

Assessment of Nursing Students Readiness for Self Directed Learning In Clinical Placement

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Abstract

Nursing Clinical Practice is an important aspect of the learning process in the 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 the clinical learning methods is a process where students take initiative and responsibilities in identifying the need for independent learning, determine purposes, determine learning sources, and evaluate learning outcomes. A survey method using a ¹⁵cross-sectional research design was utilized in this study. Samples were 254 nursing students. The instrument measuring was SDLR, that developed by Fisher, et al. ¹⁵Data were analyzed using the statistical software SPSS. *Kruskal Wallis* test was used to analyze 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.

There are differences in levels of the students' readiness in SDLR. There is readiness difference between students in level one and two, level one and level three but there is no readiness differences between students in year two and students year three. Nurse teachers can develop and adapt their teaching strategies to promote clinical education for nursing students.

Key words: Self-directed learning, clinical placement, nursing student

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 ²⁹ for students to implement the theoretical knowledge into real health services arrangement, empower nursing students to increase basic ¹⁷ abilities, and give protected and quality nursing care through actual practice. Throughout the 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 the clinical placement, there are some kinds of learning methods that 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. The process of learning considers the differences in students' learning styles and gives students independence in arranging the learning decisions 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).

³⁰ Self-directed learning, as a method for learning in a 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 outcomes. ¹⁶ 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 (Van Rensburg & Botma, 2015). In SDL, ⁸ learners actively participate in identifying their own learning needs, setting learning goals, allocating resources, developing and implementing appropriate strategies and plans, and evaluating learning outcomes either independently or with others' help (Knowles, Holton, & Swanson, 2008 in (Malekian, Ghiyasvandian, Cheraghi, & Hassanzadeh, 2015)). According to Gibbons (2000) 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 an opportunity doesn't happen or doesn't emerge. Furthermore, (Rachmawati, 2010) explains that self-directed learning is adaptable learning but still leads 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.

Knowles (1975) put out ⁶SDL 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 “the transition from dependent to self-directing learners”. According to Knowles, SDL ¹¹as a procedure where people have 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 of Polytechnic of Health, recently has 400 students and 14 clinical teachers. The ratio between the number of 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 to 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 a Self-directed Learning approach. Then, the Self-directed Learning method not implemented yet to clinical learning of nursing, especially in the nursing school of Polytechnic of Health Surakarta. So, how far students are ready for study with SDL method need to be known and lecturer should be aware with the nursing students' readiness. Students' learning readiness in attending classes or clinical placement is related to the ability of students to prepare themselves to learn something so they benefit in the learning process. Learning Readiness of the student includes readiness before participating in the lecture process, and readiness when attending lectures in clinical placement. With these conditions, the lecture process in clinical placement will become easier, and the learning outcome becomes easier to be achieved. For this reason and to implement SDL in clinical placement, it is necessary to conduct an assessment of the readiness of students in clinical learning with a self-directed learning approach.

Objectives

The objectives of this study were

1. To describe the characteristics of student-level one, level two, and level three, including the sample characteristics based on age and gender.
2. To find out the readiness of student-level one, level two, and level three in applying the 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 a cross-sectional research design was utilized in this study. Samples were 254 nursing students, enrolled in the Three Years Nursing Program of Nursing School at Polytechnic of Health Surakarta Indonesia, selecting by a convenience sampling with special 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 (Self Directed Learning Readiness) that was first developed by Fisher and collage in 2001. The instrument consists of three sub-dimensions, such as self-direction, desire for learning, and self-control. The reliability of the instrument is 0.857 for the sub-dimension of self-direction, 0.843 for the sub-dimension of desire for learning and 0.830 for the sub-dimension of self-control (Fisher, King, & Tague, 2001). Respondents' responses 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 analyze 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

The finding of this study are given below.

Table 1*Distribution of Respondent by Age*

Characteristic of Respondent	Year I		Year II		Year III	
Age (year)	n	%	n	%	n	%
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

Table 1 shows characteristic of respondents by age. The majority of the respondent' age of year I is 18 years old as many as 20 respondents (51.3%), the majority of respondent's age year II are 20 years as many as 53 respondents (44.9%) and the majority of respondents age of year III is age of 20 years as many as 44 respondents (45.4%).

Table 2*Distribution of Respondents by Gender*

Characteristic of Respondent	Year I		Year II		Year III	
Gender	n	%	n	%	n	%
²¹ 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

Table 2 shows that the majority of the respondent sexes are female. The percentage of female respondents at levels 1,2 and 3 were 64.9%, 79.7% and 76.9% respectively

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

Table 3*Nursing Student Readiness in Self Directed Learning*

Level of Readiness	Year 1		Year II		Year III	
	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

Table 3 presents the readiness of nursing students toward ²⁴ Self Directed Learning (SDL). It can be seen that the majority of readiness of first- year

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%).

Differences in student readiness scores in Self Directed Learning

Table 4

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

Students	n	Mean Rank	Asymp. Sig.
Year I	39	91,35	0,00
Year II	118	135,06	
Year III	97	132,84	
Total	254	-	

Table 4 presents the statistical test using the Kruskal Wallis. Researcher conclude that ¹p-value = 0.00. The value of p-value = 0.00 smaller than alpha 0.05 means that there is a difference significantly in the students' readiness in the Self-Directed Learning method. Then, to test which groups are different, the Post Hoc analysis test is carried out using the Mann Whitney Test.

Table 5

²⁷
Group Differences in the Readiness of Students toward Self Directed Learning

Variabel	Asymp. Sig.	Mann	Z	N
Whitney U				
Year I				39
Year II	0,00	1509,00	-3,88	118
Year I				39
Year III	0,00	1273,50	-3,53	97
Year II				118
Year III	0,77	5623,00	-0,28	97

Based on table.5, it can be drawn that the statistical test using Mann Whitney obtained a value of p-value = 0,000. The value of ¹⁹p-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.

²³
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 ²⁸level 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 Khadijah 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).

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. Females are progressively engaged with terms of academic materials and observant in the classroom. They put increasingly scholarly endeavors and take part more in 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 bits of intelligence. A few studies 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 2007). 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 independence 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 an 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 is mostly from the second-year students and the third-year students. A person who has experienced a longer learning process will experience a 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 experiences so that they can improve their performance in the 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 the learning process.

SDL requires conviction, courage, and assurance to engage the efforts that will be advanced. Right now planning, implementation, and evaluation of the learning process which has been experienced are finished by the concerned people. SDL emphasizes on the idea of adults' learning procedure (andragogy) of which it portrays as mature students who have self-autonomy and could instantly learn independently, are completely mindful, have gathered their background

which becomes the most significant sources of their learning. Furthermore, adults tend to be motivated to learn more internally than externally.

Based on Kruskal Wallis analysis shows readiness level differences among the 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 in 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 the 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 to conduct SDL than the students who newly enrolled.

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 the working world. Students develop their own learning methods 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 the 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%).
2. In terms of the level of readiness of students in applying the Independent Learning method for the learning process in the clinic, researchers found that 24 first-year students (61.5%) had a low level of readiness, while 86 second-year students (72.9%) and 69 third-year students (71.1%) has a good level of readiness.
3. The statistic test result on different readiness levels of the first-year, ¹⁸second-year and third-year students in applying Self-directed Learning method to clinical learning in Nursing School of Health Polytechnic of Surakarta by using Kruskal Wallis analysis shows that ¹p-value = 0.000 < 0.005 which means there are differences in regards to levels of the students' readiness in applying Self-directed Learning method.

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4. Test for differences in readiness between first-year, second-year, and third-year students in applying the Independent Learning method using Mann Whitney, it was found that:
- 1
- a. There are readiness differences between the first-year students and the second-year students in applying Self-directed Learning method (p-value = 0.000 < 0.005)
 - b. There are readiness differences between the first-year students and the third-year students to implement the Self-directed Learning method (p-value = 0.000 < 0.005)
 - c. There are no readiness differences between the second-year students and the third-year students to conduct the Self-directed Learning method (p-value = 0.777 > 0.005).

Recommendations

This research advice for:

1. Education; as this could be an input for clinical guidance technique development for students
2. Health service should provide facilities, infrastructures, and human resources or clinical instructors that could be facilitators in proper learning using the Self-directed Learning method.
3. Nurse teachers can develop, reinforce and adapt their teaching strategies to promote clinical education in clinical placement for nursing students.

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