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Interaction Between The Ideal Self, Motivation, Academic Goals and Academic Adaptation Towards The Nurse Graduation of Competency Test

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ABSTRACT

Nurse competency test passing rate in Indonesia is still below expectations. There is a correlation between GPA at graduation index. However, there is a similar trend between graduation with underachievement and failure indices with higher GPA. It requires a separate study in addition to the theory and practice of academic ability, need to review internal factors themselves students. This study aimed to analyze the influence of the ideal self, motivation, goal, ability, academic performance and adaptation of learning on nursing graduation of competency test, using a cross sectional design on a number of 119 new graduates of nursing students from two universities in Makassar, Indonesia during July-November 2017. Samples were selected by systematic random sampling. Variable observed were ideal self, academic goals, motivation, learning adaptation, academic ability, and competency test graduation. Bivariate analysis were Pearson correlation and Spearman correlation and the multivariate analysis were Logistic regression and Linear regression. The results showed that the ideal self had a positive correlation with academic goals ($r_s = 0.240$, $p = 0.008$) and motivation ($r_s = 0.211$, $p = 0.021$). Multiple linear regression analysis showed that motivation ($p = 0.019$) and academic purposes ($p = 0.000$) had a significant influence on learning adaptation. Multiple logistic regression test showed that the learning adaptation ($p = 0.037$), and the academic ability in theory ($p = 0.024$) had a significant effect on the graduation of competency test. Graduates nurses must have a corresponding ideal self to improve motivation. Motivation directing and encouraging learning behaviors that affect graduation of competency test. Academic goal setting directs graduates to adapt the learning process. Competence of graduates is not enough with just a written test that predicted by the theory of academic ability, but needs to be equipped with a practice test.

Keywords: Ideal self, Academic goals, Learning adaptation, Academic ability in theory and practice, Competency test.

INTRODUCTION

The quality of health care is determined by the quality of nurses and other medical personnel forefront. Some Indonesian policy has sought among other things through a certified medical personnel competency test. College as an education provider serves to manage the students master the theory, practice and basic competence in nursing. The result is an innovative nurse, responsive, creative, skilled, competitive, and cooperative corresponding qualification standard nursing profession number 024 / PP.PPNI / SK / K / XII / 2009. Competency test is the measurement of knowledge, skills and attitudes in accordance with professional standards. Aims to guarantee the ability to execute the role of the profession safely and effectively in society. Since its inception in 2013, the national data on health sector competency test in the last three exam periods (period IV 2015 V and VI period in 2016) shows the percentage of graduation below expectations. In the period 2015-2016 IV-VI consecutive year, 32 252 participants of D-3 nursing, pass the 21 796 persons (67.6%); 15 329 participants, graduated 3,989 persons (26.0%); 18 005 and 36 811 participants passed the test (48,9%)⁽¹⁾. Recent graduates School of Nursing, Health Polytechnic of Ministry of Health at Makassar consecutive years 2014-2015; 128 participants, graduated 64 people (50.0%); 103 participants, graduated 55 people (53.3%); and 245 participants, graduated 86 people (35.1%). Low national competency test results in 2015-2016 is a picture of the poor quality of graduates fresh graduate nurses. This failure is declared with the attribute "incompetent" to study factors that contribute to passing the competency test.

Competency test conducted in Indonesia use the model of multiple-choice questions based Clinical scenario. It is used to measure the clinical competency assessment. The results form the basis of graduation test a competent nurse or not. Value GPA semester 1-6 which comprises the value theory and practice value is a representation of real ability of nursing graduates as academic performance. Academic performance is affected past performance. GPA on various studies generally used as a measure of academic attainment⁽²⁾. The process of nursing education include the ratio of experiential learning theory, lab (laboratory and clinical field) by 40% : 60%. Both an individual representation of academic performance in the form of cognitive, procedural and affective knowledge. Individual performance is the product of ability multiplied by the motivation. The ability of a product of aptitude multiplied by the training and resources, while motivation is a product of desire multiplied commitment⁽³⁾.

In addition to ability, performance is also determined by the motivation which is characterized by the willingness⁽⁴⁾. In the self-determination theory (SDT), distinguished by the motivation or objective reasons that cause of action. Consisting of intrinsic motivation and extrinsic motivation⁽⁵⁾. Intrinsic motivation produce better learning than extrinsic motivation⁽⁶⁾. Extrinsic and intrinsic motivation positively correlated with academic performance⁽⁷⁾. While the academic self-efficacy is the strongest predictors on academic performance⁽⁸⁾. The level and strength of self-efficacy can predict academic performance⁽⁹⁾. Efficacy beliefs affect the mindset, a person with high efficacy have better future perspectives. The stronger the perception of efficacy, the more challenging goal, the higher the achievement motivation and performance⁽¹⁰⁾. The influence of self-efficacy on performance is influenced by individual differences. This includes General Mental Ability (GMA), Big Five trait (prudence, ease in working, convenience in interaction, openness, emotional stability), and experience⁽¹¹⁾. GMA has a significant correlation with academic achievement⁽¹²⁾. Big Five trait has different effect on performance.

Anxiety / depression is also a component neurociticism that affect academic performance⁽¹³⁾. The study of 247 students of the British University found that prudence, comfort interacting and emotional instability correlated with academic performance. Neurositisme personality predicts about 30% of variance of academic performance⁽¹³⁾. The relationship between personality and intelligence with academic performance may be mediated by motivation and interest. Adaptation is a response that arise because of a stressor such as a competency test that lead to stress. All beings respond to stressful situations with the pattern is always the same basic reaction called the general adaptation syndrome. This situation endangering life if not managed with a strong adaptation response⁽¹⁴⁾. Attainment adaptive response of children is lower than its potential if they have a low self-concept. Children who are intelligent and have low achievement defensive perception of him and limited communication with the environment⁽¹⁵⁾. The self-concept consists of three domains 1) actual self; 2) ideal self; and 3) ought self⁽¹⁶⁾. Ideal self is composed of; 1) desirable future image; 2) expectations and constituents, self-efficacy and optimism; and 3) a sense of understanding of a person's core identity⁽¹⁷⁾. Ideal self is manifested as a personal vision of what kind of person wants to be, and what one would expect to accomplish in life. When people have the desired difference between fantasy in the future with the present reality, lead to the need to act to activate the appropriate expectations. Commitment to a strong purpose would appear if the expectations seem favorable and vice versa⁽¹⁸⁾. The findings of this study directs that personal vision is well aligned with the commitment of purpose. In this study, personal vision is revealed to be variable academic goals set by the nurse.

The Big Five Factors in the assessment of personality consists of extraversion, agreeableness, conscientiousness, emotional stability vs. neuroticism, and culture correlated with academic performance⁽¹³⁾. The relationship between personality and intelligence with academic performance is mediated by other variables such as motivation. Research on 202 chemistry students showed a positive correlation with the performance of academic self-concept⁽¹⁹⁾. So the psychological aspects that can affect academic performance needs to be tested. Psychological aspects in question is ideal self influence and motivation towards academic performance. This study will prove that the ideal self motivation through the influence of graduation of competency test.

Results of a preliminary study on a new graduates of Health Polytechnic of Ministry of Health at Makassar in 2016 to see the link between their GPA at graduation of competency test on 203 participants (151 first-takers and 52 retaker) data showed that of the 104 participants with a high GPA (\geq median 3.39) there are 72 participants (69.2%) who passed the competency test and 32 participants (30.8%) did not pass. The study results also showed that of the 99 participants with low GPA ($<$ median 3.39) there are 32 participants (32.3%) were passed and 67 participants (67.7%) did not pass. The mean difference between the mean GPA of participants who graduated (3.44 ± 0.17) and that did not pass (3.30 ± 0.15) also showed a significant difference. It shows the students grade point index correlates strongly with graduation of competency test. Nevertheless, there are still 30.8% of new graduates with a high GPA did not pass the competency test and there is a 32.3% despite having a lower GPA but passed the competency test. It requires in-depth study to look at other factors affecting nurses graduation of competency test apart from the aspect of GPA. This research focuses on the study of self-ideal factors to graduation of competency test that is rarely studied before. This study also examines the effect of academic skills (theory and practice) to pass a competency test.

METHODS

Study Design and Sampling Method

This study used a cross-sectional design of the study. The study population is all new graduates of Nursing Department of Nursing of Health Polytechnic of Ministry of Health at Makassar (183) and Institute of Health Science "Stella Maris" (103). Samples were needed in the study of 119 people with a probability sampling technique using systematic random sampling. Subjects selected based on the table of random numbers generated by the random number generator application. Determining the subject in proportion of 63.99% of Health Polytechnic of Ministry of Health at Makassar = 76 people and 36.01% of the Institute of Health Science "Stella Maris", Makassar = 43 people.

Data Collection, Instrument and Data Analysis

Ideal self measurement using modified idealism scale questionnaire, consisting of 31 items of questions with scales of 1-4 ("not at all" to "very appropriate"). Validity test results, there are 18 items that valid statement with the value of r count 0.269 to 0.558 and 0.825 alpha value.

Measurement academic goals using a questionnaire modified academic goal, consisting of 12 statements with scales of 1-7 ("absolutely not suit me" to "very appropriate for me"). The validity of the test results, 12 valid statement with the value of r count 0.380 to 0.721 and 0.886 alpha value.

Measurement motivation passed the competency test using motivation questionnaire consisting of 18 statements with scales of 1-7 ("does not correspond at all" to "very appropriate"). Motivation questionnaire validity test results have r count value from 0.439 to 0.733 and 0.892 alpha value.

Measurement of learning adaptation based on the findings of Intentional Change Theory by Boyatzis (2006). Adaptation to learn to pass the competency test subjects underwent yudisium began passing through the competency test. Measurement adaptation study consisted of 15 statements using a Likert scale range 15 ("never" to "always"). The validity of the test results, 15 valid statement with the value of r 0.257 to 0.623 and 0.058 alpha value.

Data of academic ability in theory and practice was secondary data obtained from the Department of Nursing. Subjects that counts was the theory and practice throughout the course of the first semester to end. Value range of academic ability between 0.00 to 4.00.

Graduation of competency test was measured based on the test results are implemented at the national competence represented by the attribute "Competent" and "Incompetent". Competency test was carried out through a paper based test of 180 questions that were performed during 120 minutes. All variables measured were analyzed using Spearman correlation, Pearson correlation, linear regression and logistic regression.

RESULTS

Result showed the sex of the subject the majority of women. The proportion of female graduation higher than men. Age between 19 to 28 years, mean age of 20.93 years subject (± 1.079) with a median of 21 years.

Table 1. Subject characteristics (n = 119)

| Subject Characteristics | Competent (n=108) | | Incompetent (n=11) | | Total | |
|-------------------------|-----------------------|------|-----------------------|------|-----------------------|-------|
| | n | % | n | % | n | % |
| Sex | | | | | | |
| Men | 7 | 77.8 | 2 | 22.2 | 9 | 100.0 |
| Women | 101 | 91.8 | 9 | 8.2 | 110 | 100.0 |
| Age | | | | | | |
| Min – Max | 19-28 | | 20-25 | | 19-28 | |
| Median | 21 | | 21 | | 21 | |
| Mean (SD) | 20.92 (± 1.051) | | 21.09 (± 1.375) | | 20.93 (± 1.079) | |

Table 2 shows the variables of the ideal self, academic goals, motivation, adaptation of learning, academic skills consistent theory and practice in the category of positive scale indicates a higher yield for passing the competency test.

Table 2. Characteristics of ideal self, academic goals, motivation, learning adaptation, academic ability in theory and practice, competency test graduation

| Characteristic | Competent (n=108) | | Incompetent (n=11) | | Total | |
|------------------------------|-------------------|------|--------------------|------|-------|-------|
| | n | % | n | % | n | % |
| Ideal Self | | | | | | |
| Appropriate | 67 | 91.8 | 6 | 8.2 | 73 | 100.0 |
| Inappropriate | 41 | 89.1 | 5 | 10.9 | 46 | 100.0 |
| Academic Goals | | | | | | |
| Appropriate | 69 | 92.0 | 6 | 8.0 | 75 | 100.0 |
| Inappropriate | 39 | 88.6 | 5 | 11.4 | 44 | 100.0 |
| Motivation | | | | | | |
| High | 59 | 93.7 | 4 | 6.3 | 63 | 100.0 |
| Low | 49 | 87.5 | 7 | 12.5 | 56 | 100.0 |
| Learning Adaptation | | | | | | |
| Fair | 63 | 96.9 | 2 | 3.1 | 65 | 100.0 |
| Weak | 45 | 83.3 | 9 | 16.7 | 54 | 100.0 |
| Academic ability in theory | | | | | | |
| High | 60 | 98.4 | 1 | 1.6 | 61 | 100.0 |
| Low | 48 | 82.8 | 10 | 17.2 | 58 | 100.0 |
| Academic Ability of Practice | | | | | | |
| High | 60 | 92.3 | 5 | 7.7 | 65 | 100.0 |
| Low | 48 | 88.9 | 6 | 11.1 | 54 | 100.0 |

The proportion of graduates who have self-ideal (table 3) corresponding 74.0% have the appropriate academic goals. While graduates who have an ideal self-incompatible 54.3% have no corresponding academic purposes. This means that the corresponding self-ideal person will be more appropriate academic goals set. Ideal self and appropriate academic goals is a moderate level, not too high that it is difficult to achieve and not too low so it does not become a driving force of self-regulation. Based on the motivation, among graduates who have high motivation, there are 61.9% who have the appropriate academic purposes. The proportion of graduates with low motivation and academic purposes that do not fit as many as 35.7%. Graduates with high or low motivation tend to set academic goals accordingly, so that the appropriate academic setting goals is not influenced by motivation.

Table 3. Ideal Self and Motivation Based on Academic Goals

| Characteristic | Academic Goals | | | | Total | |
|----------------|----------------|------|---------------|------|-------|-------|
| | Appropriate | | Inappropriate | | n | % |
| | n | % | n | % | | |
| Ideal Self | | | | | | |
| Appropriate | 54 | 74.0 | 19 | 26.0 | 73 | 100.0 |
| Inappropriate | 21 | 45.7 | 25 | 54.3 | 46 | 100.0 |
| Motivation | | | | | | |
| High | 39 | 61.9 | 24 | 38.1 | 63 | 100.0 |
| Low | 36 | 64.3 | 20 | 35.7 | 56 | 100.0 |

The proportion of graduates who have appropriate ideal self (Table 4) 53.4% have a high motivation to pass the competency test. Meanwhile, among the graduates who have the ideal self is not appropriate, there is 52.2% with high motivation. New graduate nurses who have the corresponding ideal self has a higher motivation. Although they have the ideal self that does not match also showed a higher motivation, but the proportion of new graduates who have themselves ideally suited to the high motivation is greater than the proportion of new graduates who have the ideal self is not in accordance with high motivation.

Table 4. Ideal self based on Motivation

| Characteristic | Motivasi | | | | Total | |
|----------------|----------|---|-----|---|-------|---|
| | High | | Low | | n | % |
| | n | % | n | % | | |
| Ideal Self | | | | | | |

| | | | | | | |
|---------------|----|------|----|------|----|-------|
| Appropriate | 39 | 53.4 | 34 | 46.6 | 73 | 100.0 |
| Inappropriate | 24 | 52.2 | 22 | 47.8 | 46 | 100.0 |

Most new graduate nurses who have the appropriate academic purposes (Table 5) 52.0% have a good learning adaptation. While recent graduates who have no appropriate academic goals and 40.9% have less adaptive learning. This shows that new graduate nurses with appropriate academic goals tend to show a good learning adaptation. Based on the motivation, the proportion of new graduate nurses have a high motivation to pass the competency test 60.3% have a good learning adaptation. While recent graduates who have little motivation to pass the competency test, most have learned less adaptation.

Table 5. Academic Goals and Motivation based on Learning Adaptation

| Characteristic | Learning Adaptation | | | | Total | |
|----------------|---------------------|------|------|------|-------|-------|
| | Fair | | Weak | | n | % |
| | n | % | n | % | | |
| Academic Goals | | | | | | |
| Appropriate | 39 | 52,0 | 36 | 48,0 | 75 | 100,0 |
| Inappropriate | 26 | 59,1 | 18 | 40,9 | 44 | 100,0 |
| Motivation | | | | | | |
| High | 38 | 60,3 | 25 | 39,7 | 63 | 100,0 |
| Low | 27 | 48,2 | 29 | 51,8 | 56 | 100,0 |

Table 6 shows the test results of the correlation between variables ideal self, academic goals, motivation, adaptation of learning, academic ability in theory and practice academic skills using correlation with prior test the normal distribution of data. All data using an interval scale. Results of data normality test value Kolmogorov-Smirnov variable ideal self (p = 0.000), academic purposes (p = 0.083), adaptation study (p = 0.000), motivation (p = 0.200), the ability of academic theory (p = 0.011), and academic ability of practice (p = 0.000). Normally distributed variables are academic goals and motivation. Through the normality test results Data Correlation Spearman (rs) to examine the relationship between the ideal self - academic purposes, the ideal self - motivation, self-ideal - adaptive learning, motivation - the adaptation of learning, academic purposes - adaptation of learning and academic skills theory - the ability academic practice. Ideal self variables correlated significantly to the academic goals set by the new graduate nurse in the face of the competency test. Statistical test results obtained value of rs = 0.240 with p = 0.008.

Table 6. Ideal Self Variable Correlation Matrix, Academic Purpose, Motivation, Adaptation Learning, Academic ability in theory and Practice (n = 119)

| Variable | Ideal Self | Academic Goals | Motivation | Learning Adaptation | Academic ability in theory | Academic Ability of Practice |
|------------------------------|------------|----------------|------------|---------------------|----------------------------|------------------------------|
| Ideal Self | 1.00 | 0.240** | 0.211* | - | - | - |
| P Value | - | 0.008 | 0.021 | - | - | - |
| Academic Goals | - | 1.00 | -0.088 | 0.311** | - | - |
| P Value | - | - | 0.344 | 0.001 | - | - |
| Motivation | - | - | 1.00 | 0.184* | - | - |
| P Value | - | - | - | 0.045 | - | - |
| Learning Adaptation | - | - | - | 1.00 | - | - |
| P Value | - | - | - | - | - | - |
| Academic ability in theory | - | - | - | - | 1.00 | 0.194* |
| P Value | - | - | - | - | - | 0.035 |
| Academic Ability of Practice | - | - | - | - | - | 1.00 |
| P Value | - | - | - | - | - | - |

* Significant p < 0.05, ** Significant p < 0.01.

Ideal self variables showed a significant relationship with the motivation of new graduate nurses to be able to pass the competency test. Statistical analysis Spearman correlation test obtained by value of $r_s = 0.211$ with $p = 0.021$. Ideal self besides affecting academic goals, also affect motivation for graduates in the competency test.

There is a negative correlation between motivation and academic purposes. The results of Pearson correlation analysis (both variables have a normal distribution of data) $r = -0.088$, with $p = 0.344$. Motivation does not affect academic purposes at the new nurse graduates.

Motivation is positively correlated with adaptive learning, the value of $r_s = 0.184$ with $p = 0.045$. Academic ability significantly correlate theory with practice academic skills, the value of $p = 0,035$ with a value of $r_s = 0.194$. This theory asserts that academic abilities affecting academic ability of new graduates practice nurse.

Table 7. Effect of Motivation, Academic Purposes, Adaptation Learning, Academic ability in theory and Practice Academic Ability Competency Test Against New Graduate Nurses

| Variable | β | Exp(B) | p |
|------------------------------|---------|--------|-------|
| Motivation | 0.745 | 2.107 | 0.256 |
| Academic Goals | 0.388 | 1.474 | 0.543 |
| Learning Adaptation | 1.841 | 6.300 | 0.022 |
| Academic ability in theory | 2.526 | 12.500 | 0.018 |
| Academic ability in practice | 0.405 | 1.500 | 0.524 |

Table 7 shows the motivation variable has no significant effect by passing a competency test ($p = 0.256$). Graduates who have high motivation 2.107 times likely to pass the competency test in comparison with recent graduates who have little motivation. Academic goals are not statistically affect graduation of competency test ($p = 0.543$). Nurses with moderate academic goals has a chance to pass the competency test of 1.474 times higher than the nurses with less academic objectives appropriate (too high and too low).

Adaptation study showed a significant influence on passing the competency test ($p = 0.022$). Nurses with a good adaptability has a chance to pass the competency test of 6.300 times higher than nurses with less adaptive capacity. Academic ability in theory suggests significant influence on passing the competency test ($p = 0.018$). Nurses with higher academic ability has a chance theory passed the competency test of 12.500 times higher than nurses with low academic ability in theory.

Academic ability does not affect the practice of passing the competency test ($p = 0.524$). Graduates who have high academic skills practice has a 1.500 times higher chance to pass a competency test than students with low academic skills practice. Adaptation study ($p = 0.022$) and the theory of academic ability ($p = 0.018$) had a significant influence on passing a competency test. Motivation variable ($p = 0.256$), academic purposes ($p = 0.543$) and academic skills practice ($p = 0.524$) did not have a significant effect on graduation of competency test.

Table 8. Results of Multiple Linear Regression Analysis Effect of Motivation and Learning Adaptation Academic Purposes of the New Graduate Nurse

| Variable | β | Exp (B) | p |
|----------------|---------|---------|-------|
| Motivation | 0.093 | 0.208 | 0.019 |
| Academic Goals | 0.207 | 0.313 | 0.000 |

Variables that qualified included in the multiple linear regression analysis is motivation and academic goals with $p < 0.25$ (Table 8). The variable that has the most dominant influence on the adaptation of learning is academic purposes ($p = 0.000$) with the motivation variable count ($p = 0.019$). Graduates who have appropriate academic goals will show good learning adaptation. New graduate nurses who have high motivation will also show good learning adaptation. Nurses who set goals appropriate academic is accompanied by a high learning motivation have higher chances to pass the competency test through a process of adaptation to better learning.

Table 9. Multiple Logistic Regression Analysis Results Effect of Adaptation Learning and Academic Ability to Graduation of competency test Theory

| Variable | β | Exp (B) | p |
|----------------------------|---------|---------|-------|
| Learning Adaptation | 1.717 | 5.566 | 0.037 |
| Academic ability in theory | 2.421 | 11.261 | 0.024 |

The results of the analysis (table 9) indicates that the variable that has the most dominant influence to pass a competency test when compared with adaptive learning is a theory of academic ability ($p = 0.024$) and variable adaptation of study ($p = 0.037$). Graduates who have the academic ability of a good theory had chances 11.261

times to pass the competency test in comparison with recent graduates who have academic ability in theory to account for variables that are less adaptive learning. New graduate nurses who have learned good adaptation has 5,566 times the opportunity to pass a competency test in comparison with recent graduates who have studied less adaptation taking into account academic ability variable theory.

Results of statistical analysis using correlation test, Regression Testing Linear and logistic regression tests that have been done are summarized as follows:

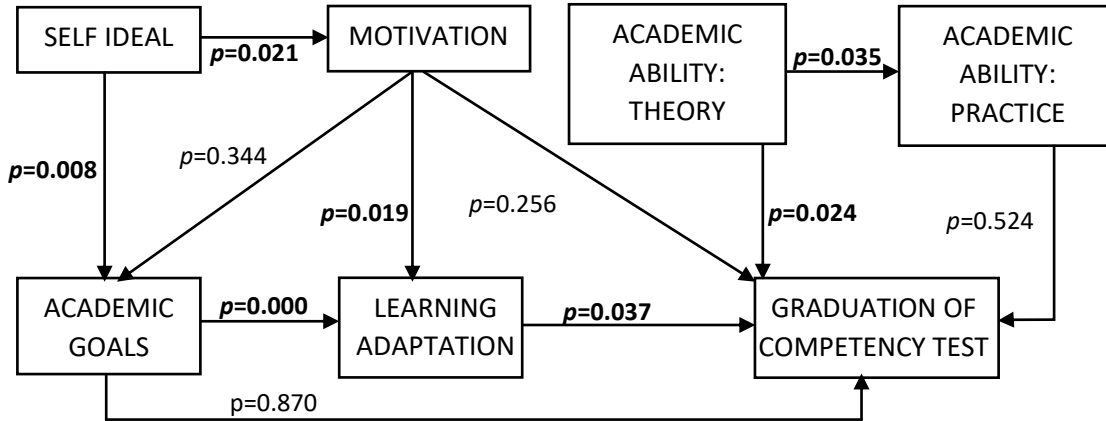


Figure 1. Statistical Analysis Summary

Figure 1 shows that: (1) the ideal self variable influencing new graduate nurses academic purposes; (2) ideal self variables affect the motivation of new graduate nurses to pass the competency test; (3) variables influencing academic purposes adaptations learn new graduates; (4) variable affecting motivation to learn new graduates adaptation; (5) adaptation variables affect kelulasaan learn new graduates competency test; and (6) the variables affecting the ability of academic theory graduation of competency test.

DISCUSSION

Ideal self Paths Through Affect Motivation and Learning Adaptation Graduation New Graduate Nurse Competency Test

Idealism is the assumption that everyone has a difference in developing themselves ideally as different cognitive structure to direct behavior. The results of this study showed that most graduates have the corresponding ideal self. Competent graduates also have the corresponding ideal self. High and low self-ideal self is classed as an ideal that is less appropriate, whereas a moderate ideal self ideal classed themselves accordingly. Ideal self is composed of three components: a picture of a desired future, hope, and core identity. Someone with too high expectations beyond the possibility of achieving this is unrealistic. While pessimists set lower expectations (17). In the perspective of positive psychology, the ideal self is not considered as a function of the defense, but the core mechanism of self-regulation and intrinsic motivation. The results of this study prove themselves ideal new graduate nurses affect motivation significantly. The better the ideal self that is owned by a nurse, the higher the motivation of to be able to pass the competency test and vice versa. Ideal self is the motor of emotion (motivation intinsik) from accidental changes (17). Intrinsic motivation, among others, the competency test as a challenge, satisfaction can pass the test of competence, as well as a competent self-determination. The results showed the majority of graduates are highly motivated to pass the competency test and recent graduates who are competent higher motivation fresh graduates are not competent.

Motivation is something complex, invisible motivation process, but seen from the efforts of a person. Motivation to pass a competency test does not directly but through the adaptation of learning. Relative Autonomous Motivation (RAM) is a measure of the balance between the autonomy of the individual motivation and controlled motivation from outside sources, has a positive correlation with academic performance through strategies and efforts of higher learning (20). Adaptation of learning derived from Intentional Change Theory (ICT) is an intentional change in a person who was raised by the ideal self. This is a development of the learning agenda, an experiment on learning a new behavior, and the development of closer relations with friends learning to achieve graduation in the competency test. The results of this study prove most graduates have learned a good adaptation. Most of competent graduates also have good learning adaptation.

Adaptation study looks at recent graduates in terms of making a schedule of study, focus, set standards of learning, planning how to learn, to prepare a source of learning, trying new way of learning, organize themselves,

adjust to the new way of learning, self-learning, serenity, good relationships, learn group, exchange ideas, feedback, and support. Learning as a form of adaptation is desired or as a clearly defined evaluation in the adaptation process of learning. The study reported no effect of motivation on learning adaptation of new graduate nurses in the face of the competency test. Motivation has a positive correlation with adaptive learning. This shows that the higher the motivation of new graduate nurses the better adaptation studies. The results are consistent with previous studies reported by researchers that there is a positive correlation between academic motivation and adaptation to new graduate nurses learn to prepare for a competency test (21). Motivation is positively able to influence learning strategies, academic performance, adjustment, and well-being of the students in the domain of education in addition to the medical education (22). Another study reported a high intrinsic motivation positively affect learning business strategies and has positive effects on academic performance, judging from the average performance index (20). In this study, a high motivation to positively affect learning adaptations that influence graduation of competency test. Corresponding ideal self (moderate) increase the motivation of graduates to pass the competency test. High motivation will increase the adaptability of learning that affect graduation of competency test. This suggests that the ideal self motivation and adaptability through the influence of graduation of competency test to learn new graduate nurses. The implications of this research are graduate nurses must have a corresponding ideal self to improve motivation. Motivation directing and encouraging learning behaviors that affect graduation of competency test. Intrinsic and extrinsic motivation for graduates is very important to improve the adaptability of learning that affects graduation of competency test. Graduates should develop learning strategies to pass the competency test. Educational institutions can facilitate learning activities.

Ideal self Goal Path Through Academic and Adaptation Learning Competency Test Affect Graduation New Graduate Nurses

Ideal self is manifested in personal vision, an idea of what that person wants, and what one would expect to achieve in life and work (17). After embodied in a personal vision, will be reduced to academic goals set by reference to the ideal self. The aim is a representation of a concrete requirement or focused. The results showed that most graduates have the appropriate academic goals. Graduates who are competent, also largely have the appropriate academic goals. Academic goals high and low are classified as academic goals that were not appropriate, while the moderate academic purposes is classed as an appropriate academic goals. The purpose is directly proportional to the performance when the destination is in the range of easy to difficult, but the goal is not related to the performance, when the goal to be impossible to achieve (23). The results showed a significant influence between themselves looking at graduate academic goals in the face of national competency test. Graduates who set themselves an ideal suite has appropriate academic goals, otherwise a nurse who has a less appropriate ideal self tend to have less appropriate academic goals as well. Setting themselves arrange for someone to create a framework of goals and how they achieve it (18). To achieve the goals and implement strategies that effective self-regulation can be done by comparing fantasies about the desired future with the current real conditions and to form a desire to make it happen. Ideal self is the core of self-regulation.

Academic goals affect academic performance through four mechanisms; as a director, serves as energy, affecting the persistence and indirectly influencing action. The research proves that academic purposes has no significant direct effect on nurses graduation of competency test. This contrasts with studies (24) which found that self-efficacy positively influence the goals and objectives to positively impact performance. This study shows that academic purposes not directly affect the graduation performance competency test but through the adaptation of other variables studied. Academic goals must be implemented into the learning effort. Academic purposes, become the director of the adaptation studying to pass the competency test. Supported by other studies, suggests a person's cognitive abilities moderate the relationship goal - learning performance (25). Individual performance is lower when the cognitive ability is affected by the difficult setting learning objectives. Graduation of competency test for new graduate nurses is a difficult and specific.

Research also confirms that academic objectives has a significant influence on adaptation studying to pass the competency test. The more appropriate academic goals set, the better the adaptation process of learning and vice versa. The study of 520 students in grade 11 and 12 shows that the better the academic goals of academic performance increased. Even more than that, the academic goal mediates the relationship between academic performance and personality of the individual student (26).

Graduates set academic goals for themselves so that they can pass the competency test. Graduation in the competency test is very important for them to be able to work in the nursing field. Nonetheless, their academic goals set will appear in the learning process to prepare for the graduation of competency test, but passing a competency test are beyond their control.

This study reports on the ideal self affect academic purposes. Graduates who have appropriate academic goals affect learning adaptation impacting graduation of competency test. This suggests that the ideal self through academic goals and learning adaptation affect graduation of competency test. The implications of this research in the development of academic goal-setting theory that does not directly affect graduation of competency test,

however, the purpose of directing the graduate's academic adapting the learning process in order to achieve certain level of ability that can be answered correctly and pass the competency test. Establish academic goals are not enough, but the goals set must be able to encourage the formation of learned behavior directed.

Academic Ability in Theory and Practice Affect Graduation New Graduate Nurse Competency Test

Academic performance is the outcome of education is generally measured by examination or continuous assessment although there is no general agreement how best to vote. Academic performance is influenced by the past performance (2). In this study, the size of academic achievement using the theory of academic ability (GPA theory) and practice academic skills (GPA practice). The results of studies reported no significant relationship between academic ability and academic ability in practice theory. Graduates who have high academic ability in theory has a high ability to practice. Other studies confirm that the nursing students at the University Omar Al Mukhtar Libya reported no correlation of students' academic performance in the third and fourth year with the performance of clinics. Mahasiswa yang memiliki performa yang baik di kelas juga memiliki performa yang baik di tatanan klinik. Hal ini memungkinkan mahasiswa keperawatan untuk menerapkan teori dalam praktik apalagi jika didukung dengan adanya mentor (27). The same process occurs in nursing during their education was learning the theory and practice, and is currently undergoing clinical practice of students accompanied by Preceptor clinic. Graduates who have high academic ability in theory largely escaped and declared competent in the competency test. Academic ability in theory explains 90.8% graduation of competency testing and the rest is explained by other variables. This study confirms there is the influence of academic ability to pass a competency test the theory of graduate nurses. Those who have high academic theoretical ability have 11,261 times chance to pass competency test compared to new graduates who have low academic ability. Competency test is a process to obtain recognition of the competence of the cognitive, and affective psychomotoric to function as a professional nurse.

The results are consistent with a study of 146 students at the University of Paisley, Scotland, who reported no previous academic achievement correlation with academic success ($p = 0.005$, $r = 0.274$). The best predictor of future performance is past performance. Past performance in this study is the academic ability of the theory of graduates who complete nursing education for six semesters (28). Hasil penelitian terhadap 527 mahasiswa menggunakan indeks prestasi kumulatif sebagai past performance menjadi prediktor terbaik terhadap performa masa yang akan datang (29).

The academic ability of practice is the ability to solve complex problems using a combination of knowledge, attitudes and skills in meeting the needs of the patient. Practice academic skills acquired during the education process by applying the nursing care in the health service. Medical competence is the main objective of nursing education which includes the ability to apply professional knowledge, skills, communication, interpersonal skills, complex problem solving and decision making skills (30).

Different other studies showing no correlation was between learning clinical skills with a score of Objective Structured Clinical Examination (OSCE) ($p = 0.001$, $r = 0.54$). This suggests that learning clinical skills can predict the score of the OSCE (31). Other studies have reported, there is a positive correlation between clinical competence with self-efficacy ($p < 0.05$, $r = 0.73$). Someone with high efficacy have future time perspective in shaping the structure of their lives (30).

The results of this study confirms that the theory can predict the academic ability of graduation of competency test, whereas the practice academic skills can not be a predictor of graduation test competencies. Competence of graduates should be assessed using the skills practice exams in addition to the written test. One model that is valid and reliable in assessing the clinical skills of nurses is the OSCE.

Study Limitation

This study focused on the influence of the ideal self to nurse graduation of competency test. This study has limitations ideal self measurement after graduation graduated students attend a college education, not since the early sign that the influence of the ideal self to the theory and practice of academic ability can not be explained.

CONCLUSION

Ideal self affect nurses graduation of competency test indirectly through adaptation of motivation and learning. Ideal self affects graduation of competency test indirectly through academic goals and learning adaptation. Academic ability in theory affect graduation of competency testing new graduate nurses directly. Academic ability in theory also significantly influence academic skills practice academic skills practice but did not have a significant impact on passing a competency test. Educational institutions need help prospective nursing students to form a self-ideal as through information and a clear illustration of the work of nurses. Implementation of the competency test is not enough just to write the exam, but need to be equipped with skills practice exams.

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