

Learning Model in Nursing Education

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ABSTRACT

Lecturing process in educational nursing institution needs several strategies and innovations in overcoming students' learning barrier and increasing the output quality of nursing students. This research is trying to develop a learning model at the educational nursing institution using a various concept of the learning model. This research is explanative using the population of nursing students across South Borneo. The sample were taken with Proportional Random Sampling with total 178 nursing students. The data gathered are analyzed with CFA and Partial Least Square (PLS) test model. Student learning model at educational nursing institution is built upon student's achievement and learning motivation whereas the motivation is affected by the lecturer's character and learning barrier that student has. In order to achieve optimal quality of learning, the nursing students must have a support to raise their independence and activity in the learning process.

Keywords: Learning model, Student, Nursing education

INTRODUCTION

Nursing students in lecturing process usually have fluctuated achievement which is connected with learning barrier that affects students' learning motivation. Both student's and lecturer's character also have roles in student's learning motivation which will affect student's affective and cognitive achievement⁽¹⁾.

Nursing students in Health Polytechnic of Banjarmasin feel physical exhaustion at the end of campus activities which is 58.2% either in lectures or practice, they also feel less enthusiastic with the lecture which is 43.1%.

Data result of Nursing Competence Test from Ministry of Research, Technology, and Higher Education in September 2015 showed no Educational Nursing Education in South Borneo that has 100% passing rate; even though Poltekkes Banjarmasin has a passing rate of 98.6%.

Learning Model from Klein et al. (2006) showed that Course Outcome of students both affectively and cognitively is correlated with learning motivation, perceived barriers, and both student's and lecturer's characteristics⁽¹⁾. This research aimed to develop a learning model for Educational Nursing Institutions.

MATERIALS AND METHOD

This study was explanative research which explains various factors correlated between nursing student character, lecturer's character and learning barrier as exogenous variable that can affect endogenous variable consists of student's motivation and learning result where the connection between this factor will form a learning model for Nursing Educational Institution in South Borneo. The population in this research was Nursing Student Diploma in every Educational Nursing Institution in South Borneo with the total sample of 178 students that was acquired with proportional random sampling.

Data was acquired by distributing the questionnaires to every nursing student that had been explained about this research's aim before. The respondents didn't need to fill their names and asked to fill the questionnaire as honest as possible.

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FINDINGS

The first phase is to analyze/evaluate the item reliability of test model PLS on its loading factor (standardized loading). The second phase in evaluating a concept model is to evaluate variables' reliability by observing Cronbach's Alpha score and Composite Reliability score or Constructive Reliability. The last phase of model analysis is to analyze the model test to acquire the answer the research's hypothesis by observing Path Coefficient score. The result acquired from Statistical Analysis is Concept Model of Learning of Nursing Student in South Borneo as constructed below:

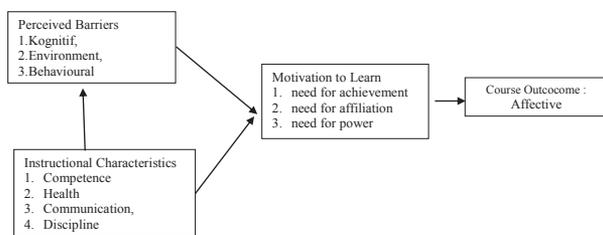


Figure 1. Concept Model of Learning for Educational Nursing Institution in South Borneo Indonesia

DISCUSSION

Influence of Lecturer's Character on Learning Barrier

Nursing students oftentimes experience learning barrier in various forms such as ineffective learning method, less learning time and clinical practice, inability to apply research result in nursing practices, language barrier, communication in learning process and other barriers to reach achievement in both academic and clinical practices where lecturer's role is needed to overcome this learning barrier⁽²⁻⁶⁾. According the analysis result of pathway, test shows that there is an influence of Lecturer's character toward learning barrier in nursing students in nursing major of Health Polytechnic of Banjarmasin. This is corresponding to the concept that was submitted by⁽¹⁾ that Lecturers have an important role in overcoming Learning Barriers that students have in lectures.

Lecturers' role is very helpful in overcoming students' Learning Barriers from the environment, the students' cognitive condition, and students' habits, which will hopefully increase students' achievement⁽⁷⁾. A quality lecturer is competent and good in both physically and mentally. Lecturers are demanded to have

a communicational skills to interact with students by involving and respecting students in the learning process; always creative, following the recent development of science and technology and respecting the difference on students⁽⁸⁻¹¹⁾.

A quality lecturer will motivate and increase the knowledge of students where the transfer of knowledge will be easily conducted and effective in learning the nursing theory and practical skills^(9,10,12).

Nursing education in South Borneo is obsolete, where the students must have a face to face learning with the lecturers. This traditional method would certainly cause the overwhelming feeling, take too much time and thus create learning barrier. In order to overcome this learning barrier, the lecturer must use several learning methods and stimulate students' critical thinking⁽³⁾.

Nursing lecturers are demanded to help students' self-esteem because it will help them to overcome the learning barrier. Lecturers' skill to be a role model is important to initiate a good communication between the lecturer and the students. Various professional Nursing workshop and socialization can be given to students in order to solve the conflict that the students have in their minds and it will help them in nursing clinical practice environment⁽²⁾.

Influence of Lecturer's Character on Learning Barrier

The analytic result from Pathway test shows that there is an influence of Lecturer's character toward students' learning barriers in Educational Nursing Institution on South Borneo. This condition is corresponding with Concept Model from Klein et al. (2006) which explains that an interesting character of a lecturer includes a good method for transferring knowledge. In class instruction, generally, students follow learning activity in the same place and have a face to face interaction with the lecturers. Lecturer's Proximity theory shows that lecturer's communication skill to involve both verbally and non-verbally with the students will improve the learning motivation and experience; lecturers play an important role in the outcome of a teaching-learning interaction. The interaction between lecturer and students and learning control of knowledge transfer will improve Nursing students; learning motivation^(1,13).

Lecturer-student interaction with a humanistic and

communicative character and understanding with the value that students have will have an effect on students learning motivation. Interaction aspect may probably the most important thing. Uniting lecturer's character, the method of learning, and the students' characters is the thing that influences motivation. A student that learns is more sensitive to the lecturer's learning method^(1,8,11).

Influence of Learning Barrier on Nursing Students' Motivation

The analytic result from Pathway test shows that there is an effect of learning barrier toward learning motivation in Nursing students in South Borneo. This condition is suitable with the concept that Klein et al. (2006) explained the perception of learning barrier is felt by the students in the learning situation, learning environment, and the learning process itself. The objective barrier that the students felt for instances are the insufficient time, material, or information in the lecture. Learning barrier both perceptively and objectively will influence the students' intention or learning aim and directly will affect the effort that comes from the motivation to improve achievement, affiliation needs, and power needs^(7,13,14).

Learning barrier must be solved because it can become a crucial and hard to be prevented when it already happens. The various condition will influence teaching-learning process and balance; because they are correlated (interrelation) and bipolar activity. Process in Pedagogy education demands a condition that has a correlation between learning barrier and learning motivation⁽¹⁵⁾.

Influence of Motivation on Learning Result

Need for achievement is a push to overcome barrier, to achieve, and act more to reach a higher standard in a competition. This need constituted by one's willingness to manage or lead the others. It consists of 2 kinds of needs for power, which are personal power and social/institutional need. People will be happy to have power upon all things, that they chase upon everything, and relational need is interpersonal need that is modest and close in organizational environment. The third motivation is Affiliation need that reflects the desire to interact socially to people. In other words, Affiliation need is the need for social relation in working environment. One with high affiliation need place the quality of personal relation as an important thing.

Motivation becomes important because motivation shows how students' self-efficacy quality on comfort and persistence is needed in improving students motivation and motivation shows how nursing students are able to surpass various challenge in education process^(1,16,17). Support or motivation directs individuals to struggle harder to get personal achievement than to get a reward. This, in turn, cause them to do something that is more efficient than before. A projective technique is used to measure one's motive to achieve. Basically, this technique tries to ensure how far one's original mind can become ideas that oriented to achievement. For instance, if one writes a story based on a picture that is shown, then we can count the number of ideas of the story that has relation to achievement. This simple count than can be used as a score of the need for achievement, that reflects one's support to achieve or to score the motivation to achieve. A projective technique that is defined above is a part of the early situation about the need for achievement⁽¹⁴⁾.

Parental culture and nurturing pattern will influence the level of need for achievement of Nursing students besides being influenced by environmental factor either in campus or outside the campus such as the online community⁽¹⁶⁻¹⁹⁾.

Lecturer factor can improve the understanding and responsibility since there is a collaboration between the lecturer and the students. Lecturers must improve the teaching method that is effective and improve their knowledge of interaction with the students since it will improve students' motivation^(16,19-21). Correlation between the factor that influences motivation can either strengthen or weaken motivation of the students as the subject of Nursing education^(16,20,22,23).

Affective achievement is an important score point to emphasize and strengthened in Nursing education. Educational Nursing Institutions need to observe the students' affective skills because later in the practical field the students will interact directly with patient that has real life emotion and feeling that not only notice the logical problem and cognitive skills. The Affective domain must be constantly developed in health care including in nursing care either in hospital or community nursing. Learning of this domain will improve internalization and commitment that is shown with emotion, interest, behavior, values, and faith where they will be needed in approaching the patient⁽²⁴⁻³¹⁾.

A nursing research is conducted with hope to produce new discovery that can help to contribute either for science and improvement of nursing care. The research result can be described as follows:

Learner character is not significantly influencing either Perceived Barrier or Learning Motivation. This discovery is supported by the researchs^(13,32-34).

GPA that use the cognitive scoring as the measurement of learning achievement is not valid and can be biased if used to measure the quality of student. Bias can happen because of fake rewards from the lecturer where it can fog the objective scoring that students meant to get. This problem is conveyed by^(35,36) and suggested to be prevented as early as possible. The lecture is nursing education must improve their knowledge about the thorough and comprehensive clinical evaluation. Lecturers are also demanded to implement the effective and objective method and undertake clinical evaluation that is formative and summative. Also, the weight of work for the lecturers must be revised. Therefore, effective and comprehensive evaluation for Nursing students clinical competence is needed.

CONCLUSION

Nursing education in South Borneo is built upon the lecturers' character that influences nursing students' learning barrier and learning motivation where a good approach on their motivation may improve their achievement either in the class lectures or clinical and practical field in hospital or community.

ADDITIONAL INFORMATION

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