REVIEW OF PSYCHOLOGICAL AND ECONOMIC ASPECTS OF EXPERIENCE IN CONDUCT NERS FURTHER STUDY

TINJAUAN PENGALAMAN ASPEK PSIKOLOGI DAN EKONOMI DALAM MENJALANI STUDI LANJUT NERS

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ABSTRACT
Santa Elisabeth Hospital has 422 nurses and 152 nurses graduates. Of the total nurses, 68 people are Diploma III in Nursing who have completed Nursing education. Legally, formal nursing professional education is regulated in Nursing Act number 38. Nurses have a strong scientific foundation, good psychomotor skills and professionalism in providing nursing care. The aim is to explore the experience of advanced studies in terms of psychological and economic aspects. Qualitative research method with phenomenological design. Data was collected through focus group discussions with structured interview guides. The participants were nurses in the further study process, a total of six nurses using a purposive sampling technique. The results show that there are two themes in the psychological aspect and two themes in the economic aspect. Conclusion: Experience from the psychological aspect: 1) Statement of motivation for further studies: enthusiasm for further studies comes from oneself and family, motivation to improve one’s abilities, motivation comes from friends who are elderly but still enthusiastic for further studies. 2) further studies stressor: the workload increases, namely lectures and studies, stress arises in allocating time. Based on the experience of the economic aspect, the theme was found 1) sources of costs: borrowing from banks, financed by the hospital, money from savings 2) Opinion of costs: cost of further study for nurses is expensive, fees for nurses are standard.

Keywords: economy; psychological; advanced studies nurse

ABSTRAK

Kata Kunci : ekonomi; psikologis; studi lanjut ners

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INTRODUCTION

The quality of human resources (HR) greatly influences the success of health development through efforts to think, plan and implement activities that are carried out optimally and with quality, so that it is not impossible that health services can be carried out very well. Strategic programs are needed in providing health services to the community so that it benefits service providers and service recipients. One indicator of the success of an effective and efficient hospital is the availability of sufficient, high-quality, professional human resources in accordance with the functions and duties of each personnel. The availability of hospital human resources is adjusted to the needs of the hospital based on the type of hospital and the services provided to the community. For this reason, the availability of human resources in hospitals must be a concern of the leadership (Hasibuan SP., 2012). Samuel Frangky M. Silitonga’s 2020 research on the quality of human resources. The research results show that there is a positive and significant influence between the quality of human resources on health services to support the achievement of health development goals, namely increasing awareness, will, and ability to live so that degrees of health as high as possible in order to create a healthy society (Frangky et al., 2020).

The development of science and technology, particularly in the field of health, indirectly influences the improvement of nursing profession education in Indonesia. Nursing as a professional profession also needs to be demonstrated through professional behavior. To achieve this, nurses must have a strong scientific foundation, good psychomotor skills, and a professional attitude in providing nursing care to clients. The main aspect of a professional attitude is the ability to show sympathy and empathy, which has a significant impact on clients’ recovery. This real condition demands optimal concrete efforts to strengthen the nursing profession, and this effort is called nursing professionalism. Jimmy Tampi stated in his research in 2016 that there is a relationship between education and the level of nursing professionalism (Tampi et al., 2016). The nursing profession is expected to have intellectual, interpersonal, technical, and moral abilities. Efforts to further develop professional nursing education have been made by converting vocational education to Nursing Academy, and it is expected that graduates of the Nursing Academy can continue to Bachelor of Nursing (Nursalam & Efendi, 2012). As a partner of doctors, the nursing profession carries a great responsibility and requires nursing professionalism that can respond to the growth and development of science and technology and meet the demands of competition in the national and international job market (Muwarnii, 2018).

The education of the nursing profession is regulated by the Nursing Act number 38 of 2014. The law clearly stipulates in Chapter 3, Article 5 regarding higher nursing education, stating that higher nursing education consists of vocational education, academic education, and professional education. Vocational education refers to the nursing diploma program, while academic education mentioned in Chapter 3, Article 5 includes the bachelor’s program in nursing, master’s program in nursing, and doctoral program in nursing. Professional education mentioned in Chapter 3, Article 5 consists of the professional nursing program and the nursing specialist program (PMK, 2017).

Referring to Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI), it has become a national document that relates to the direction and policies regarding nursing education in Indonesia. Based on the KKNI levels, the Diploma III in Nursing is at level 5, Ners (bachelor’s degree in nursing + news) at level 7, the master’s program in nursing and/or specialist Ners at level 8, and the doctoral program in nursing at level 9 (President of Indonesia, 2012a). Competency assessment of vocational and professional education graduates is conducted through competency tests to evaluate their knowledge, skills, and behaviors. The obtained competency certificate is used to obtain
the Professional Nursing License (STR) and the Certificate of Professional Practice (SIPP) as legal aspects for practicing professional nursing (DPR RI, 2014b).” Nurses are given opportunities to advance their careers through formal education, training, seminars, workshops, and community service. This is in line with hospital accreditation policies, particularly in the Competency and Staff Authority (KKS) chapter, which mandates hospital leaders to ensure good staff management, including certifying, registering, and licensing nursing staff providing patient care.

The level of education and competence of nursing staff will determine the career progression of each individual nurse, where the clinical nurse career path is divided into 5 levels, namely Clinical Nurse I, Clinical Nurse II, Clinical Nurse III, Clinical Nurse IV, and Clinical Nurse V (Hospital Accreditation Committee, 2018). Rhona Sandra’s research (2018) shows that there is a relationship between interest, recognition, family support, and motivation to pursue further nursing education (Sandra, 2018). This is also supported by Irna Purnamawati’s study (2020), which states that there is a relationship between age, income, supervisor support, and nurses’ motivation to pursue a Bachelor's degree in Nursing and become a Nurse Practitioner (Purnamawati et al., 2020).

One of the challenges faced by nurses today is professionalism. In hospitals, many Indonesian nurses still hold a Diploma III degree, so there is a need for educational improvement through further studies, and one aspect that becomes a factor is psychological. Motivation consists of two driving factors: intrinsic and extrinsic factors (Robbins & Judge, 2017). Irawati’s research (2014) illustrates that among 108 respondents, the majority had a low motivation (65%), which is caused by a lack of psychological motivation due to the unwillingness to bear the mental burden, pressure, or stress while pursuing studies (Yuliani & Antoro, 2021).

Socioeconomic status is a description of an individual's, family's, or society's condition in terms of socioeconomic factors. The economic status reflects a family’s economic ability and socioeconomic status, aiming to improve household well-being. Low economic problems can hinder someone from continuing their studies at the university level. The family plays a crucial role in the education process, especially as the primary motivator for their children to achieve the highest possible level of education. However, the economic pressures in Indonesia make individuals with low economic status lack sufficient access to education (Wandy, 2017).

The graduates of the professional nursing education program are expected to be nursing professionals with roles on par with other professions. Therefore, the role of nurses, especially in Indonesia, is not to assist doctors but to work as their partners. As partners to doctors, nurses carry significant responsibilities and demand professionalism to respond to the growth and development of knowledge and technology and meet the demands of the competitive job market at the national and international levels. The shift in the role of nurses from being doctor's assistants requires nursing education to pursue higher education, including continuing professional nursing education (Muwarnii, 2018).

Santa Elisabeth Hospital Semarang is one of the private type B hospitals based on an initial survey conducted in June 2022. The data obtained shows that the hospital currently has a nursing workforce of 422 nurses, consisting of 269 nurses with a Diploma III in Nursing (63.7%), 1 nurse with a Diploma IV in Nursing (0.2%), and 152 nurses with a Bachelor's degree in Nursing/Nurse Practitioner (36.1%). Among the 152 nurses with a Bachelor's degree in Nursing/Nurse Practitioner, 68 of them are former Diploma III in Nursing graduates who have completed further education. Meanwhile, 17 nurses with a Diploma III in Nursing are currently pursuing further studies in Nursing at the Bachelor's level. The hospital management
provides opportunities for all existing nursing staff to enhance their education through further studies. However, since the implementation of this continuing education program, no research has been conducted on the experiences of further nursing studies from psychological, economic, academic, and role perspectives. Based on these data, this research was conducted to find out the experience of advanced nursing studies from psychological and economic aspects.

METHOD
This type of qualitative research is to explore the experience of advanced studies from psychological and economic aspects. Phenomenological research is designed to be able to provide an overview of psychological and economic experiences in pursuing advanced studies. Data collection in this study was carried out through focus group discussions with participants as data sources in the form of open-ended questions with an interview focus outlined in questions that had been made in the form of a structured interview guide.

The population in this study were nurses at St. Elizabet Semarang who are currently undergoing advanced studies. The sampling technique in this study was to use a purposive sampling technique with a total of six participants. The data obtained was analyzed for its contents to get the themes that emerged and then these themes were grouped into theme categories.

RESULTS
Based on the results of the FGD with the six participants about the experience of further studies from the psychological aspect, 2 themes were found with the following elaborations:

Statement of motivation for further studies: the spirit of further study comes from oneself and family, motivation to improve one's abilities, motivation comes from friends who have already advanced age but still enthusiastic for further studies.
This is in accordance with the statements of participants P.01, P.02, and P.03 as follows:
“…..from the psychology side apart from personal interest but also the support from my family, while the conditions that I experience at work are psychologically the workload…..” (p.01)
“…..if I do, I'm self-interested, which I've always dreamed of plus the support from my family is very influential, while the influence at work is the workload that must be completed in the room…..” (p.02)
“…..in my opinion, the psychological influence can be seen from my interest in continuing nursing, although it cannot be separated from the support of my family, the impact that I feel at work is on the workload I experienced while continuing my nursing studies…..” (p. 03)

Stressors in undergoing further studies: the workload increases, namely studying and studying, stress arises in allocating time, and expensive costs.
This is in accordance with the statements of participants P.04, P.05, and P.06 as follows:
“…..for me there is motivation and family support, developing nursing knowledge in new ways because the world is developing so that nursing knowledge is more updated, and for others, it is a burden between college and work…..” (p.04)
“…..my motivation is to improve my skills where I only know the basics here. I learn to serve more patients. It's a bit stressful, the workload has a lot of agendas, you have to divide the time…..” (p.05)
“…..in terms of interest, I am motivated by my older friends, they are still passionate about pursuing higher education, which makes me more enthusiastic about running this nurse…..” (p.06)

In the economic aspect, 2 categories were found, namely 1) sources of further study costs: borrowing from banks, financed by
the hospital, money from savings 2) Opinion analysis of nursing costs: costs of further study are expensive, standard nurse fees.

Next will be discussed in detail each identified theme based on the objectives to be achieved. This is in accordance with the statements of participants P.01, P.02, P.03, P.04, P.05, and P.06 as follows:

“.....if the nursing study experience is viewed from an economic perspective, my experience so far is continuing the nursing profession. To be honest, I applied for a loan from the bank to continue my profession because I didn't have any savings to go to college, usually not a little too much to continue the nursing profession. Therefore I applied for a loan from the bank but for the facilities I received from workers there was no financing for non-money facilities but at that time there was tolerance from my workplace if in view of the cost it was expensive…..” (p.01)

“.....if we want something we have to spend money including education. Education definitely requires money. There is no education that is truly free. I want to go to school, what do I have to do to borrow money from a bank like that so I can go back to school and the facilities from the hospital for financial problems or none at all? But I was given a lot of facilities from the hospital, one of which was related to working time where when I practiced here it also counted as work. In my opinion, the cost is expensive…..” (p.02)

“.....yesterday during the nursing semester the costs were already paid by the hospital, for the facilities that I received it was just that at that time I was here already considering work and the view that the costs for nursing were expensive…..” (p .03)

“.....from the economic aspect I also have a little saving but I get help from the workplace assisted with costs, in my opinion, whether or not the costs are expensive…..” (p.04)

“.....from an economic perspective, I happen to have been funded by the hospital, but whether it's expensive or not, in my opinion, the cost of the nursing study program is expensive…..” (p.05)

“.....if I have planned for educational expenses so I use my savings, in my opinion, it is still standard with other nursing fees.

DISCUSSION

The experience of continuing study as a nurse professional is viewed from a psychological aspect.

The results of the first theme stated that the statement of motivation for further studies: enthusiasm for further studies comes from oneself and family, motivation to improve one’s abilities, and motivation comes from friends who are elderly but still enthusiastic for further studies. The psychological aspect can be understood as a force that occurs in humans that influences their mental or psyche to experience development and changes in their daily behavior both in their thoughts, feelings, and actions (Purnamawati et al., 2020).

Motivation is an attempt to provide certain conditions given to someone to activate and develop their potential and provide clear direction towards the goals to be achieved because the needs are met. Motivation is influenced by internal and external factors. Internal factors that influence motivation are ideals and aspirations, the ability of students, and the conditions of students which are divided into physiological and psychological conditions. Physiological conditions include health and the five senses, while psychological conditions are talent, intelligence, attitude, perception, and interest. This shows the enthusiasm to continue school does not depend on age alone, but from
great enthusiasm and even becomes a motivation for others (Siswanto, 2019).

As life expectancy increases worldwide, some older people choose to use their retirement to return to school. Because there is no age limit for continuing studies at private universities (PTS). This shows the enthusiasm to continue school does not depend on age alone, but from great enthusiasm and even becomes a motivation for others (Siswanto, 2019). This research is in line with Amalia BR's research. which states that psychological aspects are most often faced by nurses and have an impact on decreasing nurse performance satisfaction, including workload (Amalia, 2017).

The results of the second theme stated that the stressors in carrying out further studies: the workload increased, namely lectures and studies, and stress appeared in allocating time. This theme is in accordance with the theory of workload, namely the ability of the worker's body to accept work, every workload that a person receives is appropriate and balanced with the physical and psychological abilities of the worker who receives the workload. Physical workload can be in the form of work such as lifting, pushing, and caring for. Meanwhile, the psychological or mental workload can be in the form of the extent to which the level of expertise and work performance in individuals. Psychological problems are most often faced by nurses and have an impact on decreasing nurse performance satisfaction, one of which is workload.

The physical workload can usually be seen directly, for example, fatigue, decreased worker productivity, errors that occur, and so on. Actions can be taken to handle it directly, such as taking a short break from work, giving time to eat and drink, and so on. The results of the treatment can be felt immediately and require a relatively short time. The mental workload cannot be seen with the naked eye. Handling a mental workload is not as easy as handling a physical workload. Because the mental workload is related to a person's psychology, a separate approach is needed so that it is known what causes the mental workload so that it can be overcome. (Purnawati et al., 2020).

The workload borne by nurses exceeds their capacity, which will have a negative impact on the work productivity of nurses. Workload calculation can be seen from three aspects, namely physical, mental, and time usage. The physical aspect includes workload based on human physical criteria. The mental aspect is the calculation of workload by considering mental (psychological) aspects (Dewi, 2018b). This research is in line with Amalia BR's research. which states that psychological aspects are most often faced by nurses and have an impact on decreasing nurse performance satisfaction, including workload (Amalia, 2017).

The inability to balance work and lecture activities plays an important role in the dropout rate, this shows the influence of work activities on students on the achievement of student academic achievement itself. Academic achievement is a term that indicates an achievement or level of success regarding a goal as a result of the learning effort that has been carried out by someone optimally. Academic achievement is also a measure of student success in completing their studies at college (Siswanto, 2019).

**Experience in advanced study of the nursing profession in terms of economic aspects.**

The results of the first theme stated that the statement of sources of further study costs: borrowing from banks, financing by the hospital, and money from savings. The cost of education is one of the most important instrumental inputs in the administration of education. In every effort to achieve both quantitative and qualitative educational goals, education costs have an important role (Ilmi, 2019). This research is in line with Deati ZN's research. which states that socioeconomic aspects including income levels, expenditure levels, and fulfillment of life's needs as well as ownership of assets of economic value will affect interest in continuing education to tertiary institutions (Deati, 2019).
Socio-economic conditions, namely a position, position, position, ownership owned by an individual or group related to education level, income level, ownership of household assets, and meeting the needs of the family and work owned which will greatly affect the social status of a person, group or families in their community (Dewi, 2018a). Economic conditions including income levels, expenditure levels, and fulfillment of living necessities as well as ownership of assets of economic value will affect interest in continuing education at tertiary institutions. The higher the level of income, the more motivated a person will be to continue his education, because the level of income will play a role in supporting education funding, and providing facilities and infrastructure for smooth education (Deati, 2019).

The results of the second theme stated that the statement: 2) Analysis of opinion on nurse costs: the cost of continuing nurse studies is expensive, standard nurse fees. Education is one of the important things that must be pursued. With higher education, a person will get a high salary, a good career, the opportunity to try new things, and ultimately a decent life. However, higher education requires high costs as well. Especially if you want to study at a famous university. To complete a bachelor's degree (S1), you have to spend hundreds of millions of rupiah (Hidayat, 2011). Every year, tuition fees always go up. For some people, it is very burdensome. Some are even willing to work to collect tuition fees after high school. To ease the burden, there are educational loan funds for college. The role of economic conditions in education holds a very important position. With the existence of an adequate economy, the material environment faced by children in their families is clearly wider, so they will also get wider opportunities to develop skills that they cannot develop without the facilities and infrastructure.

CONCLUSION
The experience of continuing studies from a psychological aspect is a statement of motivation for further studies: enthusiasm for further studies comes from oneself and family, motivation to improve one’s abilities, motivation comes from friends who are elderly but still enthusiastic for further studies, and stressors in undergoing further studies: the workload increases, namely studying and studying, stress arises in allocating time.

From the economic aspect of continuing study experience, sources of further study costs were found: borrowing from banks, financing by the hospital, money from savings, and an analysis of nursing costs. And there are 2 opinions on the opinion analysis of nurse's fees: the cost of further studies for nurses is expensive and the cost for nurses is standard.

REFERENCE

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