

Conference Paper

Relationship of Students Motivation with National Competency Exam Result in the Nurse Profession Program of Immanuel School of Health Sciences Bandung

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Nurses must have a Certificate of Registration and a Certificate of Competency in order to carry out nursing practices in Indonesia. One of the ways to measure nurse competency standards and obtain the Certificate of Competency is through the National Competency Exam. Identifying obstacles is one method used to evaluate the high number of alumni failures in the National Competency Exam. One obstacle that affects students is motivation. The purpose of this study was to analyze the relationship between students motivation and their success when taking the National Competency Exam. The student subjects were alumni from batch 28 of the Nurse Profession Program of Immanuel School of Health Sciences Bandung. 72 people were selected using the accidental sampling method. The instrument in this study was a student motivation questionnaire and the results of the National Competency Exam in October 2018 which had been tested for validity and reliability. Bivariate analysis was performed using the Chi Square statistical test with $p \leq 0.05$. The results showed p-value of $0.561 > 0.05$, this suggests that there is no significant relationship between student motivation and the exam results. It is therefore suggested that nursing educators explore other factors which could produce poor scores when taking the National Competency Exam.

Keywords: Students' Motivation, National Competency Exam, Nurse Profession Program

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Published: 15 March 2021

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the IVCN Conference Committee.

1. Introduction

Nurses as professionals in carrying out nursing practice are required to have a Registration Certificate (STR), so they must have a certificate of competence [1]. The Nurse Professional Organization known as the Indonesian National Nurses Association (INNA) has competency standards that are intended as guidelines for nurses in carrying out their professional roles [2].

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To measure nurse competency standards and obtain competency certificates, nurses are required to take a Competency Test. Competency Test is a process of measuring the knowledge, skills, and behavior of students in health tertiary institutions in the health sector. Competency Test is held to produce competent health workers according to graduate competency standards and work competency standards [3].

The results of competency test at the Immanuel School of Health Sciences Bandung nurse in September 2015 from 137 test participants who passed 78.1%, in April 2016 from 155 students who passed 61.2%, in September 2016 from 200 participants who graduated 45, 5% and in April 2017 from 259% of participants only 58.3% passed the Competency Test. The low percentage of student passing on the competency exam held by MTKI should be used as an evaluation material for the Immanuel School of Health Sciences Bandung. The graduation percentage of Immanuel School of Health Sciences Bandung Alumni in 2015 and 2016 did not reach the target of 100% graduation.

The Indonesian Nurse Competency Test (UKNI) which was held caused several problems including socialization and debriefing problems, problems in preparing questions and determining the minimum limit for UKNI, problems with time, place, and implementation of UKNI, problems with the UKNI method mechanism, problems with UKNI financing, problems with online announcements., the problem of the cracker mechanism and the problem of international STR standardization. One of the problems that arose at UKNI was about socialization and provision. Socialization and debriefing to nursing students can be done from the beginning of college so that they are better prepared to face UKNI [4].

Identifying barriers is one of the efforts to evaluate the high failure rate of alumni in National Competency Exam (UKOM). Participants who do not pass should need to identify the obstacles they face in order to be the basis for improvement in facing future UKOM. One of the obstacles that influences students to learn is motivation. Therefore, the purpose of this study was to analyze Relationship of Students Motivation with National Competency Exam Result in the Nurse Profesion Program of Immanuel School of Health Sciences Bandung

2. Methods and Instrument

2.1. Methods

The type of research used in this research is quantitative with a descriptive correlation method with retrospective design [4]. The sample in this study were 72 alumni of the

Nurse Professional Program class, following the National Competency Test in October 2018, as many as 72 people were obtained during February - March 2019 by accidental sampling. Data collection was done using google docs because alumni have worked and are scattered in various regions in Indonesia. Analysis of the data used using the frequency distribution formula and Chi Square. SPSS (Statistical Package for the Social Sciences) 25.0 software for Windows has been used to analyze the data. This study was approved by the Institutional Review Board (IRB) for data gathering from Immanuel School of Health Sciences Bandung. The researcher also got permission from head of nurse profession program.

2.2. Instrument

There were two instruments in this study, namely the student motivation questionnaire and the results of the UKOM Ners October 2018. The motivation questionnaire was created by the researcher by modifying the theory of John W Santrock (2003) which consists of intrinsic and extrinsic motivation, totaling 53 questions. The measurement results for motivation are then categorized as follows: High, if respondent get 76% - 100%, moderate, if respondent get 56% - 75%, low if respondent get less than 56%. This questionnaire has been tested for validity and reliability with the value of the reliability coefficient obtained of 0.685 and 0.746.

The instrument for the results of the UKOM Ners October 2018 used 581 / PUK-Nas / XI / 2018 dated 27 November 2018 by the Ministry of Research, Technology and Higher Education regarding the Results of the Nurse Competency Test.

3. Results

TABLE 1: Overview of Student Motivation in the Nurse Profession Program (n=72).

Motivation	Frequency	Percentage
High	0	0%
Moderate	71	98.6%
Low	1	1.4%

Based on the table above, it can be seen that almost all respondents as much as 98.6% are students who have moderate learning motivation, and almost none of all respondents (1.4%) are students who have low learning motivation.

TABLE 2: Overview of the Competency Test Results for the Nurse Profession Program (n=72)

Result	Frequency	Percentage
Competent	54	75.0%
Incompetent	18	25.0%

Based on the table above, it can be seen that the majority of respondents as many as 54 people (75%) got competent test results, and a small proportion of respondents as many as 18 people (25%) got incompetent test results.

TABLE 3: Relationship of Students Motivation with National Competency Exam Result in the Nurse Profession Program

Motivation	Result				Total	P-Value
	Competent		Incompetent			
	F	%	F	%		
High	0	0%	0	0%	0	0.561
Moderate	53	74.6%	18	25.4%	71	
Low	1	100%	0	0%	1	
Total	54	75.0%	18	25.0%	72	

Based on the results of the Chi Square test, it was obtained a p-value of $0.561 > 0.05$, this indicates that there is no significant (significant) relationship between motivation to learn with the results of competency tests in the Nurse Profession Program.

4. Discussion

4.1. Overview of Student Motivation in the Nurse Profession Program

Students are the main players in the learning process in facing competency tests. The success of this learning process depends on student readiness, one of which is motivation. Motivation is an encouragement for someone to achieve a certain goal. Someone who has good motivation will also achieve good learning outcomes [5].

From table 1 above, it can be seen that almost all respondents as much as 98.6% are students who have moderate learning motivation. Supervisors have a very important role in preparing students to provide clinical practice assistance. Student readiness will certainly affect motivation to face the national competency test. Another factor that affects student competence is the achievement index. Student achievement index achieved by students is related to the level of intelligence. Someone with a high level of intelligence has a tendency to achieve better learning outcomes, because

one's intelligence is the basis for the ability to master problem-solving knowledge and decision-making abilities [6].

Jones et al (2007) in their study showed that cognitive factors are related to students' ability to process the information they receive. A person with good cognitive function is more likely to develop his critical thinking skills in a health education program so that it affects his academic achievement [7].

This is also the case with student personality factors, students who have low levels of anxiety, self-efficacy and high motivation tend to have good academic achievement. Apart from personal factors, the academic environment and policies at each educational institution also affect student learning outcomes [8].

4.2. Overview of the Competency Test Results for the Nurse Profession Program

Competency Exam is a process of measuring the achievement of students' abilities and behavior as a result of the teaching and learning process in educational institutions. This competency exam is a prerequisite for obtaining a competency certificate or professional certificate which is attended by students at the end of the education period, but in the implementation of this competency exam is carried out after the education process is complete or after graduation [9].

The output of an educational institution is the final result of the learning process. The output of the education system is competent and incompetent. To determine competent or incompetent, it is necessary to conduct an assessment as a quality filtering tool. The output of education is school performance which can be measured by quality, effectiveness, productivity, efficiency, innovation, quality of work life and morale. Especially with regard to the quality of the output of an education provider, it is said to be of high quality, especially if student achievement shows high achievement in terms of academic and non-academic achievements. Academic achievements can be in the form of good scores on the final semester exam or passing the competency test.

Information obtained is that there were respondents who did not passed the competency test. They were alumni who have not passed the competency test so they have to repeat 2-3 times. Alumni who have not passed the competency test are still the responsibility of institutions even when they work. Therefore they are still the responsibility of institutions, there should be provision or enrichment of special questions for the preparation of competency tests, but not all of the participants are diligent in attending to this enrichment because alumni have worked in several places

and some have returned home to their respective hometowns so that it is difficult to guide the preparation for the competency test.

4.3. Relationship between Student Motivation and Competency Test Results in the Nurse Profession Program

Students who face the competency exam have both intrinsic and extrinsic motivation. Intrinsic motivation is a strong impulse that comes from within a person [10]. In the other hand, extrinsic motivation is motivation that arises when there is stimulation from outside the individual [11]. People with a learning orientation strive to develop their competences, enjoy challenging activities and show curiosity. In addition, they are not only trying to show competence, but are more likely to engage in tasks that are aligned with their values, so they experience involvement in the task at hand and endure obstacles as a form of intrinsic motivation. Conversely, performance-oriented people seek to demonstrate, not necessarily add to, their skills and competencies, they seek to garner rewards. They are motivated for something profitable, avoiding risk and low curiosity because what they are after are personal values and self-determination [12], [13]. This shows that out of 71 respondents who have moderate motivation 74.6% of them have competence in learning and 25.4% are not competent. And from 1 respondent who has low motivation, all have competence in learning. The rest is still dominant with extrinsic motivation. Because what is embedded in their minds at this time is how I should pass, not how I should be. People who are motivated in the moderate category usually feel sufficient with their abilities so that they are not motivated to gain insight or try hard to do achievement tasks to achieve achievement goals, in this case the competency test results [14].

Motivation to learn is one of the factors that influence the passing of student competency tests. Motivation to learn is also a driving force for students to follow the learning process well. Students who are less motivated to learn do not obtain competency targets as required by education. Students who have good motivation for success will be actively involved. This can mean that students who are not motivated will be lazy to participate in the learning process. Student motivation has a direct effect on student achievement by 28.1% [15]. It is inversely proportional to the results of this study that the p-value is $0.561 > 0,05$ this shows that there is no significant relationship between learning motivation and the results of the competency test in the Nurse Professional Study Program. This is due to the fact that there are other factors such as dishonesty from students which can affect passing competency tests. It can be seen when making a

fictitious competency report, especially a target report for all areas of nursing. Students who do not have good interest and motivation to study only make a fictitious report as a requirement to register for the final examination of each nursing area. Implementation of clinical learning that affects graduate competence is clinical practice management that is not in accordance with theory, student mentoring is still not good in practice in the laboratory and in the clinic [16].

5. Conclusion

Almost all respondents are students who have moderate learning motivation, and almost none of the respondents are students who have low learning motivation.

Most of the respondents get competency exam results which are competent, and a small proportion of respondents get incompetent competency exam results.

There is no significant relationship between motivation to learn with the results of competency tests in the Nurse Profession Program.

Funding

This work was supported by Immanuel School of Health Sciences Bandung.

Acknowledgement

The authors would like to thank their colleague for their contribution and support to the research. They are also thankful to all the reviewers who gave their valuable inputs to the manuscript and helped in completing the paper.

Conflict of Interest

The authors have no conflict of interest to declare.

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