

Overview Of Self-Directed Learning Readiness (SDLR) In First Year Nursing Students

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Abstract:

Self-directed learning (SDL) solves learning challenges using various learning tools. Nursing requires lifelong learning, and SDL is an important skill for practitioners to stay current and effective. It is required of nursing students to embrace SDL and hone these abilities. Nevertheless, there is no indication of this novel procedure in Lumajang. This study aims to assess nursing students' preparation for SDL and its impact on learning outcomes. This quasi-experimental study purposefully included 91 students who carry out basic nursing clinical practice as participants. The instrument used in this study was the Self-Directed Learning Readiness Scale (SDLRS) questionnaire developed by Fisher. The results of this study showed that there was an increase in the SDLR level from 9 students (9.9%) having a high SDLR level to 78 students (85.8%) and 82 students (90.1%) having a moderate SDLR level to 13 students (14, 2%). The nursing students' average SDL preparedness level has a substantial impact on learning outcomes. Nursing training institutes should give the resources required to adopt SDL as a primary teaching technique to ensure competent lifelong professionals.

Keywords :

SDLR, Nursing Student, First Year

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INTRODUCTION

Competency-based curriculum in nursing education is used to meet the standards for Indonesian nurse graduates according to the Indonesian National Qualifications Framework. Problem-based learning (PBL) is one of the learning strategies often used in a Competency-based curriculum. Independent learning has proven to be beneficial for students who undertake lifelong learning, providing satisfaction and independence, while problem-based learning is an approach to constructive learning by enables students to find solutions to complex problems in the real world. The PBL process makes students strain themselves to improve their problem-solving skills (Anwar,2021). Evaluation results in basic nursing clinical practice in 2022 data obtained that students are less innovative, and have less initiative in strategies for achieving clinical competency, this is allegedly because basic nursing clinical practice is the first experience for nursing vocational students, new experiences that students are faced with real patients makes it difficult for students who lack strategy achieve predetermined competency targets. The impact caused by nurses incompetent in carrying out their work is students after graduating unable to habitually carry out their duties as a nurse as if they lack skills in managing patients, are less skilled in carrying out procedures maintenance, and are not yet optimal in solving the problems faced in Hospital³, so learning strategies are needed that can improve student motivation as lifelong learners through Self Directed Learning Readiness in basic nursing clinical practice. It weighs 3 credits Basic nursing clinical practice will take 3 weeks. Clinical Practice Basic Nursing is focused on applying nursing care to clients with impaired oxygenation needs, fluid and electrolyte needs, nutrition, elimination needs, activity needs, self-care needs and decoration, the need to balance body temperature, balance sleep rest, and the need to feel safe and comfortable.

Self-Directed Learning Readiness (SDLR) is a condition where students have complete control in the decision-making process related to their learning and accept complete responsibility for it, though Later they will need help and advice from lecturers and clinical staff Instructors. In the SDLR method, the learning process changes from teacher-directed be learner-directed. The instrument used is the Self Directed Learning Readiness Scale (SDLRS).

As a result, nurses who are unable to control their own learning may lack current information and skills required to deal with the complicated and ever-changing nature of the health care industry. To tackle these issues, nursing education curricula must include a stronger focus on adult education, particularly SDL, thinking that learners benefit from being taught how to effectively search for, discover, examine, and apply new knowledge on their own. These skills are unique to each student and can be influenced by their attitude, ability, and personality traits. The readiness for self-directed learning (RSDL) depends on both human traits and the curriculum adopted by institutions.

METHOD

The research design used a quasi-experimental design with one group pretest and posttest design. The sampling technique used total sampling, totaling 91 respondents. Respondents were 2nd semester D3 Nursing Study Program students who carried out basic nursing clinical practice. The analysis uses a paired sample t-test, with a confidence level of 95%.

The instrument used in this research was the Self-Directed Learning Readiness Scale (SDLRS) questionnaire developed by Fisher⁸. The SDLRS questionnaire consists of 40 questions with 3 subscales, namely self-management, desire to learn, and self-control. Research data was collected by distributing the SDLRS questionnaire. The type of data obtained from the SDLRS questionnaire is data on an interval scale. The Indonesian version of the SDLRS questionnaire has been validated by Nyambe⁹ on first, second, and third-year medical students at the Faculty of Medicine, Hasanuddin University during the implementation of Problem-Based Learning with validity test values ($r > 0.268$) and reliability (Cronbach Alpha = 0.90)⁷. There are three aspects assessed, namely self-management (13 subscales), desire to learn (12 subscales), and self-control (15 subscales). There are three categories, namely high > 132 , medium 84-131, and low < 84 .

Data collection is carried out before students carry out basic nursing clinical practice. After carrying out the pretest, students get the concept of SDLR. The intervention was carried out during basic nursing clinical practice using the Daily Journaling book, students expressed their SDLR concepts. At the end of the basic nursing clinical practice implementation, students are given a posttest to see their SDLR level.

RESULT

Table 1. Characteristics of Respondents

characteristics	Participant		Total	
	n	%	n	%
A. Age				
18 years	23	25,2	91	100
19 years old	60	66		
20 years	8	8,8		
B. Gender				
Man	9	9,9	91	100
Woman	82	90,1		
C. Entrance to college				

characteristics	Participant		Total	
	n	%	n	%
Invitation	39	43	91	100
Partnership	35	38,4		
Test (SBMPTN)	17	18,6		

Based on the respondent characteristics table, it can be explained that the majority of respondents are 19 years old (66%) and the majority are women (90.1%). Where some enter higher education through invitation. A teenager is someone who is in the transition period from child to adult. According to WHO, adolescence occurs between the ages of 10-19 years. Meanwhile, according to Regulation of the Minister of Health of the Republic of Indonesia Number 25 of 2014, the meaning of teenagers is residents aged 10-18 years. Teenagers generally have a high sense of curiosity, including trying new things in their education.

Table 2. Distribution of SDLR levels by age

Age (Years)	Tall		Currently		Amount	
	n	%	n	%	n	%
18	1	1	22	24	23	25
19	6	6,5	54	60	60	66.5
20	2	2	6	6,5	8	8,5
Total					91	100

Based on the SDLR level distribution table, the majority are in the medium category (66.5%). This can be influenced because SDLR is new information that is not yet well known.

Table 2. Distribution of SDLR levels by gender

Gender	Tall		Currently		Amount	
	n	%	n	%	n	%
Man	0	0	9	10	9	10
Woman	9	10	73	80	82	90
Total					91	100

Based on the SDLR level distribution table based on gender, the majority (90%) of female respondents have a medium SDLR level while the remainder (10%) are in the low category.

Table 3. Distribution of SDLR levels based on college entrance

Gender	Tall		Currently		Amount	
	n	%	n	%	n	%
Invitation	4	4	35	39	39	43
Partnership	3	3	32	35	35	38
Test (SBMPTN)	2	2	15	17	17	19
Total					91	100

Based on the SDLR level distribution table based on PT entry, the results showed that the majority of respondents with PTN entry via invitation had the medium SDLR category.

Table. Distribution of 2nd semester Student SDLR levels

Category	PRE-TEST	
	Participant	
	n	%
Tall	9	9,9
Moderate	82	90,1
Low	0	0
Total	91	100

Category	POST-TEST	
	Participant	
	n	%
Tall	78	85.8
Moderate	13	14,2
Low	0	0
Total	91	100

Based on the pre-post test table, it was found that the SDLR level experienced a significant increase after the intervention was carried out on respondents.

DISCUSSION

Self Directed Learning Readiness (SDLR) is a person's readiness as indicated by the abilities, attitudes, and personal characteristics needed in independent learning. A person's SDLR level is of course influenced by several factors. In general, the factors that affect students' SDLR levels are grouped into 2 (two), namely internal factors and external factors. Internal factors are factors related to the entire student's personality including physical and mental/psychological conditions such as age, gender, intelligence, self-efficacy, etc. At the same time, external factors are factors whose sources are from outside the student such as the environment, learning facilities, relationships with lecturers, etc. Based on the results of the SDLR questionnaire for D3 Nursing Study Program Students in semester 2, it show that 3 factors affect the SDLR level of students, namely age, gender, and entrance to PTN. Table 2 shows that most of them have moderate SDLR levels, namely 82 students (90.5%) from the age range of 18-20 years. A person's SDLR level increases as they get older because with more experience they will evaluate their learning. However, in this study, it was found that students had a moderate SDLR level of 54 students (60%) and height 6 students (6.5%) most at the age of 19 years. In this case, it cannot be denied that many other factors influence the SDLR level of first-year students.

Based on the results of the study, it was shown that 91 students were respondents, with more female respondents (90.1%) than male respondents (9.9%). The SDLR level of women is indeed higher than that of men, where the SDLR level of women has a high level of 9 people (10%) and there are 73 people (80%), while all male respondents have a moderate level which is shown in table 2. This happens because (Sugianto and Lisiswanti, 2016) : (a) Women's intellectual ability is consistently higher than that of men, as seen from several tests which show several abilities. (b) In school achievement, women are assessed more consistently than men, and women consistently do better verbal assignments than men, thus placing women in the top position in terms of achievement. This is in line with research conducted by Lestari and Sandayani (2021) (Lestari and Sandayanti, 2021) that the female SDLR level at the high level has 186 students and 5 students at the low level, while for men at the high level, there are only 86 students and 6 students at the low level. from a total of 283 student respondents.

Based on the entrance to PTN, it showed that the majority of respondents were graduates from the Invitation pathway, with 39 students (43%) with 4 students (4%) having high SDLR levels, and 35 students (39%) at moderate SDLR levels. Then the highest order after Invitation is students from the Partnership pathway, totaling 35 students (38.4%) and of them 3 students (3%) have a high SDL level and 32 students (35%) are at a moderate SDL level. The next entrance, namely the SBMPTN route, has 17 students (18.6%), 2 of whom have a high SDL level (2%) and 15 students are at a medium SDL level (17%). Although the selection to enter PTN is different for each respondent in this study, in the process they follow a rigorous selection starting from high school until selection enters PTN. Such as selecting the value of high school report cards and taking the

written test exam. So all students should have the opportunity to get a high SDLR score when they are already in college because they have graduated to enter PTN and have gone through various selections which are the efforts of their respective studies. However, this cannot be separated from their learning motivation to achieve high targets, believe in their own abilities, and use the available learning facilities optimally so that later they will get satisfactory results.

Based on the results of the SDLR questionnaire for D3 Nursing Study Program Students semester 2 in table 5 shows that there was an increase in SDLR where from 9 students (9.9%) had a high SDLR level to 78 students (85.8%) and 82 students (90.1%) has a moderate SDLR level of 13 students (14.2%). At a high level, students are able to exercise independence in their learning by setting goals learn without help from any party. Students will take advantage of various learning resources to be used in achieving the goals they have set. Students with independence at a high level are able to be responsible, have regular time management, and gather a lot of information from any reference. Students with high learning independence will know what students have to do, how students have to do it, and when students do it. Awareness of fulfilling learning needs is based on initiatives owned by students (Asadoorian and Batty, 2005) . Meanwhile, at the moderate stage, students can already realize that students are part of a learning process. Students are ready to develop concepts in learning but this development must be carried out in more depth on a concept, must be more confident, and more sensitive to instructions. Students at the moderate stage can understand how students should learn, such as students can determine a strategy in learning. Students can be future oriented but still lack experience and motivation, and there is still a desire for adult involvement in the student learning process (Asadoorian and Batty, 2005) .

CONCLUSION

There are internal and external factors that affect students' SDLR levels, where in this study it was found that age, gender and entry into PTN had an influence to a person's SDLR level. In addition, there was an increase in the SDLR level before and after this study was carried out, from 9 students (9.9%) having a high SDLR level to 78 students (85.8%) and 82 students (90.1%) having a moderate SDLR level to 13 students (14.2%).

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CONFLICT OF INTEREST

There is no conflict of interest in this research.

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