it needs to be supported by strong encouragement or motivation. Therefore, learning outcomes and learning motivation are inseparable; both must be balanced because they will affect learning achievement (Umboh, 2017). Considering that student motivation plays a crucial role in the learning process and this component also influences the learning process so far, the researcher is interested in examining "A Description of Professional Student Motivation in Clinical Learning in the Nursing Study Program at Gorontalo State University."

OVERVIEW OF THE DESCRIPTION OF PROFESSIONAL STUDENT MOTIVATION IN THE CLINICAL LEARNING PROCESS

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Based on the results of research conducted on nursing professional students at Gorontalo State University, a frequency distribution of respondents was obtained based on the level of motivation of nursing professional students in the clinical learning process.

Table 1. Distribution of Respondents Based on the Motivation Level of Nursing Professional Students in the Clinical Learning Process

No.	Motivation	Number of People	Percentage (%)
1.	Low	1	0.8
2.	Moderate	27	22.1
3.	High	94	77.0
	Total	122	100

Source: Primary Data, 2024

Based on table 1, it shows that of the 122 respondents studied, the majority of respondents had motivation in the high category, namely 94 respondents (77.0%), and the fewest respondents had motivation in the low category, namely 1 respondent (0.8%).

Tabel 2. Distribution of Respondents of Professional Nursing Students Based on Semester

No.	Semester	Number of People	Percentage (%)
1.	Semester 2	63	51.6
2.	Semester 1	59	48.4
	Total	122	100

Source: Primary Data, 2024

Based on table 2, it shows that of the 122 respondents studied, the majority of the professional nursing student respondents were in semester 2, as many as 63 respondents (51.6%) and the fewest professional nursing students were in semester 2, as many as 59 respondents (48.4%).

Tabel 3. Distribution of Respondents by Gender of Nursing Professional Students

No.	Gender	Number of People	Percentage (%)
1.	Male	30	24.6
2.	Female	92	75.4

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

	Total	122	100

Sources: Primary Data, 2024

Based on table 3, it shows that of the 122 respondents studied, the majority of the nursing professional student respondents were female, amounting to 92 respondents (75.4%), and a small number of nursing professional student respondents were male, amounting to 30 respondents (24.6%).

Tabel 4. Distribution of Respondents Based on Age of Nursing Professional Students

No.	Age	Number of People	Percentage (%)
1.	17- 25 years	91	76.4
2.	26- 35 years	28	23.0
3.	36-45 years	3	2.5
	Total	122	100

Sumber : Data Primer, 2024

Based on table 4.3, it shows that of the 122 respondents studied, the majority of respondents were aged between 17-25 years, namely 91 respondents (76.4%) and the fewest were aged between 36-45 years, namely 3 respondents (2.5%).

OVERVIEW OF MOTIVATION OF PROFESSIONAL NURSING STUDENTS IN THE CLINICAL LEARNING PROCESS

Based on the results of the research conducted by the researcher, obtained from 122 respondents, it shows that the majority of respondents have learning motivation in the high category with a total of 94 respondents (77.0%), 27 respondents (22.1%) in the medium category, and 1 respondent (0.8%) in the low category. The results of this study are in line with research conducted by Upoyo and Sumarwati (2011), most nursing professional students have learning motivation which is high, namely 35 respondents (61.40%) who have high learning motivation.

From the results of 94 respondents (77.0%) who have motivation in the high category, it can be seen from the 6 dimensions of learning motivation, namely the components of intrinsic goal orientation, extrinsic goal orientation, task value, control and learning beliefs, self-efficacy, and anxiety. The test showed that the task value component had the highest value of 85.63%. This can be seen from the statements of respondents who have a good level of interest in the learning process and the tasks they do are important and useful for students.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

This is in accordance with Eccles' theory in Purwanto's research (2014) which defines task value as a belief about the value that a person places on a task that will increase along with the increasing belief that the academic task is important to him (attainment value), fun to do (intrinsic motivation), has usefulness or benefits for him (utility value). Similarly, what Pintrich et al. 1991 said in Pringgoutami's research (2017) a high task value means showing the progress of a person's learning development, where task value emphasizes more on students' assessments of how interesting, how important, and how useful the assignments given are and it can be said that the higher a person's interest in a task, the higher the motivation they have.

The component with the second highest score is extrinsic goal orientation, which is 85.31%. This is in line with research by Anwar, Prabandari, & Emilia (2013) at the Faculty of Dentistry, Gajah Mada University, which shows that extrinsic goal orientation has the highest mean score. This can be seen from student statements stating that it is important to study well in order to demonstrate abilities to family, friends, or other people. Based on theory, extrinsic goal orientation emphasizes reasons that are not their own desires, such as rewards, grades, competition, and others (Putri & Oktaria, 2017). Similarly, research by Purba (2012) found that external factors that influence motivation are caused by teachers, parents, and friends, including rewards or punishments, competition, and attention from other people to arouse motivation.

Based on the age distribution, it can be seen that 69 students are in the 17-25 year old age group, or early adulthood. According to Sari's (2017) research, this stage is when individuals begin to organize their lives to achieve stability. Based on the theory expressed by Potter and Perry (2009), someone who has entered early adulthood has good motivation to develop their knowledge, determine responsibilities, and achieve stability in terms of work. Furthermore, the characteristics of the respondents show that the majority of respondents are female, amounting to 72 respondents (75,4%). Researchers assume that the majority of nursing students in pursued by the female gender because the female population is greater than the male population. In Sari's research (2017), it was revealed that the proportion of women in nursing education is indeed much greater than that of men because the basic attitude of women is identical to being friendly, patient, meticulous, gentle, and likes to socialize.

The results of the study showed that 27 respondents (22.1%) had moderate motivation. This is in accordance with the respondents' statement that they did not have enough self-confidence to do something to get the best results, according to Lisiswati (2015) a person's belief in their ability to solve problems or do assignments is called self-efficacy. Based on the theory of Alivernini & Lucidi (2011) self-efficacy determines the success of academic performance in

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

learning outcomes. Self-efficacy in learning usually develops in line with increasing competence in both knowledge and skills. Self-efficacy refers to an individual's belief that he or she is capable of doing a task. The higher the self-efficacy, the higher the individual's confidence in his or her ability to succeed in a task (Anastasia, 2015).

Based on the theory of Pintrich et al. in Pringgoutami's research (2017), self-efficacy is a component that individuals have in choosing their learning activities related to confidence in their ability to perform tasks and responsibility for the results of task implementation. High motivation will be characterized by high self-confidence, so there is a feeling of being able to do it. When someone believes that he is able to do something, it will increase the effort to do that. Anastasia (2015) revealed that self-confidence can be built from within the individual or from confidence by comparing with others (classmates/years). Supported by the results of interviews in the initial observation of 5 students, it was found that 3 of them said that they still lacked confidence in their ability to achieve good results. Therefore, lecturers or instructors should not only improve competence but also be able to pay attention to and improve student self-efficacy.

The research results also found 1 respondent (0.8%) who had low motivation and was currently undergoing professional nursing education in the first semester. This student had low motivation because he did not have motivation from either within or from outside, did not consider that this learning was important and was not anxious when facing exams. As in the research of Emirza (2013) that someone who has low motivation can cause students to be lazy to study seriously, busy with themselves without paying attention to the obligation to study. Similarly, research conducted by Ayub, Yayi, and Ova (2013) that learning motivation will not be formed if The person does not have desires, aspirations or is aware of the benefits of learning for himself.

DISCUSSION

Based on the research results that made nursing professional students as the object of research, as well as supporting discussions and references, the researcher assumes that most nursing professional students have a high learning motivation, which is a positive condition that allows nursing professional students to follow lectures well and participate actively in teaching and learning activities so that they can achieve success. In the nursing professional stage, students are directly involved in clinical service settings, therefore students will directly interact with patients, clinical supervisors and the clinical environment. During the completion of the professional program, students are not easy. Various problems and obstacles faced may never

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

have been imagined before. Therefore, the motivation of each prospective nurse needs to be monitored at various stages of the professional program (Upoyo and Sumarwati, 2011).

CONCLUSION

The description of the motivation of professional nursing students in the clinical learning process of the Nursing study program at Gorontalo State University was obtained. Most of the motivation levels of professional nursing students were included in the high category, namely 94 respondents (77.0%).

FUTURE DIRECTIONS

In this study, the researchers focused solely on learning motivation variables based on the distribution of each respondent's characteristics without connecting or relating them to each other. The hope is that previous research can be linked to several variables that can influence learning motivation, both intrinsic and extrinsic factors.

REFERENCES

Agata, A. K. 2016. *Gambaran Faktor-Faktor yang mempengaruhi Motivasi Belajar Mahasiswa Program Studi Ilmu Keperawatan Universitas Diponegoro Semarang (Skripsi).* Universitas Diponegoro.

AIPNI, 2015. Kurikulum Inti Pendidikan Ners, Jakarta: Asosiasi Institusi Pendidikan Ners Indonesia.

Alivernini F & Lucidi F. 2011.Relathionship between social context, self-efficacy, motivation, academic achievement and intention to drop out of high school: A longitudinal study. The Journal of Educational Research. 104:241-252

Anastasia, SM. 2010. Aplikasi teori hierarki kebutuhan maslow dalam meningkatkan motivasi belajar mahasiswa. Jurnal Online Unika Widya Mandala Madiun (1): 82–91.

Arrazi, I. F., Akbar, R. R., & Sjaaf, F. 2020. Gambaran Motivasi Strategi Pembelajaran Angkatan 2016 Fakultas Kedokteran Universitas Baiturrahmah. Health & Medical Journal, 2(1), 34–38. https://doi.org/10.33854/heme.v2i1.286

Asda, P. 2013. Hubungan Bimbingan Klinik oleh Pembimbing Klinik Akademik dengan Prestasi Belajar Klinik Mahasiswa Semester V DIII Keperawatan Stikes Wira Husada. Jurnal Keperawatan Hutama Abdi Husada

Anurahman. 2014. Hubungan Antara Motivasi dengan Prestasi Belajar Bidang Studi Pendidikan Agama Islam. Skripsi. Jakarta. Fakultas Ilmu Tarbiyah dan Keguruan UIN

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Anwar, A. I. Prabandari, Y. S. Emilia, O. 2013. Motivasi dan Strategi Belajar Siswa dalam Pendidikan Pembelajaran Berbasis Masalah dan Collaborative Learning di Fakultas Kedokteran Gigi Universitas Hasanuddin. Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education, 2(3), 233–239. https://doi.org/10.22146/jpki.25189

Black, M. 2014. Keperawatan Medikal Bedah : Manajemen Klinis Untuk Hasil yang Diharapkan. Terjemahan Suslia, A. Salemba Emban Patria. Jakarta.

Cetin-Dindar A. 2015. Student motivation in constructivist learning environment. Eurasia Journal of Mathematics, Science & Technology Education. 12(2):69 233–247.

Dewi, R. 2018. Fenomena Mahasiswa Dalam Melanjutkan Program Profesi Ners. Human Care Journal, 1(2). https://doi.org/10.32883/hcj.v1i2.33 Dimyati D, Mudjiono D. 2015. Belajar dan pembelajaran. Jakarta: Rineka Cipta.

Djiwandono, P A. 2015. Meneliti itu tidak sulit: metedologi penelitian social dan pendidikan bahasa. Deepublish. Yogyakarta.

Duncan T, Hill D. 2015. Motivated Strategies for Learning Questionnaire (MSLQ) Manual. USA: Deacon Hill Research Associates LLC;

Dwik. 2013. Faktor-faktor yang Mempengaruhi Prestasi Belajar Mahasiswa pada Kelompok Mata Kuliah Keahlian Akuntansi. Jurnal Siwalima Vol 2, No.1, Februari 2010

Ismail, L. M.-N., R. M.-N. Aboushady, dan A. Eswi. 2015. Clinical Instructor's Behavior: Nursing Student's Perception Toward Effective Clinical Instructor's Characteristics. Journal Of Nursing Education and Practice. 6(2)

Kurniawan, A.W. dan Zarah, P. 2016. Metode Penelitian Kuantitatif. Pandiva Buku. Yogyakarta

Kusurkar RA. 2012. Motivation in medical students. Oisterwijk: Uitgeverij BOXPress.

Lestari, T. 2014. Upaya Menghasilkan Tenaga Perawat Berkualitas. Aspirasi Vol. 5 No. 1.

Nursalam & Ferry Efendi. 2008. Pendidikan dalam keperawatan. Jakarta: Salemba Medika.

Nursalam. 2014. Manajemen Keperawatan. Aplikasi Dalam Praktik Keperawatan Nasional. Salemba Medika. Jakarta.

Pane, A., & Darwis Dasopang, M. 2017. Belajar Dan Pembelajaran. FITRAH:Jurnal Kajian Ilmu-Ilmu Keislaman, 3(2), 333. https://doi.org/10.24952/fitrah.v3i2.945

Pringgoutami, Z. 2017. Hubungan Persepsi Mahasiswa Tentang Lingkungan Belajarterhadap Motivasi Belajar Pada Mahasiswa Tahap Preklinik Fakultas Kedokteran (Skripsi). Universitas Lampung.

Purba, E. 2012. Gambaran Motivasi Belajar Mahasiswa S1 Reguler dan Eksekutif Angkatan 2011 Fakultas Ilmu-ilmu Kesehatan Program Keperawatan Universitas Esa Unggul (skripsi).

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Universitas Indonesia.

Purwanti, E. 2014. Model Motivasi Trisula:Sintesis Baru Teori Motivasi Berprestasi. Jurnal Psikologi.

Putri, Y. T., & Oktaria, D. 2017. Motivated Strategies for Learning Questionnaire : Instrumen Objektif Penilaian Motivasi Belajar. Medula, 7(5), 113–117.

Pintrich, P. R.A.O., & A. 2015. Motivated Strategies for Learning Questionnaire (MSLQ). Mediterranean Journal of Social Sciences, 6(1), 156–164.

Sanusi, R., Hadianto, T., 2017 Klinik Dan Motivasi Belajar Pada Suatu Program Studi.;6(3):185-193.

Saputra, O. dan Lisiswanti, R. 2015. Faktor-Faktor Yang Mempengaruhi Keberhasilan Pembelajaran Keterampilan Klinik di Institusi Pendidikan Kedokteran. Jurnal Kedokteran. 5(9):104-109

Sari, at al. 2017. Hubungan Persepsi Mahasiswa tentang Profesi Keperawatan dengan Motivasi Melanjutkan Pendidikan Profesi Ners di PSIK Universitas Jember. E-Jurnal Pustaka Kesehatan, 5 No. 3(3), 505. https://jurnal.unej.ac.id/index.php/JPK/article/download/6159/4565/

Setiyorini, E., Sari, Y., dan Rahmawati, A., 2018. Buku Panduan Praktik Profesi Ners Keperawatan Anak. Stikes Patria Husada Blitar. Blitar

Silaban, R., Bidjuni, H., & Hamel, R. 2016. Hubungan Motivasi Mahasiswa Program Sarjana Keperawatan Dengan Minat Melanjutkan Studi Profesi Ners Di Program Studi Ilmu Keperawatan Universitas Sam Ratulangi Manado. Jurnal Keperawatan UNSRAT, 4(1), 112094.

Umboh, E, R., 2017. Hubungan Antara Motivasi Belajar Dengan Prestasi Akademik Pada Mahasiswa Program Studi Ilmu Keperawatan Fakultas Kedokteran Universitas Sam Ratulangi Manado. e-journal Keperawatan (e- Kp) Volume 5 Nomor 1,

Upoyo, A., Sumarwati, M., 2011. Analisis Faktor- Faktor yang Mempengaruhi Motivasi Mahasiswa Profesi Ners Jurusan Keperawatan Unsoed Purwokerto. Jurnal Keperawatan Soedirman (The Soedirman Journal of Nursing), Volume 6, No.2,.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License