

## **CHAPTER V. CONCLUSION**

### **A. Conclusion**

Based on the results of the study, it can be concluded that the median age of respondents was 22 years old and enrolled in the first and second semesters of the professional nursing education program at Universitas Jenderal Soedirman. The overall description of students' time management during clinical practice showed that most respondents were in the moderate category. This indicates that students possessed a fairly good level of time management skills, however, the implementation had not been fully optimal in addressing the demands of clinical practice. When analyzed by semester, both groups were mostly in the moderate category. However, the category distribution showed a positive shift, with semester 2 students demonstrating lower proportions of the low category and higher proportions of the high category compared to semester 1. This suggests an improvement in time management ability as students progress through their clinical experience. Overall, the results of this study suggest that professional nursing students were able to manage their time relatively well during the implementation of nursing care in clinical practice, although improvements are still needed to optimize time management skills.

### **B. Recommendation**

#### **1. For Professional Nursing Students**

The results of the study showed that most students had time management skills in the moderate category. Therefore, students are encouraged to continuously enhance their time management skills, especially during clinical practice, which involves complex physical, academic, and emotional demands. Students need to habituate themselves to creating a priority list of nursing actions, scheduling daily activities, and setting realistic targets according to their personal capacity. In addition, students are expected to reduce procrastination behaviors, use free time productively, and apply time allocation techniques between patient care, documentation, and the clinical

learning process. Good time management not only supports the smooth implementation of nursing care but also contributes to reducing academic fatigue and stress during professional practice.

## 2. For Educational Institutions

Based on the findings of this study, the institution is expected to strengthen academic and clinical support for professional nursing students, particularly in developing time management skills during clinical practice. The study program may provide training or workshops focusing on time management skills and strategies for dealing with the dynamics of clinical placement. The institution is also encouraged to ensure a more structured, responsive, and continuous clinical supervision system between academic supervisors and clinical instructors so that students do not experience confusion in allocating time between learning demands and patient care responsibilities. Improving monitoring facilities for student progress during clinical practice may also help identify students who experience difficulties in managing time so that early support can be provided.

## 3. For Future Researchers

This study used a descriptive design, therefore, it did not identify factors that influence the time management abilities of professional nursing students. Future researchers are advised to include additional variables, such as academic stress, workload, and learning motivation, to obtain a more comprehensive picture. Furthermore, the sample population may be expanded to include professional nursing students from other universities or other health education programs to enhance the generalizability of the findings.