

Asesment of SDLR

by Siti Lestari

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ASSESSMENT OF NURSING STUDENTS READINESS FOR SELF DIRECTED LEARNING IN CLINICAL PLACEMENT

Siti Lestari¹

Nursing Department of Polytechnic of Health, Surakarta- Indonesia
lestaristi68@gmail.com

Tri Sunaryo²

Nursing Department of Polytechnic of Health, Surakarta- Indonesia

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ABSTRACT

Nursing Clinical Practice is important aspect of learning process in Nursing Curriculum. In clinical placement, learning methods have roles in developing students' capability, build their characters and develop their professionalism. Self-directed Learning (SDL) as one of clinical learning methods is a process where students take initiative and responsibilities in identifying the need of independent learning, determine purposes, determine learning sources, and evaluate learning outcomes. A survey method using cross sectional research design was utilized in this study. Samples were 254 nursing students. The instrument measuring was SDLR, that developed by Fisher, et al. Data were analyzed using the statistical software SPSS. *Kruskal Wallis* test was used to analysis differences in Readiness Scores for Students in SDL, while to analyze which groups are different, the Post Hoc analysis test was carried out using the Mann Whitney Test.

Result: There are differences in levels of the students' readiness in SDLR (p value = 0.000 < 0.005). There is readiness differences between students in level one and two, level one and level three (p value = 0.000 < 0.005) but there is no readiness differences between students in year two and students year three (p value = 0.777 > 0.005)

Siti Lestari is a lecturer in Nursing Department of Polytechnic of Health, Surakarta-Indonesia

Introduction

The clinical learning experience in nursing is a series of learning activities, where students before undergoing clinical nursing practice have first gained knowledge or theory in class and have simulated skills in the laboratory. In practice it is based on the understanding that nursing is a discipline that requires not only knowledge of relevant theories but also skills, so that clinical practice is an important part of efforts to prepare prospective nursing professionals. Clinical practice gives chance for student to implement the theoretical knowledge into real health services arrangement, empower nursing students to increase basic abilities and give protected and quality nursing care through actual practice. Throughout clinical practice, Students implement their theory given in class in an actual environment, create psychomotor aptitudes, and observe and adjust to the professional carrier (Gemuhay, Kalolo, Mirisho, Chipwaza, & Nyangena, 2019) and other skill including soft skills, based on the scope of nursing practice. The condition must be realized by educators, so they facilitate students to achieve learning objectives.

In clinical placement, there are some kinds of learning methods which can be chosen. Learning methods have roles in developing students' capability and build their characters and develop their potentials so that they can behave as expected. Process of learning considers the differences of students' learning styles and give students independent in arranging the learning decides and learning exercises..

Independent learning is a method in the form of reading tasks or research activities done by students without guidance or special teaching. This method can be applied by explaining the expected result target and list of books which can be used as references, and by preparing evaluation to evaluate students' achievements (Nursing Curriculum, 2018).

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²² Self-directed learning, as a method for learning in clinic is a procedure by which students step up and duty in recognizing their own adapting needs, defining objectives, deciding resources of learning and determining learning outcome. ¹⁸ Self-directed learning requires the competency to distinguish student's own adapting needs, advancement where people utilize numerous strategies a great part of the time consistently. Self-Directed Learning is essential since it can give students and actualize an arrangement to pick up knowledge and to monitor one's own advancement (⁸ Van Rensburg & Botma, 2015). According to Gibbons (2002), Self Directed Learning is an improvement of knowledge, aptitude, accomplishment, and self-devs the capacity to take a shot at assignments, to join abilities development with character improvement and get ready students to gain proficiency with their whole lives. Self Directed Learning covers how students gain proficiency with consistently, how students can adjust to evolving conditions, and how students can take their own drive when opportunity doesn't happen or doesn't emerge. Furthermore, Rachmawati (2010) explains that self-directed learning is an adaptable learning but still lead to arranging, observing and evaluation depends on the capacity of students in managing learning based on their autonomy. Independent learning requires students to have the option to deal with the current learning resources in accordance with the needs and setting of learning.

⁹ Knowles put out SDL into adult learning theory by emphasizing "the learners' self-concept of being responsible for their own decisions" and stated that "the most potent motivations for learning are internal motivation," which affects to "the transition from dependent to self-directing learners". According to Knowles, SDL as a procedure where people have ⁴ the initiative, with or without the help of others, in determining their adaptation needs, planning goals, recognizing human resources and materials for learning, selecting and actualizing

appropriate learning techniques, and assessing learning outcomes (Sawatsky, Ratelle, Bonnes, Egginton, & Beckman, 2017)

Three Year- Nursing Program of Nursing School , Polytechnic of Health, Surakarta recently has 400 students and 14 clinical teachers. The ratio between the number of the lecturers and the students is around 1 : 30,7, which is high enough. For the places of clinical practice, students practice in not only hospitals in Central Java but also hospitals in East Java, with the farthest one is 200 miles far and it takes 5 till 6 hours to get there by car. Therefore, the training given by clinical teachers is thought to be less optimal. It is necessary to make a breakthrough to make students be independent in clinical learning, and this could be done by using Self-directed Learning approach. Then, Self-directed Learning method not implemented yet to clinical learning of nursing, especially in nursing school of Polytechnic of Health Surakarta. To implement SDL in clinical placement, it is necessary to conduct assessment the readiness of students in clinical learning with a self-directed learning approach.

15 Objectives

The objectives of this study were

1. To describe the characteristics of student level one, level two and level three, including the characteristics based on age and gender.
2. To find out the readiness of student level one, level two and level three in applying Self-directed Learning method to clinical placement in Three Years Nursing Program of Polytechnic of Health Surakarta-Indonesia.
3. To find out the readiness level differences of students student level one, level two and level three in applying Self-directed Learning method to clinical placement in Three Years Nursing Program of Polytechnic of Health Surakarta-Indonesia

Research Methodology

A survey method using cross sectional research design was utilized in this study. Samples were 254 nursing students, enrolled in Three Years Nursing Program of Nursing School at Polytechnic of Health Surakarta Indonesia, selecting by a convenience sampling with certain criteria. Data collection of this study was carried out for 3 months from October to December 2019. The instrument measuring was adopted from the 40-item SDLR was first developed by Fisher and collage in 2001 (Fisher, King, & Tague, 2001). Respondent response to the questionnaire were analyzed using the statistical software SPSS (Statistical Program for Social Sciences). Descriptive statistics and inferential statistics were applied to the data. *Kruskal Wallis* test was used to analysis differences in Readiness Scores for Students in Self Directed Learning, while to analyze which groups are different, the Post Hoc analysis test is carried out using the Mann Whitney Test.

Result and Discussion

1. Characteristic of Respondents

Tabel 1. Respondent distribution by Age

Characteristic of Respondent	Level I		Level II		Level III	
	f	%	f	%	f	%
Age (year)						
17	1	2,6	-	-	-	-
18	20	51,3	13	11	-	-
19	15	38,5	46	39	4	4,1
20	3	7,7	53	44,9	44	45,4
21	-	-	5	4,2	38	39,2
22	-	-	1	0,8	11	11,3
Total	39	100	118	100	97	100

Based on above, it can be seen that the majority of the respondent' age of level I is 18 years old as many as 20 respondents (51.3%), the majority of respondent's age level II are 20 years as many as 53 respondents (44.9%) and the majority of respondents age of level III is age of 20 years as many as 44 respondents (45.4%).

Tabel 2 : Distribution of Respondents by gender

Characteristic of Respondent	Level I		Level II		Level III	
	f	%	f	%	f	%
Gender						

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Male	9	23,1	24	20,3	34	35,1
Female	30	76,9	94	79,7	63	64,9
Total	39	100	118	100	97	100

¹ Based on table above, it can be seen that the majority of the respondent sexes of level I respondents are women as many as 30 respondents (76.9%), the majority of the sexes of level II respondents are women as many as 94 respondents (79.7%), and the majority of sex respondents of level III are 63 respondents (64.9%) women.

2. The readiness level of student year one, year two and year three

¹⁶ Tabel 3 : *Nursing Student Readiness in Self Directed Learning*

Level of Readiness	Level 1		Level 2		Level 3	
	f	%	f	%	f	%
Fair	24	61,5	32	27,1	28	28,9
Good	15	38,5	86	72,9	69	71,1
Total	39	100	118	100	97	100

¹ Based on table above, it can be seen that the majority of readiness of first-level students is less readiness as much as 24 respondents (61.5%), the majority of readiness of second-degree students in good readiness is as many as 86 people (72.9%), and the majority of readiness level III readiness students there are 69 people (71.1%).

¹⁰ 3. Differences in student readiness scores in Self Directed Learning

¹⁰ Table 4 *Analysis of Differences in Student Readiness Scoring in Self Directed Learning with Kruskal Wallis (n = 254)*

Variabel	N	Mean Rank	Asymp. Sig.
Tingkat I	39	91,35	0,00
Tingkat II	118	135,06	
Tingkat III	97	132,84	
Total	254	-	

¹ ¹⁴ Based on table above, it can be seen that the statistical test using the Kruskal Wallis obtained p value = 0.00. The value of p value = 0.00 smaller than alpha 0.05

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means that there is a difference significantly in the students readiness in the Self-Directed Learning method.

To test which groups are different, the Post Hoc analysis test is carried out using the Mann Whitney Test.

Table 5. *Group differences in the readiness of students in Level I and II Self Directed Learning (n = 157)*

Variabel	Asymp. Sig.	Mann Whitney U	Z	N
Level I				39
Level II	0,00	1509,00	-3.88	118
Level I				39
Level III	0,00	1273.50	-3,53	97
Level II				118
Level III	0,77	5623,00	-0,28	97

Based on table.5, it can be seen that the statistical test using Mann Whitney obtained a value of p value = 0,000. The value of p value = 0,000 less than alpha 0.05 means that there is a difference in the readiness of students in the Self Directed Learning method between level I and level II. There is a difference in the readiness of students in the Self Directed Learning method between level I and level III with a p value = 0,000 less than alpha 0.05 and a statistical test using Mann Whitney p value = 0.777 greater than alpha 0.05 means that there is no difference in the students readiness in the Self Directed Learning method between level II and level III.

Discussion

The research result indicates some of the respondents are female students. Women have better consistency in doing assignments and better intellectual capability than men (Natalia, 2002). According to Khodijah 2014, the characteristics of men and women have differences. Female students are allegedly more diligent than male students. However, female students are less representative in technology, mathematics, and science. Men are better in doing tasks of the fields considered masculine such as mathematics and science, while women are better in doing tasks of the fields considered feminine such as arts and music (Santrock, 2007).

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However, this result is not the same as the research conducted by Slavin 2009, that there are no differences between male and female in general verbal intelligence, arithmetic intelligence, abstract reasoning, spatial and verbal insight, or memory. Female are progressively engaged with terms of academic materials and observant at classroom. They put increasingly scholarly endeavors and take part more at class than male students do. Commonly, in terms of intelligence, many studies, have not found a consistent result indicating that men and women have different intelligences. A few study additionally have discovered that there are no differences between male and female in SDL - Self-directed Learning (Premkumar et al., 2018).

Most of the first-year student respondents are 18 years old, while most of the second-year student respondents are 20 years old, and most of the third-year student respondents are 20 years old. The fact that most of the respondents are 20 years old, which means they are mature enough, makes the students more intellectually challenged due to their academic assignments (Santrock 2012). The older they are, the more ready they are in SDL since they have more experiences. SDL method can be applied with the assumption that students who are adults have had better independency in learning instead of being dependent on others. Adults are more interested in learning from problems than course materials. Acknowledgment, reward, and support for adults' learning process should be given in academic environment.

Based on the statistic test result, it was found that the readiness level of the first-year students is not good and the good readiness are mostly from the second-year students and the third-year students. A person who has experienced longer learning process will experience behavioral change in terms of knowledge and the attitude and the skill performed will get improved year by year (Nursalam, 2012). First-year students will be disoriented when they are exposed to Self-directed Learning (SDL).

Students who get exposed more often to the next learning process will get used to it and find new learning experience so that they can improve their performance in independent learning process. Students who get used to SDL will make a plan, know opportunities they can get, determine purposes, make strategies to achieve and identify possible upcoming difficulties in learning process.

SDL requires conviction, courage, and assurance to engage the efforts that will be advanced. Right now planning, implementation, and evaluation of learning process which has been experienced are finished by the concerned people. SDL accentuates on the idea of adults' learning procedure (andragogy) of which adults are portrayed as mature students who have self-autonomy and could instantly learn independently, are completely mindful, have gathered their background which become the most significant sources of their learning process, and have learning need managing social job change. Furthermore, adults tend to be motivated to learn more internally than externally.

Based on Kruskal Wallis analysis shows readiness level differences among the ¹¹ first-year students, the second-year students, and the third-year students. It corresponds to the theory which states that there are improvements in SDL which starts in the first year of the learning process until the last year of it. The first-year students need the roles of many tutors in adaptation phase of their learning process. Then, in the following year, the students begin to understand the idea of SDL and could go through the process well. The students who enrolled earlier in the education institution have better readiness of doing SDL than the newly enrolled students.

This result corresponds to the research which explains that one-year difference of age significantly influences the score improvement or SDLR (Cadorin et al., 2015).

Students should be directed to control themselves in responding to external influences. Students are also encouraged to have self-control such as in reacting to huge changes in their life as they begin to build their characters as individuals who confine themselves from dependency they performed during childhood. Students begin to create their own assessments and thoughts, settle on their own choices, choose their own activities, take more responsibilities for their own sake, and start to participate in working world. Students develop their own learning method to empower their own selves. Their individuality will develop and assist them manage to be adults. When they have had self-direction, they not only study effectively as well as become their actual selves (Gibbons 2002 in Akbar 2014).

Conclusion

1. In regards to the classification of the respondents based on age, first-year students who are mostly 18 years old are 51.3%; second-year students who are mostly 20 years old are 44.9%, and third-year students who are mostly 20 years old are 45.4%. For the classification based on gender, the students of first year, second year, and third year are mostly women. They consist of 30 first-year female students (76.9%), 94 second-year female students (79.7%), and 63 third-year female students (64.9%).
4. In terms of readiness level of ³ the first-year, second-year and third-year students in applying Self-directed Learning method to the learning process of clinical knowledge in Three Years Nursing Program of Polytechnic of Health Surakarta, it was found that 24 first-year students (61.5%) perform low level of readiness, 86 second-year

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students (72.9%) perform good readiness, and 69 third-year students (71.1%) perform good readiness.

5. The statistic test result on different readiness levels of the first-year, second-year and third-year students in applying Self-directed Learning method to clinical learning in Three Years Nursing Program of Polytechnic of Health Surakarta by using Kruskal Wallis analysis shows that $p \text{ value} = 0.000 < 0.005$ which means there are differences in regards to levels of the students' readiness in applying Self-directed Learning method.
6. On the test of the level differences of readiness of the first-year, second-year, and third-year students in applying Self-directed Learning method to clinical learning in Three Years Nursing Program of Polytechnic of Health Surakarta using Mann Whitney, it was found that:
 - a. $p \text{ value} = 0.000 < 0.005$ which means there are readiness differences between the first-year students and the second-year students in applying Self-directed Learning method
 - b. $p \text{ value} = 0.000 < 0.005$ which means there are readiness differences between the first-year students and the third-year students in applying Self-directed Learning method.
 - c. $p \text{ value} = 0.777 > 0.005$ which means there are no readiness differences between the second-year students and the third-year students in applying Self-directed Learning method.

RECOMMENDATION

This research is recommended for:

1. Education; as this could be an input for clinical guidance technique development for students.
2. Health service, in this case hospitals, which are expected to provide facilities, infrastructures, and human resources or clinical instructors that could be facilitators in proper learning using Self-directed Learning method.
3. Nursing Staff, so that they could broaden their knowledge about the proper learning guidance method for junior nurses in performing nursing care.

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