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Learning Barrier and Learning Motivation of Nursing Students in Poltekkes Banjarmasin

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Abstract

Learning process in Nursing Department at Poltekkes Banjarmasin showed that the learning process was not still optimal. That is important to investigate learning of student motivation because motivation of nursing student contributed significantly to increase of nursing education quality. This study was a correlation research where population were nursing students in Poltekkes Banjarmasin, at April – August 2015 with 160 samples which were selected by proportionate random sampling. The variables are learning motivation and learning barrier. Data were collected by giving Mcclelland (1961) and Bandura (1971) questionnaire and analysed with Spearman Rank's Correlation at 0.05 standard error. This Result of this study indicates that there was a significant association between barriers to learning and student learning motivation. Discussion: Barriers to learning of nursing students will decrease learning motivation and can affect the quality of nursing services to the community. The culture of professional nursing education needs to be developed to enhance student motivation and lowering the barriers to learning that comes from the management of nursing educational institutions. Increased satisfaction of lecturers as educators also affects the level of student motivation and student learning barriers.

Keywords: Learning Barrier, Motivation, Nursing Student

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ABSTRACT

Background : Learning process in Nursing Department at Poltekkes Banjarmasin showed that the learning process was not still optimal. That is important to investigated learning of student motivation because motivation of nursing student contributed significantly to increase of nursing education quality. **Methods:**This study was a correlation research with population were nursing student in Poltekkes Banjarmasin, at April – August 2015 with 160 samples which are selected by proportionate random sampling. This variable is learning motivation and learning barrier. Data was collected by giving Mcclelland and Bandura questionnaire and analyzed with Spearman Rank's Correlation at 0.05 standard error. **Results:** This Result of this study indicates that was any significant association between barriers to learning with student learning motivation. **Discussion:** The results of this research provide advice to nursing education institutions to create a strategy to overcome barriers to learning and enhance student motivation because it can affect the quality of graduates and institutional image**.** The culture of professional nursing education needs to be developed to enhance student motivation and lowering the barriers to learning that comes from the management of nursing educational institutions. Increased satisfaction lecturers as educators also affect the level of student motivation and student learning barriers.

Keywords : learning barrier, motivation, nursing student

Background

Lectures in general is a process that is influenced by various factors. One of them is the motivation of the learner. Motivation will influence sustainability and behavior of the learners to interact with academic environment. Motivation of the

nursing students can be affected by intrinsic factors, which consisted of affective, cognitive and psychomotor factors [1,2].

The presence of *feedback*, either reward or punishment is a condition that can affect learner from outside, while intrinsic motivation can come from learner's family or previous education taken. Nursing student motivation is important to be researched because it will determine their direction and behavior in their educational process[3]. Learner's motivation is also important to be researched because nursing student's motivation has a contribution and a primary factor in the success of lecturing process in nursing education[3].

Oftentimes nursing students experience motivational degradation in their process of education, both in academic and clinical[4] stage which can interfere student's process in learning. Nursing Program academic data in 2013-2014 shows that several nursing students chose to drop out with various reason. 6 known students in 2013-2014 chose to drop out to continue their education in other institutions.

Data results of Nursing Competence Test from Director General of Learning and Student Affairs Ministry of Research, Technology and Higher Education in September 2015 shows that there are no Nursing Institution in Kalimantan Region that can accomplish 100% graduation rate ; although Poltekkes Banjarmasin graduate 98% of its student.

The attendance rate data in nursing major, suggesting that the attendance rate of students in learning activities in the form of the theory has not reached 100%, while in the learning activities in the form of practice has reached 100%. Other data

shows that the 2014/2015 academic year, some students are not present on the learning and the percentage of their presence approaching absent standards prescribed by the institution which is 75% in each course. Found on the 3rd semester student, Professional Nursing courses as much as 1 student with attendance percentage of 75%, subject clinical nursing skills as much as 1 student with a percentage of 75% attendance and the 5th semester student of nursing study subjects as much as 1 person with a 76% attendance rate. GP of nursing student of the academic year 2013/2014 showed that there are 6 students of the second semester of the value of their GP below the standards specified by the institution with a value of 2.74 for 2 students, 2.72 for 1 student, 2.71 for 1 student, 2.64 for 1 student and 2.61 for 1 student.

Motivation Theory as a theory that is developed from Abraham Maslow's Need Theory, states that every human being has three major needs in life that make up the overall motivation of individual motivation. The first requirement is the need for achievement or award, the second requirement is the need for affiliation or partnership with another person and the third requirement is the need for power[5].

Naturally the students learning motivation will certainly get obstacles, both from within and from outside. Barriers of learning can derived from cognitive factors (knowledge, expectations, attitudes), behavioral factors (skills, practices, efficacy) and social environmental factors on the learners themselves, that are composed of social norms, access and influence others[6].

This study aimed to assess the relationship between learning motivation of nursing students with barriers of learning experienced by nursing students in

Poltekkes Banjarmasin with the hypothesis there is a relationship between student learning barriers with nursing students' learning motivation.

METHODS

Study design and sample

This study uses correlation approach to the links between learning motivation of students with learning barriers experienced. Subjects were students majoring in nursing DIII and DIV Polytechnic Banjarmasin both from level I, II and III were taken with random sampling technique Proporsionate sample of 160 students with a student permit exclusion criteria in sick and academic leave. The study was conducted from March to August 2015.

Measures and instruments

The independent variable in this study are barriers to learning students and the dependent variable is the student motivation to learn. Data were collected by questionnaire taken from McClelland's Theory of Motivation to assess the variable need for achievement, need for affiliation and need for power. Barriers to student learning by looking at the variable barriers to learning of Bandura Theory consisting of barriers to learning of cognitive factors, environmental factors and social behavior.

Data collection

samples used in research using year students start and end years at every level. Data is collected in a class by using the Blackboard discussion board. Students are then given an explanation to the freedom of research benefits students in participation in research. After discussion and asked questions about the contents of the questionnaire Then students informed consent and sheets distributed a questionnaire to be filled by students with no name.

Data analysis

Data obtained from responses to questionnaires filled out by students of the Department of Nursing Polytechnic of Banjarmasin corrected if the data is complete and whether it meets their consistency to be used as the data, if data is lacking or incomplete there will soon be completed. Data that has been entered will be rechecked to ensure that it is clean or not there is an error during encoding so that data is ready to be analyzed. Data were analyzed with Spearman Rank correlation with significance level of 5%.

RESULTS

Respondent's characteristics of this study can be seen in Table 1 below:

Table 1 Nursing Students of Poltekkes Banjarmasin Characteristics

Variable	F	%
Age		
12-16 y.o.	0	0
17-25 y.o.	160	100
Sex		
Male	63	39,4
Female	97	60,6

Parent's Occupation		
Government	69	43,1
Private	57	35,6
Other	34	21,3
Stage		
I	47	29,4
II	70	43,7
III	43	26,9
Major		
DIII	113	70,6
DIV	47	29,4

Table 1 shows that all nursing students of Poltekkes Banjarmasin which the sample is in the range 17-25 years of age with most female sex (60.6%). The occupation of parents of students mostly are civil servants (43.31%). Distribution of most students at Diploma level students (70.6%), especially at the Stage II (43.7%).

Motivation and learning barrier of Poltekkes Banjarmasin Nursing Students is shown in Table 2:

Table 2 Learning Motivation of Nursing Students

Variable	F	%
Motivational Level		
Strong	47	29,4
Moderate	110	68,7
Weak	3	1,9
Learning Barrier		
Weak	31	19,3
Moderate	109	68,2
Strong	20	12,5
Total	160	100

Table 2 describes that the majority of nursing students' learning motivation in Poltekkes Banjarmasin are at a moderate level (68.7%) which indicates that the motivational level of nursing students still require stimulation to boost the spirit /

motivation of students in learning to follow both in the clinic and in the classroom. As for the majority of nursing students' learning barrier in Poltekkes Banjarmasin are also at a moderate level (68.2%). Which should be observed that the comparison of the level of strong and weak barriers of learning about the same (19.3 and 12.5%).

Correlation between motivation and learning barrier of Poltekkes Banjarmasin nursing students is shown in table 3:

Tabel 3 Correlation between motivation and learning barrier of nursing students

	Motivation			Total	P Value [a]
Barrier	Weak	Moderate	Strong		
Weak	3	19	9	31	
Moderate	0	82	27	109	0,039*
Strong	0	9	11	20	

[a] Spearman Rank's Correlation Correlation Test
* > 0.05= No meaningful correlation

Data pada Tabel 3 menunjukkan bahwa mayoritas mahasiswa berada pada hambatan sedang dan motivasi yang sedang. Hasil uji statistik dengan Korelasi Spearman's Rho menunjukkan bahwa ada hubungan antara hambatan belajar mahasiswa dengan motivasi belajar mahasiswa dengan nilai signifikansi 0,039 dengan nilai r koefisiensi 1,66.

DISCUSSION

Motivation

The majority of motivation that just being at a moderate level should be taken as a serious concern for managers of nursing education institutions of Poltekkes Banjarmasin. Weak motivation will affect on human resource which

weakened the quality of the resource that will be associated with the weak perfomance / output of nursing students in particular and the general quality of nursing personnel in the future. Motivation states that achievement, power / strength are the three essential needs which may help explaining the motivation[9]. Need of achievement is a boost to exceed, to achieve the standards, and strive to succeed. The need of power can make others behave in such a way that they will not behave otherwise, and the need of relationships is an interpersonal need of friendly and familiar within the organization[7,8]. Motivation become important because it shows how comfort self-efficacy of the students and it take strategy of approach in the learning process and how nursing students are able to pass through a variety of challenges in living education[8,10,11]. Encouragement or motivation directing individuals to strive harder to obtain personal achievement rather than award. This then caused him to do something more efficiently than ever before. McClelland[6] found a projective techniques to measure the motives of people to excel. Basically, this technique try to ascertain the extent to which the original thinking person can turn into ideas that are oriented to achievement. For example, if an individual writes a story based on a picture that he showed, then we will be able to count the number of ideas in the story related achievement. This simple calculation can then be used as the score of the need for achievement, which reflects the individual's urge for achievement, or the strength of the motivation to excel. Projective techniques described above are part of the early development of the situation regarding the need for achievement.

It is important to have an effort to explore the relationship between the need for achievement and economic growth in student motivation. First, try to find action groups to find the size of the achievement of the group. Second, try to find the size of individual motives, interests, values, and its implementation by both the mothers and their children in different countries. The third examines the behavior, including the motives behing the activities of nursing students. The final results of this study indicate that the motivation of nursing students Polytechnic Banjarmasin still require improvement to better stimulate their desire reached the highest level of motivation because with the highest level of motivation then it will also boost the success rate of students, especially in the mastery of skills of nursing as well as increased students' capacity of cognitive in field of nursing. Parents' cultures and parenting paterns, will affect the level of need for individual achievement in addition influenced by environmental factors both on campus and while students are outside the campus environment even at the online interaction will also affect nursing students[7,8,10,12]. Lecturer factors as one of main part of education also important because a collaboration between students and lecturer could encourage increased responsibility and understanding. Lecturers must improve methods of effective learning and upgrading the knowledge and information in the interaction with students also play an important role in increasing student motivation[7,10,13,14]. The linkage between the factors that influence the motivation to improve or weaken the motivation of students as subjects of nursing education[10,13,15,16].

Learning Barrier

Learning barriers of Poltekkes Banjarmasin nursing students who are at moderate levels is also an indicator that should be a concern for policy holders in Poltekkes Banjarmasin because the majority is obtained at the level of being that is not likely to increase motivation learning[13,14]. If one can not overcome learning barriers that exist in all three factors include cognitive, and behavioral environment, the barriers will be felt strongly. Because there will be interaction of these three factors and components with mutual reciprocity. On the contrary, if only one of its factors or components are perceived as barriers, that does not significantly affect one's learning. While moderate learning barrier is able to be shifted to a weak or a strong one. This occurs if the individual is not able to overcome the barrier then it will become a strong learning barrier or the individual quickly identify the existing barrier and cope it, then the learning barrier will be weakened[2,17,19]. In addition, learning barrier that students feel is also related to differences in levels of education and different learning barrier that individual feel. The relative influence of each factor varies in different situations for certain behavior so that learning barrier experienced by individuals should also be different from one another[8].

Perspectives and techniques of teaching of the lecturers also play a role in causing learning barrier. When entering educational institutions, every individual will enter different stages. Each level or class is different in terms of lessons to be obtained. The higher the level the more specialized knowledge that is the lesson to be learned with regard to the profession of Nursing [9,10]. The initial level begins with learning the basic things and then the next level will learn about the science of Nursing more specialized or specific. Cognition of students in turn will affect the

feelings, motivational behavior, and mastery of skills in physical education of students. When students are given a good atmosphere and dynamic interaction between students and other students, students and lecturers, then advances in physical activity will lead to the results of the psychological. In addition, the students' participation in games and sports have influence to the development of peer relationships and self-esteem. Peer relationships and self-esteem is part of a psychosocial abilities[14,17,22,23].

Correlation between Learning motivation and Learning barrier

Spearman test results indicate that there is a positive correlation between learning barrier and learning motivation. Seen from Table 3 that students with moderate learning barrier also have moderate learning motivation. Conversely, when the nursing students have strong learning barriers then the tendency of students' learning motivation is also weak. Klein and Moore[11,12] stated that the ability of students to overcome learning barrier, the motivation of learners will be good and will help improving the ability of students to achieve competence; more actively participate in learning activities[7,12,23]. This analysis shows that the importance of lowering the barriers to student learning, both barriers in learning in the classroom and learning during practice in the area of nursing practice. Strategies to lower learning barriers in wether the cognitive factors, environmental factors and social behaviors of students play an important role in helping enhance student motivation to learn, although not separated in view of other factors that affect motivation. This action is necessary because nursing students are adults and require

a psychological approach and understanding to what the barriers and expectations that students have[13]. Characteristics of the students also need to be considered in overcoming learning barriers on nursing students. Learning barriers are affecting nursing students' experience in running the educational process, including the motivation to learn. Learning barrier is need to be anticipated in order to improve the competence of students[12,16,17,14].

Culture of professional nursing education needs to be developed to increase student motivation and lowering the barriers to learning that comes from the management of educational institutions keperawatan[6]. Increased satisfaction of lecturers as educators also affect the level of student motivation and student learning barriers[6,7,17].

Obstacles of this study approach is based on the perception that the students owned so that the assessment is based on the viewpoint and experience of students during the learning in nursing education.

CONCLUSION

This study showed a positive correlation between learning barriers with learning motivation of nursing students in Poltekkes Banjarmasin Nursing Major. The majority of students have motivation that only at the moderate level, as well as the learning barrier that students experienced in their process of nursing education at Poltekkes Banjarmasin.

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Conflicts of interest

There are no conflicts of interest.

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