

**FACULTY OF HEALTH SCIENCE**  
**UNIVERSITY OF MUHAMMADIYAH JEMBER**



# **PROCEEDING BOOK**

*The 1st International Nursing Conference*  
*“ Evidence Based Practice Of Enterpreneur In Pediatric*  
*Nursing To Optimize Growth & Development “*





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**June 6<sup>th</sup>, 2015 at Ahmad Zainuri Hall**  
**University of Muhammadiyah Jember**



# PROLOGUE

The increase of society awareness toward their rights in law, the open of free market era, the increase of national and international competition, and the increase of primary educational quality are a kind of challenge needed to be answered in the field of nursing. The orientation says that the bachelor of nursing will become a great nurse who needs to be improved.

Nowadays, the world has began to move into an entrepreneurship field, where every generation should begin to sell their creativity and competence to meet the needs of work place. Besides, the field of children nursing, the nurse is required to overcome the problems professionally in some occasion. It seems that the problem becomes harder to be realized by the generation of nurse if the trending problems like that is not supported by the instruction of nursing education providers well.

One obvious thing differentiating nursing and other professional health workers nowadays is that nursing has not found yet the form of primary services that can be applied and become nurse's authority only. Thus, the development of entrepreneurship needs to be built so that the nurse's creativity can grow and become a valuable selling product and competitive center for the host as the basis to begin working in the real work place which still have a strict competition comparing with few years ago.

Entrepreneurship is enclosed by the effort to earn money without depending too much with other people. Perhaps, it makes some people think about trading only. Further, entrepreneurship does not only talk about selling-buying terms, but also it tends to improve the creativity for opening a new chance to create self-job vacancy, selling new ideas, developing ideas and daily events, and combining common things. It then becomes an incredible thing and has the higher selling values than before.

Actually, entrepreneurship for the nurse is able to be learnt while doing (learning by doing), but it should be remembered that the knowledge of a certain type of effort is needed because it will be like diving in the sea sore without using oxygen tube. Therefore, it will not be that hard if the nurse are able to implement this kind of concept comprehensively.



The nurse's routine activities in room while the patients getting a care and nursing, they often used their free time to prepare medical tools to sterilized, preparing the set to clients daily care and other minor things. It finally becomes a picture on how if the existing phenomenon is implemented well to get the valuable selling.



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# Rundown **EVENT**

The 1st

International

Nursing

Conference

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Development”**



**MANUAL ACARA PUNCAK  
INTERNASIONAL CONFERENCE  
ENTREPRENEUR PEDIATRIC NURSING 2015**

- |   |               |
|---|---------------|
| 1. Pembukaan  | 08.00 - 08.05 |
| 2. Pembacaan Ayat Suci Al-Qur'an  | 08.05 - 08.10 |
| 3. Menyanyikan Lagi Indonesia Raya, Mars Muhammadiyah                                     | 08.10 - 08.20 |
| 4. Laporan Ketua Panitia INC  | 08.20 - 08.30 |
| 5. Sambutan : - Dekan Fakultas Ilmu Kesehatan<br>- Rektor Universitas Muhammadiyah Jember | 08.30 - 08.50 |
| 6. Lagu Mars Fikes  | 08.50 - 09.00 |
| 7. Do'a   | 09.00 - 09.05 |
| 8. Penutupan Acara Seremonial   | 09.05 - 09.10 |
| 9. Tari Saman   | 09.10 - 09.20 |
| 10. Presentasi Materi I   | 09.20 - 09.50 |
| Moderator : Fitri Arofiati, S.Kep.,Ns,M.AN  |               |
| a. Supattana Sakdisthanont, RN, APN, PhD  |               |
| Faculty Of Nursing, Khon Kaen University Thailand   |               |
| 11. Presentasi Materi II  | 09.50 - 10.20 |
| Moderator : Fitri Arofiati, S.Kep.,Ns,M.AN  |               |
| b. Karolina Kozielska, Master Of Applied Biology  |               |
| Volunteer Lembaga Internhip Indonesia, Gradued From                                       |               |
| University Of Environmental And Life Sciences In Wroclaw, Poland                          |               |
| 12. Presentasi Materi III   | 10.20 - 10.50 |
| Moderator : Fitri Arofiati, S.Kep.,Ns,M.AN  |               |
| c. Dr. Lukman Oktadianto Sp. A  |               |
| SMF IKA General Hospital Jember   |               |
| 13. Presentasi Materi VI  | 10.50 - 11.20 |
| Moderator : Fitri Arofiati, S.Kep.,Ns,M.AN  |               |
| d. Syaifoel Hardy, M.N.   |               |
| CEO And Founder Indonesia Nursing Trainers  |               |
| 14. Sesi Tanya Jawab  | 11.20 - 12.20 |
| 15. Penyerahan Cindera Mata   | 12.20 - 12.30 |
| 16. Istirahat Sholat Dan Makan Siang  | 12.30 - 13.00 |
| 17. Free Consultation : Entrepreneur In Nursing   | 13.00 - 15.00 |
| 18. Door Prize  | 15.00 - 15.20 |
| 19. Penutup   | 15.20 - 15.30 |



# THE EFFECT OF BRAINDANCE TO THE ACADEMIC PROCRASTINATION

Tri Ratna Ariestini, Berthiana, Maria Magdalena Purba

## ABSTRACT

**Introduction.** Academic procrastination delay behavior conducted in academic tasks such as delay of studying, writing, reading, college administration, late to lectures or practice and other academic assignments. Academic procrastination occurred on Regular Class of Poltekkes Kemenkes Palangkaraya. The objective of this research was to determine the effect of brain gym to academic procrastination. **Method.** The design of this research was quasi experimental with pretest - posttest by giving brain gym treatment with a duration of 30 minutes, 1 time a day for 30 days. This research evaluated academic procrastination level before and after intervention. **Result.** Based on the result of paired t test analysis there was significant difference level of academic procrastination meaning before and after brain gym ( $P = 0.000$ ), 95 % confidence interval between 12,243 to 14,313. **Conclusion.** It could be concluded that brain gym could decrease level of academic procrastination.

**Keywords :** Brain Gym, academic procrastination.



## INTRODUCTION

Academic procrastination is stalling to delay the time to start and adapt the performance deliberately done on the types of academic tasks such as studying, doing assignments, completing administrative, lectures and practices as well as registration and consultation. (Basco and Monica, 2010; Gufron, 2003; Salomon and Rothblum, 1984). 95% of students did academic procrastination (Knaus, 2010). A number of 53,12% students experienced middle up to high level of procrastination (Yusuf et al., 2011). In the first observation, there was 100% D3 students 14 regular class of Nursing Department and D4 students Surgery Medical Nursing of Poltekkes Kemenkes Palangkaraya did the academic procrastination.

According to *Psikodinamik, Behavioristik* dan *Behavioral-Cognitif* theory, academic procrastination is influenced by someone's cognitive, affective, and psychomotor development (Tuckman BW, 2002). Cognitive, affective, and psychomotor abilities are

managed by human's brain. The brain dance movement combination could activate parts of the brain, combine all the functions of the left and right parts of the brain to increase its ability (Paul Demision, 2009). The explanation above led hypothesis or assumption that brain dance could solve the academic procrastination.

## METHOD

The research design was *Quasi experimental one group pretest-posttest design*. The sample was 18 students of Nursing Department regular class of Poltekkes Kemenkes Palangkaraya. The sampling method was Simple Random Sampling. An inclusion criterion was active college students and be in research place during experiment. An exclusion criterion was sick students who need treatment or rest. Drop out criterion if the students did not do brain dance or did not do all brain dance movements as much as 25% or 8 times. The research design could be seen in Picture 1.



Picture 1. Research Design



This research used brain dance treatment done 1 time a day for 30 minutes during a month. Brain dance was done in break time, in a group and was observed by two students whom pretend as participants. The academic procrastination was measured by using Ferrari's, Johnson's and McCown procrastination test. The measurement was done twice, before and after brain dance. This academic procrastination test has four possible answers, namely Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Not Suitable (STS). Positive or favorable statement value giving has 4 points for (SS) answer, 3 points for (S), 2 points for (TS), and 1 point for (STS) and vice versa for negatif or unfavorable statement. The higher the total points got, the higher the tendency of the academic procrastination, and the lower the total points got, the lower propensity to do the academic procrastination (Gufon, 2003). Instrument validity test used *Bivariate Pearson* (Pearson Product Moment) correlation. Reability test used *Alpha (Cronbach's)* method

## RESULT

Research subject distribution could be seen in the following table.

Tabel 2. Distribusi Subjek Penelitian

Distribusi		Frekuensi	Presentasi
Usia	19 Tahun	2	11,1
	20 Tahun	10	55,6
	21 Tahun	6	33,3
Jenis Kelamin	Laki-laki	4	22,2
	Perempuan	14	77,8

Research subject characteristics based on the academic procrastination value and task received could be seen in Table 3.

Tabel 3. Karakteristik Subjek Penelitian

Karakteristik	Total	
Prokrastinasi Akademik	Mean	87,50
	Minimum	70
	Maximum	102
Tugas	Banyak	10
	Tidak banyak	8
	Sulit	10
	Tidak Sulit	8

Analysis of *paired t test* academic procrastination before and after brain dance could be seen in Table 4.

Tabel 4. Tabel Paired T Test Prokrastinasi Akademik Sebelum Dan Sesudah Senam Otak

Prokrastinasi Akademik	Mean	SD	P
Sebelum Senam Otak	87,50	6,546	0,000
Sesudah Senam Otak	74,22	5,287	

Bivariate analysis result showed significant change with  $P = 0,000$ . Mean difference value of academic procrastination could be seen in Table 5.

Tabel 5. Tabel Paired T Test Beda Rerata Prokrastinasi Akademik Sebelum Dan Sesudah Senam Otak

Prokrastinasi Akademik	Mean	SD	CI	T	P
Sebelum - Sesudah senam otak	13,28	2,081	12,243 - 14,313	27,972	0,000

External variable of bivariable analysis that is difficult task and many tasks could be seen in the following table.



Tabel 6 Uji *Mann Whitney Test* Prokrastinasi Akademik Berdasarkan Tugas yang Sulit

Tugas Sulit	Mean	Sum of Rank	P
Ya	10	105	0,408
Tidak	8	66	

Tabel 7 Uji *Independen T Test* Prokrastinasi Akademik Berdasarkan Tugas yang banyak

Tugas banyak-Prokrastinasi Akademik	Levenni's test of Equality of variance		T Test for Equality of mean		
	F	Sig	t	df	sig
Equal Variance Assumed	0,594	0,456	-1,667	16	0,113

Both test results of external variable showed there was no correlation between task given with academic procrastination value

## DISCUSSION

The fundamental of academic procrastination occurrence was psychology theory that was *psychodynamic - psychoanalytic, behavioristic, cognitive and behavioral cognitive theories*. These theories determined someone's cognitive, affective, and psychomotor behavior to do something. Cognitive ability is one of three main basics of someone to do academic procrastination (Tuckman, 2002). Brain dance could activate all parts of the brain for academic ability, behavior correlation, and attitudes. The brain dance movement combination could activate parts of the brain, combine all the functions of the left and right parts of the brain to increase its ability. Cognitive, affective, and psychomotor abilities are managed by human's brain (Paul Dennison, 2006).

In the physiological relationship of brain dance in increasing cognitive ability could be explained as follows. It was found two areas in the brain that has function as movement control as well as coordination of mind because it deals directly with the frontal part plays a major role in the cognitive function. These areas were called basal ganglia and cerebellum. These areas were vital area in higher learning process, remembering and thinking process. It was needed active neurotrophic brain derived

*neurotrophic factor* (BDNF) found in the vital area to activate this area. The brain dance movement could increase Immunoglobulin Growth Factor-1 (IGF-1) and Fibroblast Growth Factor (FGF-2). The function of IGF-1 is to come out BDNF gene and the function of FGF is to stimulate proliferation and differentiation BDNF cells, so that increase brain ability to remember and increase thinking process (Wikipedia, 2008)

In the physiological way, the mechanism of the brain dance movement could affect someone's attitude. The brain dance movement centre dimension could increase blood flow to the brain, increase the acceptance of oxygen in the brain so that it could clean up the brain, eliminate negative thoughts, jealousy, envy, etc. The brain dance lateral dimension would stimulate and coordinate both right and left brains, recover breath, stamina, release tension, reduce fatigue, make relaxed and pleasure. The brain dance movement would make someone be calmer, and be wise to decide something.

The brain dance movement could affect someone's attitude. The brain dance movement could increase synapse connection in bulk and strengthen the basal ganglia which control someone's movement motorist (Guyton, 2006). Cross movement of brain dance would activate hemisphere of right and left brains. The more often the activities of both



hemispheres, more connections happened between both brains which increase someone's middle brain function (Dannison P.E dan Dennison G, 2002). The brain dance movement increasing middle brain work would make someone be more attention, has the nature or togetherness, and be careful. These behavior would create better and positive behavior (Kusumoputro. et al, 2003).

### CONCLUSION

The brain dance affected positively to the academic procrastination. The brain dance could reduce the academic procrastination.

### SUGGESTION

The brain dance could be implemented at schools to reduce the academic procrastination. Further, the researcher could combine with music relaxation.

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