



SELF-PREPAREDNESS AND MOTIVATION TO PERFORM CLINICAL PRACTICE DURING THE COVID-19 PANDEMIC AMONG NURSING STUDENTS

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ABSTRACT

COVID-19 pandemic has an impact on the field of education, especially nursing. Nursing students cannot perform nursing care directly to the patients because learning activities are conducted online. As many as 33 out of 40 students (82.5%) said they were afraid to practice in clinical setting. This study aimed to identify self-preparedness and motivation to perform clinical practice during the COVID-19 pandemic. This study used a quantitative descriptive research method with a sample of 153 respondents, using a modified questionnaire from previous research and distributed online. Researchers used univariate data analysis. Respondents who have good self-preparedness to participate in clinical practice totaled 81 respondents (52.9%), and those who have good motivation to perform clinical practice amounted to 77 respondents (50.3%). The majority of respondents have good self-preparedness and good motivation to participate in clinical practice, but there are still students who have good self-preparedness with lack of motivation to participate in clinical practice during the COVID-19 pandemic. Students are suggested to be able to further improve their preparedness and motivation before participating in clinical practice.

Keywords: COVID-19; clinical practice; motivation; self-preparedness

INTRODUCTION

The World Health Organization (WHO, 2020) stated that Corona Virus Disease 2019 (COVID-19) is a large family of viruses that cause infectious diseases with symptoms ranging from mild to severe. COVID-19 has been declared a pandemic by the World Health Organization (WHO) due to its rapid and extensive spread over the globe (WHO, 2020). Because of the COVID-19 pandemic, the Ministry of Education and Culture of the Republic of Indonesia has decided to conduct all learning activities online. (Kementerian Pendidikan dan Kebudayaan, 2020). The decision from the Indonesian Ministry of Education and Culture has an impact on students, especially students who have clinical practice activities in hospitals and learning activities in laboratories for a while. This has caused clinical practice activities that should have been done by college students in the first semester to be postponed due to the pandemic.

Clinical practice learning is a process that allows nursing students to adapt and practice professional nursing in both clinical and community health care settings (Yusuf, 2015). Clinical experience aids students in improving their communication skills so that they can form trusted relationships with their clients (Amar et al., 2019). Research conducted by Susmarini et al. (2022) showed that nursing students who undertook clinical practice during the pandemic felt fear of infection, a lack of clinical competence, and pride in being a part of history. According to Rana et al. (2022), the majority of respondents had moderate fear when doing clinical practice during a pandemic. Things experienced by students during clinical practice during the pandemic are getting valuable experience while caring for patients, clinical nurses are expected to be role models due to limited online learning, and empathy for patients is aroused which further improves the quality of nursing care (Kusumawaty et al., 2022). Malfasari et al. (2018) found

that the majority of the 66 respondents (90.4 percent) out of a total of 73 respondents were fearful and anxious to participate in clinical practice. According to research conducted by Cengiz et al. (2022), the challenges faced by nursing students during the pandemic included psychological challenges such as stress and anxiety, uncertainty and inadequacy in education, increased family conflict, but also turn a crisis into an opportunity for new experiences. Self-preparedness in the form of continual practice in carrying out nursing activities, student self-motivation toward clinical practice, clinical assignments, and the role of the preceptor are all factors that aid students in preparing for clinical practice (Buhari et al., 2020). Research conducted by Woods (2015) shows that exercises completed by students were really helpful in preparing them for clinical practice.

According to Noviati dan Nugraha (2020), more than half of the respondents were physically, mentally, and materially ready to participate in the first clinical practice. Harun et al. (2019) shows more than half of the respondents have sufficient readiness (59%) in implementing evidence-based practice in clinical settings. Batubara et al. (2021) found that less than half of the respondents stated that they were ready to be placed back in the hospital to carry out clinical practice. Pertiwi dan Ermayani (2017) reported that 41.5 percent had high motivation, 13.3 percent had low motivation, 58.5 percent felt ready for clinical practice, and 86.7 percent did not feel ready. The results of this study indicate that there is a relationship between motivation and self-readiness in participating in clinical practice

Based on the results of interviews conducted by researchers with 40 new students, it was found that 18 students said that access to learning videos was inadequate because the internet connection was not good, 35 students said there were no equipments for doing exercises, and 33 students said they were afraid of a gap between theory and practice. These difficulties affect students' motivation in preparing for clinical practice. This statement is supported by Nurawaliah (2019) that motivation is closely related to the learning process because motivation is a condition that activates or provides encouragement to achieve learning goals, especially clinical practice. According to the results of interviews, 82.5 percent of students were afraid to directly participate in clinical practice because they were afraid of making mistakes during the action and because they lacked experience, and 57 percent of students struggled to learn the material and practice the action on their own.

METHOD

This study uses a quantitative method with a descriptive design. The purpose of this study was to describe nursing students' self-readiness and motivation to participate in clinical practice during the COVID-19 pandemic. The population in this study were 247 nursing students cohort 2020 who were taking online learning. This study took samples from the population using purposive sampling technique. Inclusion criteria included active nursing students batch 2020 at a private university in Banten Province, have never attended clinical practice, and attend online learning. Nursing students from the class of 2019 who were down cohort at a private university in Banten Province were among those who were excluded. The study's responders were 153 students, based on the findings of calculations using the Slovin method from a population of 247 students and a 5% error rate. This research was conducted online by distributing online questionnaires to the batch of 2020 students in Mei 2021. The instrument used in the study was the previous researcher's questionnaire, namely Noviati & Nugraha (2020) on self-preparedness and Agata (2016) on the self-motivation which was modified by the researcher. In accordance with the research title, the questions and sentences were adjusted throughout the pandemic time, and the answer choices were modified from earlier researchers

who used yes and no options on self-preparedness section and agree and disagree alternatives on the self-motivation section.

The questionnaire has been modified to a Likert scale with choices of strongly agree, agree, disagree and strongly disagree. The modified questionnaire was tested for validity and reliability to 30 students of cohort 2020 outside the number of samples that matched the characteristics of the research. Questionnaires to be tested for validity and reliability were distributed online through the WhatsApp group that the researcher had created to 30 respondents for testing. The validity test on the self-preparedness variable, which had a total of 35 questions, generated 26 valid questions, while the validity test on the self-motivation variable, which had a total of 27 questions, generated 22 valid questions with the value of $r_{count} > r_{table}$. Invalid questions and statements were then removed from the list of questions. The cronbach alpha score for self-preparedness is 0.891, which indicates that it is reliable. The Cronbach alpha score for the self-motivation variable was 0.934, indicating that the questionnaire on self-motivation is reliable. The researcher used univariate data analysis to explain or define the characteristics of a variables being studied, namely self-preparedness and motivation.

RESULTS

The results of the study were grouped into respondent characteristics consisting of age, gender, and educational background; self-preparedness; and motivation to participate in clinical practice.

Tabel 1.
Characteristics of Respondents by Gender and Educational Background

Category	f	%
Gender		
Male	21	13,7
Female	132	86,3
Educational Background		
High school (Natural science)	126	82.4
High school (Social science)	3	2
Vocational high school (Nursing)	15	9.8
Vocational high school (Non-nursing)	6	3.9
Others	3	2

Based on table 1, it is found that most of the respondents are female with a total of 132 respondents (86.3%). Most of the respondents have a high school (natural science) educational background with a total of 126 respondents (82.4%).

Tabel 2.
Characteristics of Respondents by Age

Category	Median	Min-Max	95% CI	SD
Age	18.00	17-21	18.35-18.58	0.726

Based on table 2, the median age of respondents is 18 years, with the youngest being 17 years old and the oldest being 21 years old, with a standard deviation of 0.726.

Tabel 3.
Self-Preparedness of Nursing Students Cohort 2020

Category	f	%
Good	81	52,9
Poor	72	47,1

According to table 3, from a total of 153 respondents, 81 (52.9 %) had good self preparedness.

Tabel 4.
Self-Motivation of Nursing Students Cohort 2020

Category	f	%
Good	77	50,3
Poor	76	49,7

According to table 4 from a total of 153 respondents, 77 (50,3 %) had good self-motivation.

DISCUSSION

From a total of 153 respondents, it was found that 81 respondents (52.9%) had good self-preparedness and 72 respondents (47.1%) had poor self-preparedness, as shown in table 3. It can be concluded from the data obtained that majority of respondents have good self-preparedness in participating in nursing clinical practice. Respondents answered that good preparation in the form of material preparation by learning nursing skills independently and repeating learning materials in clinical practice could increase preparedness to participate in clinical practice during the pandemic. Good preparation in learning methods can increase students' clinical practice preparedness (Muhammad et al., 2017).

The majority of respondents agree and strongly agree with statements such as "I will have to re-learn the lecture material when I go to clinical practice," and "I will practice before going to clinical area," This explains knowledge and skills are factors that can influence students' preparedness to participate in clinical practice. This is in line with Marlina (2017) findings which found that respondents who prepared material but did not study it were unprepared when faced with the concept of disease in clinical setting. Most of the respondents agree and strongly agree with the statement that "I am worried about making mistakes during clinical practice". Students experience more anxiety in clinical practice because students do not yet have a comprehensive understanding of clinical practice (Nelwati et al., 2012). Students do not have an overview of clinical practice because they have never participated in clinical practice, but they can prepare other things to be able to increase their preparedness to participate in clinical practice in the form of good knowledge, good physical, and good psychological (Noviati & Nugraha, 2020).

According to the findings, the difference between good self-preparedness and poor self-preparedness is not significant. Many respondents chose to agree on the questionnaire statement, namely I would feel worried about making the patient angry when doing clinical practice for the first time. This is because respondents do not have experience in participating in clinical practice where respondents can meet and serve patients in hospitals directly. Students can put what they have learned in class into practice and become accustomed to and agile in performing nursing tasks through clinical practice (Siswanto et al., 2014). In conclusion, students have poor preparedness related to fear of making mistakes because they have never been and are not accustomed to practicing the nursing skills obtained during learning.

The majority of respondents strongly agree and agree with the statement that I will be confused when using hospital equipment for the first time during clinical practice, implying that the respondents are poorly prepared to participate in clinical practice because they are not used to using medical equipment for the first time in the hospital. In line with Malfasari et al. (2018), when students participate in clinical practice, they face several obstacles that make it difficult

for them to participate, including difficulty in mastering the material, equipment and steps in nursing skills, and feeling insecure in performing nursing tasks. It can be explained that when students participate in clinical practice, they must not only prepare themselves by practicing skills and understanding the material, but they must also recognize nursing equipment that will be used during clinical practice by searching information on the internet and on YouTube.

From a total of 153 respondents, it was found that 77 respondents (50,3 %) had good self-motivation and 76 respondents (49,7 %) had poor self-motivation, as shown in table 4. Nurawaliah (2019) stated that student needs internal motivation in the form of desire, strength, will, attention, and ideals in order to complete clinical practice. This study indicates that the majority of respondents have good motivation to participate in clinical practice. Students who do not have clinical practice experience feel anxious because they will perform nursing care directly in the hospital. Nuhidayati (2018) found that 17 respondents (13.7%) are often anxious, while 3 respondents (2.4%) are always anxious. This is because various thoughts and feelings will occur prior to starting the first clinical practice, causing sleep problems. Based on the questionnaire, 67 respondents (40.6 percent) agreed with the statement, "I easily feel exhausted with many tasks when going to clinical practice during the pandemic".

Students who do clinical practice are given a goal to attain in the clinical area. They are also expected to be active and disciplined in a series of activities, as well as apply a critical thinking. All of these things require them to do a lot of things, causing them to become exhausted quickly (Rofiah & Syaifudin, 2014). Students who have not participated in clinical practice will adapt to the new environment and practice according to the procedures that have been assigned. In addition, students have performance goals that must be met during clinical practice, making students who will participate in clinical practice feel anxious because there is so much to do. Students in the clinical area get easily exhausted as a result of their depleted energy, especially if the circumstances during clinical practice does not fulfill their expectations.

According to the findings of Nurawaliah (2019), 29 respondents (58%) had high motivation and 21 respondents (42%) had poor motivation. The efforts of clinical practice teachers are one of the elements that influence motivation to participate in clinical practice. Clinical Educators or lecturers in clinical practice might help students become more motivated to participate in clinical practice. The majority of respondents answered strongly agree and agree on the statement in the questionnaire that clinical educators will really aid me during my activities in clinical practice in hospitals during a pandemic. This result is also supported by Suhartanti (2017) which explains that before the teaching-based clinical practice learning method (mentorship), students had very high motivation (4.2%), high motivation (70.8%) and low motivation. (25.0%). After the teaching-based clinical practice learning method (mentorship) was carried out, the motivation was very high (50%) and the motivation was high (50%).

From the result of this study, it was found that some students had good motivation for clinical practice during the pandemic and the willingness to put into practice the theory they had learned online with the presence of clinical educators. Based on this, it can be explained that motivation does not only come from within students by preparing for clinical practice but can be obtained from the support of clinical educators. Students who are new to clinical practice will have different perceptions of their surroundings. They will need clinical educators to guide and encourage them during their first clinical practice experience, particularly when applying the theory they have learned.

CONCLUSION

Some respondents had good self-preparedness in participating in clinical practice with a total of 81 respondents (52.9%) and respondents who have poor self-preparedness with a total of 72 respondents (47.1%). It was also found that some respondents had good motivation in participating in clinical practice with a total of 77 respondents (50.3%) and respondents who had poor motivation as many as 76 respondents (49.7%). Based on this, it can be concluded that there are students who had good self-preparedness to participate in clinical practice but do not have good motivation to participate in clinical practice during the COVID-19 pandemic. It is expected that students can further improve their self-preparedness and motivation before participating in clinical practice. Students' motivation to participate in clinical practice can be increased by actively participating in the lesson plans that have been made by the teacher. Self-preparedness can be improved in several aspects such as knowledge, physical, psychological, and also the environment so that students can successfully complete clinical practice. According to this study, lecturers and clinical educators should always share their perspectives or experiences while in the hospital in order to improve self-preparation and motivation among students who would practice clinically.

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