



Ideal Effect of Self-Learning Process of Adaptation of Graduate Nurses to Face Test Competence in Poltekkes Ministry of Health Makassar, Indonesia

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Abstract

Since the implementation of the rules on liability competency testing for prospective nurses, any nursing college graduates are required to take the exam. The low yield competence test is a real picture of the low academic performance of students. Various factors are thought to have an important influence on the issue. The purpose of this study to see the effect of your ideal self, academic goals, motivation, and GPA to the adaptation process of learning graduates in the face of national competency test in polytechnic Ministry of Health Makassar. This study was observational analytic correlation cross-sectional approach to the new graduate nurses as 107 samples from 192 populations obtained by systematic random sampling. The research was conducted from June to November 2016 at the Department of Nursing of Ministry of Health of Makassar.

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The results showed that the ideal self correlation with academic goals ($r = -0.152$, $p = 0.119$), academic goals with the adaptation process ($r = 0.040$, $p = 0.681$), the ideal self with academic motivation ($r = -0.073$, $p = 0.458$), the ideal self with the adaptation process ($r = -0.299$, $p = 0.002$), with the goal of academic motivation ($r = 0.566$, $p = 0.000$), academic motivation in the process of adaptation ($r = 0.158$, $p = 0.104$), with the academic skills the adaptation process ($r = -0.134$, $p = 0.169$). The conclusion that the ideal self is too high to lower the capacity of the adaptation process of learning graduates to prepare for a test of competence nor vice versa. Academic motivation has a strong enough influence on the process of learning adaptation prospective graduate nurses.

Keywords: academic performance; ideal self; motivation; academic goals; adaptation.

1. Introduction

College as one of the organizers of education are expected to produce a good quality graduates. Graduates of health education institutions should have the ability to match the qualification standards and professional standards. One attempt was made to determine the quality of graduates or the standardization of assessment capabilities college graduates, namely the implementation of the national competency test. Based on data from the National Committee for the competency test the health field 2016, the development of a competency test passing rate has not seen the field of health in line with expectations. The results of the implementation of the competency test for students of Nursing Department of Health Polytechnic Makassar in 2014 attended by 128 participants who passed the note number as many as 64 people (50.0%), while in 2015, followed by 103 participants know the number who pass as much as 53.6%. It shows the performance of graduation competency test for Makassar Health Polytechnic Department of Nursing is still low. Various factors have been studied affect a person's academic performance. Results of research Xiong Zhao Ning [1] showed that the psychological adjustment affects academic performance (as measured by the CPI). Research Grace Gatune Murithi [2] found that adaptation attitudes (feelings, beliefs, or opinions to education) have a positive effect on academic achievement. Research Maliha Nasir [3] found that cultural adjustment has a significant correlation with academic achievement. This suggests that the adjustment process in this adaptation has a strong influence on academic performance. This research study focuses on the process of adaptation in this case the adaptation process of learning. Not many studies have investigated about the adaptation process of learning that occurs in a person to achieve a desired performance including the various factors that influence it. According Boyatsiz [4,5], self-phase ideal trigger changes in a person or process change adaptation. In connection with this, the researchers wanted to see how your ideal self affect the process of adaptation in this adaptation prospective graduate nurses learn to deal with the competency test. In addition to the ideal self variable, the researchers also will see a variety of related constructs include academic goals, motivation, and performance in the past (past performance) is measured using the CPI).

2. Materials and Methods

This type of research used in this research is observational analytic correlation cross-sectional approach. Location of the research conducted at the Department of Nursing Health Polytechnic Makassar from March to

November 2016. The population in this study were all students of the Department of Nursing Poltekkes Makassar final semester with 192 people. Large samples are 107 people chosen by non probability sampling method that is taken by using systematic random sampling (systematic random technique). The instrument used in this study is the scale of idealism modified to measure themselves ideal as a nurse consisting of 31 items of questions that refer to the idealism scale created by Wojciszke Bogdan [6], the measurement of academic goals using questionnaires academic goals (academic goal) modified quoted [7]. Motivation variable was measured using motivation questionnaire used was adopted from Tremblay MA [8], which consists of 18 questions to measure the intrinsic and extrinsic motivation. Previous academic performance (past performance) is measured based on the mean value GPA of students Semester I - VI to see the value of the cumulative achievement and learning Adaptation measured using a questionnaire developed by researchers based The Intentional Change Theory and The Appraisal Stress Measurement. The data have been collected and proceed with the processing performed data analysis using Pearson correlation test and continued with Test Strip (path analysis).

3. Research Result

Distribution of respondents by gender is composed of men of 16 respondents (15.0%) and women with 91 people (85.0%). Age of respondents spanned from 20 to 24 years old with 20 years of age distribution of a total of 14 respondents (13.1%), 21 of 64 respondents (59.8%), 22 years as many as 22 respondents (20.6%), as many as 23 years 4 respondents (3.7%), and 24 years as many as three respondents (2.8%).

Ideal self has a negative correlation with academic objectives for 0152 ($r = -0.152$). The strength of the correlation is shown between the two variables is very weak. If the views of significance, the relationship between the two variables are not significant ($p = 0.119 > \alpha 0.05$). The coefficient of determination showed 0,023 (2.3%). This shows that 2.3% of variance of academic objectives can be explained by the ideal self. academic purposes has a positive correlation with the process of adaptation of 0.040 ($r = 0.040$). The strength of the correlation is shown between the two variables is very weak. If the views of significance, the relationship between the two variables are not significant ($p = 0.681 > \alpha 0.05$). The coefficient of determination showed 0.002 (0.2%). This shows that the 0.2% variance adaptation process can be explained by academic goals. Ideal self has a negative correlation with academic motivation for 0073 ($r = -0.073$). The strength of the correlation is shown between the two variables in a very weak category. If the views of significance, the relationship between the two variables are not significant ($p = 0.458 > \alpha 0.05$). The coefficient of determination showed 0,005 (0.5%). This shows that only 0.5% of variance process of adaptation can be explained by the ideal self. Ideal self has a negative correlation with the process of adaptation of 0.299 ($r = -0.299$). The strength of the correlation is shown between the two variables in the category enough. If the views of significance, the relationship between the two variables was significant ($p = 0.002 < \alpha 0.05$). The coefficient of determination showed 0.089 (8.9%). This shows that the 8.9% variance adaptation process can be explained by the ideal self.

Academic motivation has a positive correlation with academic objectives for 0566 ($r = 0.566$). The strength of the correlation is shown between the two variables in the strong category. If the views of significance, the relationship between the two variables was significant ($p = 0.000 < \alpha 0.05$). The coefficient of determination showed 0.320 (32.0%). It shows that 32.0% variance can be explained by the academic goals of academic

motivation. Academic motivation has a positive correlation with the process of adaptation of 0158 ($r = 0158$). The strength of the correlation is shown between the two variables is very weak. If the views of significance, the relationship between the two variables are not significant ($p = 0.104 > \alpha 0.05$). The coefficient of determination showed 0,010 (1.0%). This shows that only 1.0% variance can be explained by the adaptation process of academic motivation. Academic ability has a negative correlation with the process of adaptation of 0134 ($r = -0134$).

Table 1: Variable Normative Data Research

Sample	Mean	SD
Self Ideal		
Male (n=16 person)	13.13	1.54
Female (n=91 person)	12.47	2.97
Total (n=107)	12.57	2.81
Academic purpose		
Male (n=16 person)	62.63	11.27
Female (n=91 person)	60.20	14.05
Total (n=107)	60.56	13.65
Academic motivation		
Male (n=16 person)	103.31	14.73
Female (n=91 person)	98.78	16.51
Total (n=107)	99.46	16.27
Academic index (IPK)		
Male (n=16 person)	3.39	0.45
Female (n=91 person)	3.32	0.18
Total (n=107)	3.33	0.17
Study adaptation		
Male (n=16 person)	54.56	10.86
Female (n=91 person)	57.59	7.89
Total (n=107)	57.14	8.41

The strength of the correlation is shown between the two variables is very weak. If the views of significance, the relationship between the two variables are not significant ($p = 0.169 > \alpha 0.05$). The coefficient of determination showed 0,017 (1.7%). This shows that only 1.7% of variance process of adaptation can be explained by academic ability.

The result of the path (path analysis) was performed using 8.7 lisreal to create your ideal self modeling the influence on a variety of variables which lead to the adaptation process of learning to prepare for a test of competence can be described as follows:

The results of path analysis showed that the influence of the ideal self on the motivation of -0.42, influence academic motivation with academic goals showed a value of 0.47, the influence of the ideal self to the process of adaptation showed a value of -0.87, influence the ability (ability) of the adaptation process - 4.02, and the influence of the academic objectives of the adaptation process of -0.07.

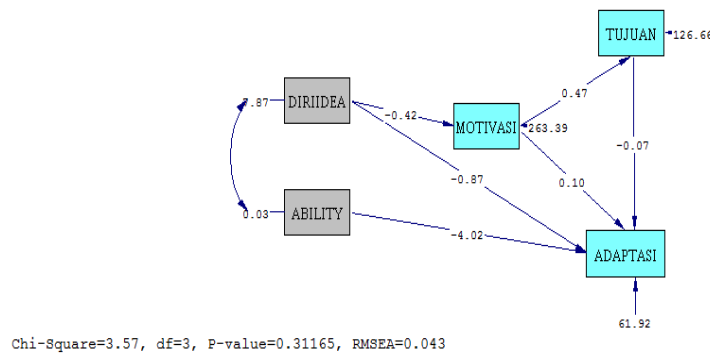


Figure 1: Path Analysis Hypothesis

4. Discussion

The results of this study show a very weak negative correlation between the ideal self with academic goals. People who have high ideals of self tend to have lower academic purposes, while people with low self-ideal which tend to have higher academic purpose. According to Boyatzis [4], to achieve an impact on behavior, feelings, and perceptions of a person, the articulation of the ideal self can be a strong personal vision (personal vision). This would involve the positive emotional attractor, which in turn will allow assessment capabilities that help or hinder a person to achieve self-ideal. It seems that the ideal self is defined by the graduates not in the manifestation of their academic objectives to be influenced by various factors. According to Richard E. Boyatzis [9] Stimulation of the positive emotional attractor is essential in creating or assert personal visions (eg, sense of purpose and self-ideal person). Academic goals set by the new graduate nurses in this study had a very weak correlation with the process of adapting their learning to be able to pass the competency test. According Caros Ames and Jennifer Archer [10, 11], students who perceive an emphasis on the acquisition of interest in the class reported using more effective strategy, choose a more challenging task, and have a more positive attitude toward the class, and have confidence that stronger that success follow one's business. Students who perceive that further highlight the performance objectives focus on ability, ability to negatively evaluate and consider failure

as a result of his ability. The results of this study found that the ideal self has a negative correlation with academic motivation. The strength of the correlation is very weak. Ideal self is an emotional driver of changes intended. From Psychoanalytic up to the ideal of positive psychology sees itself and its components as deficiencies that require therapeutic intervention or the height of human experience and intrinsic motivation. The desired change is hard work and often fail because of a lack of drive and motivation intrinsic right. Ideal self according to Boyatzis [5] trigger changes in a person in this adaptation process. The results of this study actually found a negative correlation between the ideal self with the adaptation process. From these results it appears that people who have high self-ideal that seems not trying to adapt itself to achieve graduation in the competency test. The results of this study prove that people who have high ideals themselves tend to be difficult to adapt. In this study were used as a stressor trigger a process of adaptation is the ideal new graduate nurses themselves. The study found that academic motivation has a positive correlation with academic goals. The strength of strong and significant correlation ($p = 0.000 < 0.05$). Cirila research results Peklaj & Puklek Levpuscek [12] concluded that the student's motivation should be considered very well before starting work on a specific educational objectives, especially when developing complex competencies such as presentation and cooperative skills at the same time. The results of this study indicate that academic motivation has a positive correlation with the adaptation process. Nevertheless the strength of the correlation between the two variables obtained is very weak. High academic motivation will increase the adaptation process of learning new graduate nurses to be able to pass the competency test. Meanwhile, if the lower academic motivation, the adaptation process of learning will also decrease. The results showed that the academic ability has a negative correlation with the adaptation process. The strength of the correlation is shown between the two variables is very weak. The better the academic ability of new graduate nurses the adaptation process of learning to pass the competency test decreased. Conversely, those with lower academic ability it shows the process of adaptation to better learning. However, a different result this new research raises questions about the reasons that could cause a person's academic skills after graduating from a university does not provide a positive influence on the process of adaptation to prepare for the competency test.

5. Conclusion

Ideal self has a very weak negative correlation with academic goals set by the new graduate nurses. Academic goals set by the new graduate nurses have a very weak positive correlation with the adaptation process of learning to prepare for the competency test. Ideal self has a negative correlation with academic motivation of new graduate nurses to pass the competency test. Ideal self has a significant negative correlation and significant to the adaptation process of learning a new graduate nurses to prepare for the competency test. Academic motivation has a strong positive correlation and significant to the academic goals set by the new graduate nurses. Academic Motivation has a very weak positive correlation with the adaptation process of learning a new graduate nurses to prepare for the competency test. Academic ability has a very weak negative correlation with the adaptation process of learning a new graduate nurses to prepare for the competency test.

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