

Motivation of Central Mountain Students of Papua to Continue Their Nursing Education

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ABSTRACT

Motivation is in the form of ideas, emotions or needs that cause a person to take an action. The purpose of this study is to find out the factors related to the motivation of middle mountain students to continue nursing education. This research used descriptive analytical design with a Cross Sectional approach. The samples in this study are respondents who entered the eighth semester, are still active in college, and meet the criteria for inclusion. Analyze bivariate data using Chi Square test with value p value > 0.05 . In this study, the most respondents on the female gender (77.4%), highly motivated respondents as much as 85.7%, respondents with low family support as much as 67.9%, respondents who had high knowledge as much as 66.7%. There is no relationship between family support and student motivation to continue their professional education ($p=0.078$) and No relationship between knowledge and student motivation to continue nursing education ($p = 0.098$).

Keywords

Motivation, Family support, Knowledge, Nurses, Central Mountains of Papua.

Introduction

The ongoing research process resulted in the world of nursing profession continues to develop, along with the development of other sciences and technology, although not as fast as other health professions such as medicine. In terms of disciplines, this profession has also entered the sub-specialist level. To support these advances, research methods and *critical thinking* have become part of the pattern of nursing education.

The nursing profession in Indonesia which is relatively young

compared to western countries is lagging far behind. Even among Asian countries. Nonetheless, the change that began in the last seven years in the country is a positive effort that definitely needs the support of all parties. But more important is the support of critical thoughts especially from the nurse itself.

Although in the Decree of the Minister of Education No. 178/U/2001, Article 21, Paragraph 3, states that "Academic degrees and professional designations of graduates of universities in Indonesia are not allowed to be adjusted and/or translated into academic degrees and/or professional designations given by universities abroad", it does not mean that we do not have the "flexibility" to reflect on the rules of the International nursing education system. Because in the function and purpose of the

implementation of higher education as mentioned in the draft PP (article 51) on the management and implementation of education is: developing the ability and forming the character and civilization of a dignified nation in order to educate the life of the nation (www.depdiknas.go.id), then as a profession of international insight, the character and civilization of our nurses will be recognized by the international world if we are able to associate in the regulation of nurses that refer to international standards.

Students are in relation to the world of education is one of the substances that need to be considered, because students are translators to the dynamics of science and carry out the task of studying science. Nursing higher education is part of national education where the pattern of education consists of two aspects, namely academic education and professional education. These two stages of nursing education must be followed because they are integrated stages of education so that they cannot be separated from each other. It has been agreed by all institutions incorporated in the association of educational institutions in Indonesia that graduates of nursing professions who are ready to work or have met their competency standards are graduates of nurse [1].

As a profession, nursing is required to have intellectual skills, interpersonal technical and moral abilities. This can be achieved by improving the quality of nurses through further education in nursing education programs. Thus, it is expected that there will be a fundamental change in the efforts to actively participate to succeed government programs and broad-minded about the nursing profession. Motivation plays an important role in achievement. One of the tangible forms of motivational role towards the achievement is reflected in a student in education.

According to research conducted by Upoyo and Sumarwati in 2011 related to the analysis of factors that affect the motivation of professional student's department of nursing UNSOED Purwokerto. The results showed that most students have high motivation in following nursing profession. Factors that significantly affect students' motivation levels are internal motivation, task load factors, and hospital environment.

Professional education programs are sometimes also referred to as the clinical learning process. This term arises related to the implementation of professional education that is fully implemented in practical areas such as Hospitals, Health Centers, Different Clinics, Orphanages, and Families and Communities or Communities.

Nurse profession is as a doctor's partner, carrying a great responsibility and demanding professionalism of nurses who are able to respond to the growth and development of science and technology and able to meet the guidance of competition in the world of work at the National and International level. The shift in the role of nurses rather than as physician assistants requires nursing education to continue to professional programs. In addition, according to the National agreement in 1983, decided "we must be sure that nurses are professions whose presence cannot be replaced by other professions".

According to the results of a research interview conducted by researchers on May 28, 2019 in Wamena Study Program with 5 alumni and students who did not while studying, they found several reasons. These reasons include being lazy and feeling unable to practice the field at a time because of the heavy burden of duty, not wanting to be a nurse after knowing the work of nurses in the field and the purpose of studying in nursing not to be a nurse but wanting to study nursing, wanting to rest and find work experience, and because of the economic circumstances that are less supportive of SPP money so as to influence the motivation of students to attend nursing education.

Method of research

Research design is a form of design used in conducting research procedures. The research design used is a type of Descriptive Analytics design with a "Cross Sectional" approach. Cross Sectional design is a research design whose measurements or observations are carried out simultaneously at one time at a time. Researchers want to know the relationship between independent variables and dependent variables in this study.

Population is a generalist region consisting of: objects / subject that have certain qualities and characteristic set by researchers to be studied and then drawn conclusions [2]. The population in this study is Students of Diploma III (DIII) Nursing in Wamena at the sixth semester with a population of 106 people. Samples are part of the number and characteristics that the population has. When the population is large, and researchers are unlikely to study everything in the population, for example due to limited funds, energy and time, then researchers can use samples taken from that population [2]. The samples in this study are respondents who have entered at the sixth semester and are still actively studying.

Result

The results of the study are fully presented in the form of a table covering the characteristics of respondents, analysis of univariate data on each variable to produce frequency distribution and bivariate analysis to see the relationship between independent variables and dependent variables using the *Chi-Square test*.

Univariate Analysis

a. Gender

The characteristics of the respondent's gender are presented in table 1 below;

Distribution of Respondents by Gender (n=84).

Gender	Amount (n)	Percentage (%)
Male	19	22.6 %
Women	65	77.4 %
Total	84	100 %

Source: Primary data, July 2019.

From table 1 above, the results were obtained that the male gender consists of 19 respondents (22.6%) and female gender consisted of 65 respondents (77.4%).

b. Family support

The characteristics of family support are presented in table 2 below:

Distribution of Respondents based on Family Support (n=84).

Family support	Amount (n)	Percentage (%)
High	27	32.1%
Low	57	67.9%
Total	84	100%

Source: Primary data, July 2019.

From table 2 above, the results were obtained those as many as 27 respondents (32.1%) who received high family support and as many as 57 respondents (67.9%) who get a low family.

c. Motivation

Motivational characteristics in respondents are presented in table 3 below:

Distribution of Respondents based on motivation (n=84).

Motivation	Amount (n)	Percentage (%)
High	72	85.7%
Low	12	14.3%
Total	84	100%

Source: Primary data, July 2019.

From table 3 above, the results were obtained that most respondents received high motivation as much as 71 (85.7%) and only 12 respondents (14.3%) who get low motivation.

d. Knowledge

Characteristics of knowledge in respondents are presented in table 4 below:

Distribution of Respondents based on Knowledge (n=84).

Knowledge	Amount (n)	Percentage (%)
High	56	66.7%
Low	28	33.3%
Total	84	100%

Source: Primary data, July 2019.

From table 4 above, the results were obtained that as many as 56 respondents (66.7%) have high knowledge and as many as 28 respondents (33.3%) who have low knowledge.

Bivariate Analysis

After the data is processed and grouped by categories as above, then the data is analyzed bivariate to see the relationship between dependent variables and independent variables can be seen in the table below:

Table 5: The Relationship between Family Supports to the Motivation of DIII Nursing Students to Continue Nurse Education

Family support	Motivation				Total		P value
	High		Low				
	N	%	N	%	N	%	
High	20	23.8%	7	8.3%	27	32.1%	0.078
Low	52	61.9%	5	6.0%	57	67.9%	
Total	72	85.7%	12	14.3%	84	100%	

From table 5 above, the results were obtained from 84 respondents as many as 20 respondents (23.8%) highly motivated with high family support, 52 respondents (61.9%) highly motivated with low family support. Respondents who have low motivation with low family support as much as 7 (8.3%) and those with low motivation with low support of 5 (6.0%). From the table above, it can be seen that with *the Chi-Square* test to find out the relationship between motivation and family support obtained a significant figure of $p = 0.078$ which means there is no influence between family support and the motivation of DIII Nursing students to continue nursing education.

Table 6: The Relationship between Knowledge to the Motivation of DIII Nursing Students to Continue Nursing Education.

Knowledge	Motivation				Total		P value
	High		Low				
	N	%	N	%	N	%	
High	45	53.6%	11	8.0%	56	66.7%	0.098
Low	27	32.1%	1	4.0%	28	33.3%	
Total	72	85.7%	12	14.3%	84	100%	

From table 6 above, the results were obtained from 84 respondents as many as 45 respondents (53.6%) highly motivated with high knowledge, 27 respondents (32.1%) who have high motivation with low knowledge. Respondents who have low motivation with low knowledge as much as 11 (8.0%) and those with low motivation with low knowledge as much as 1 (4.0%). From the table above, it can be seen that with *the Chi-Square* test to find out the relationship between motivation and knowledge obtained significant figures of $p = 0.098$ which means there is no relationship between knowledge and motivation of DIII Nursing students to continue nursing education.

Discussion

The relationship between family supports to the motivation of nursing students to continue nursing education.

In this study, the results were obtained that there is no relationship between family support and the motivation of DIII Nursing students to continue nursing education ($p = 0.078 > 0.05$). The motivation of students to continue their professional education is not only due to family support factors but also due to socioeconomic factors. Motivation is strength, both from within and from the outside that encourages a person to achieve a certain predetermined goal. Alternatively, the driving force in a person to perform certain activities in order to achieve a certain goal. Thus, motivation is the motivation contained in a person to try to make a better behavior change in meeting his needs [1].

Support can be interpreted as support or assistance received by someone else [3]. Support is usually received from the social environment, namely those closest to them, including family members, parents, people and friends. This research is in line with research conducted by Rakhmawati & Widodo [4] which said that there is no influence of parents on motivation in continuing professional education ners ($p = 0.128$).

This research is not in line with the theory put forward by Sumarto in Siswanto, Erwin & Woferst [1] which says that a meaningful parent-child relationship that is accompanied by guidance and if necessary punishments will advance the motivation of learning and attitude of the child in stabilizing a decision, including in continuing education to the profession of nursing.

Family social support is something received by individuals in the form of providing assistance, help and encouragement. Social support is manifested in the form of information, verbal and non-verbal behavior from the family, when the individual faces difficulties or problems where the situation is uncomfortable for the individual. Thus, family social support means a lot of the individual in facing life outside and relieves the stress faced by the individual.

The relationship between knowledge to the motivation of nursing students to continue nursing education.

There is no relationship between knowledge and the motivation of DIII Nursing students to continue nursing education ($p = 0.098 > 0.05$). Achterbergh & Vriens in Person (2009) argues that knowledge has two main functions, first as a background in analyzing things, perceiving and interpreting which is then followed by decisions of actions deemed necessary. Second, the role of knowledge in taking the necessary actions is to be the background in articulating some possible action options, selecting one of these possibilities and implementing those options.

This research is not in line with the research conducted by Jamaluddin [5], who said that there is a relationship between knowledge and asking students to continue the profession of nursing ($p = 0.012$). In the study, the number of respondents was more than the respondents in this study, which was as many as 125 respondents. Knowledge is the result of knowing, occurring after one performs sensing of a particular object, sensing occurs through the five human senses where some of human knowledge is obtained through the eyes and ears. A person's actions are usually based on what he or she already knows, if the information is considered useful to him.

Nursalam [6] argues that many factors determine the motivation of students to continue their professional education. These factors are the ideals and aspirations, abilities, conditions of learners, the condition of the learning environment, dynamic elements in learning and the efforts of teachers in teaching students.

Goals are the driving factors that can increase morale while providing clear goals in learning. Goals relate to aspirations that are one's expectations or desires for a particular success or achievement. Ideals and aspirations will strengthen intrinsic and extrinsic motivations, because the realization of ideals will realize self-actualization. Self-sourced ideals will make one strive more that can be indicated by the nature of curiosity and want to investigate the wider world, high creativity, desire to correct the failures that have been experienced, because the achievement of an ideal will realize self-actualization [1].

Slameto [7], stated that motivation is influenced by several factors, namely internal factors that influence motivation in continuing higher education, namely interests, talents, mental capacity, maturity, physical and psychic health conditions, spiritual and motivation itself. While the external factors are the socioeconomic condition of parents, environmental factors, learning methods and learning time.

Hurlock (2004) argues that economic status is improving, people tend to expand their interests and motivations to include things they did not originally do, on the contrary if the economic status is deteriorated due to family responsibilities, less advanced businesses, and then people tend to narrow their interests and motivations. The higher a person's economic statuses will the higher the interest in seeking knowledge. Nevertheless, although the motivation in the child or student is very strong but if the social condition and economic condition of the parents are less supportive then it will hinder the motivation of the child in achieving all the desire to develop his knowledge.

The higher the income level of parents, the more motivated students will be to continue their education, because the level of income of parents will play a role in supporting education financing related to SPP money, the provision of facilities and infrastructure for the smoothness of education, especially regarding the implementation of the nursing profession. For parents who have social conditions and strong or high economic conditions will certainly no difficult to finance their children's education to the highest level.

Another factor that influences student motivation is peer social support, as obtained from the results of research conducted by Susilowati & Sari [8] at STIKes Aisyiyah Surakarta, which obtained the results that there is a relationship between peer support, and student interests following the nursing professional program. Peers or peers rely heavily on friends as a source of attachment and their enjoyment with peers is so strong. So that the opinions or suggestions of peers have an important role in motivating someone in doing or deciding something including in continuing to educate the profession of nursing [9].

This can happen if at any time there is a quarrel or conflict between norms or groups, then teenagers tend to have a group or run to their peers [4].

Suwarjo in Susilowati & Sari, argues that social support allows individuals to gain the feeling of having a group that allows to share interests, concerns and activities together. This kind of support allows individuals to gain a sense of security, comfort and feel belonging and belonging in a group that has a common interest. While according to the assumption of researchers that the absence of influence between families support and knowledge on motivation in continuing professional nursing education influenced by gender. In this study, the results were obtained that the sex of women who have the most motivation in continuing the nurse profession that has high motivation as many as 55 respondents and who have low motivation as many as 10 respondents. Women are

believed to have a higher *care* spirit so the interest to continue the profession is also high. This is in line with research conducted by Jamaluddin which obtained the results that respondents with the most gender are as much as 105 (84 %) [5].

Another factor that can influence the motivation of students to continue to the professional stage of nursing profession is the burden of duty when the profession ners. Many students complain about the task of reporting and nursing care that must be done. This can certainly affect the student's psychological so that it can hinder the motivation of students to do and complete their tasks.

Respondents in this study were respondents at the young adult stage. At this stage, the individual has organized his or her life to achieve stability. This is in accordance with the theory presented by Potter & Perry (2005), which states that a person who has entered early adulthood or young adulthood is required to determine responsibility, achieve stability in terms of work, and have a relationship in a more intimate stage. Therefore, in the early adult stage students should have a stable self-concept and good motivation to develop their knowledge. In addition, the age of a person will cause changes in the physical and psychological aspects (mental). According to Slameto in Siswamto, Erwin & Woferst [1] who argues that the motivation and psychological characterization of the member at the level of one's commitment can be said as motivation. It is individual motivation and character that causes different levels of motivation for each individual, including the motivation to continue the profession.

Summary

From the results of research conducted on students of DIII Nursing Wamena, it can be concluded that: (1) There is no relationship between family support and the motivation of DIII Nursing students to continue nursing education ($p = 0.078$), (2) There is no relationship between knowledge and motivation of DIII Nursing students to continue nursing education ($p = 0.098$).

Suggestion

1. With this study, it is expected to the next researcher to use a better design to know the strong relationship to motivation in

students in continuing education.

2. This research is expected to be a picture for students, especially nursing undergraduate students to continue their education to a higher level.

3. It is expected that the relevant educational institutions to be more active in promoting promotion to improve the knowledge and insight of students related to the next education that must be taken by students especially to undergraduate nursing students and it is expected that the educational institutions increase the solemnity and educational facilities so that it becomes an attraction for students to continue their education in the place.

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