



The Relationship Between Learning Motivation and Learning Outcomes for Midwifery Care Courses for Third Semester Students at STIKes Senior Medan's Midwifery Study Program

Faradita Wahyuni¹, Esther Siringo-Ringo², Mastiur Julianti Butar-Butar³, Indah Yani Tambunan⁴

^{1,2} Department of Midwifery and Midwifery Professional Education, STIKes Senior Medan

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ABSTRACT

Changes in the learning process are required to improve the quality of education in Indonesia. The motivation to learn is one of the factors that determines a student's success or failure in the learning process. The goal of this study was to discover the relationship between Learning Motivation and Learning Outcomes of the Midwifery Care II Course in Prodi S-1 Kebidanan STIKes Senior Medan. This study's research design is an analytical survey with a cross-sectional approach. Using the total population sampling technique, the population is taken from as many as 58 students in the fourth semester of Prodi S-1 Kebidanan STIKes Senior Medan. According to the results of an analysis using the statistical test chi-square, the majority of students (44.8%) have enough motivation. According to the learning results, the majority of students get good learning results, as many as 31 people (53.4%) and found Asymp Sig value (0,008 0,05). Students who are still unmotivated to learn must be improved in order to achieve the goals and desire to achieve good learning outcomes.

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Corresponding Author:

Faradita Wahyuni,
Department Of Midwifery And Midwifery Professional Education
STIKes Senior, Medan, Indonesia
Email: faraditawahyuni8@gmail.com

1. INTRODUCTION

Education is an important part of life because humans use their minds in every behavior, which they learn through education. Education is a human effort to shape one's personality in accordance with societal and cultural values. A child is said to be an educated human being if he behaves in accordance with the cultural demands of his community, and education can be obtained from formal or informal institutions.

According to the UNESCO (United Nations Educational, Scientific, and Cultural Organization) report in the Education For All Global Monitoring Report (EFA-GMR),

Indonesia's Education for All Development Index (EDI) was ranked 57th out of 115 countries in 2015.¹

According to the Webometrics Ranking of Universities in July 2017, one of the leading universities, namely the University of Indonesia, ranks 232 at the Asian level and 955 at the global level.²

According to Law No. 20 of 2013, education is a deliberate and planned effort to create a learning environment and learning process in which students actively develop their potential for religious spiritual strength, self-control, personality, intelligence, noble character, and skills required by themselves, society, nation, and state. country. ³

According to Law No. 12 of 2012, Higher Education is a level of education following secondary education that includes diploma programs, undergraduate programs, master programs, doctoral programs, professional programs, and specialist programs organized by universities based on Indonesian culture. ⁴

Changes in the teaching and learning processes are required to improve the quality of education in Indonesia. Students, as students, have a significant impact on these changes. Learning motivation is one of the factors that determines a student's success or failure in the teaching and learning process. Motivation is defined as a psychological drive that moves and directs human behavior, including learning. Motivation is a desire that activates, moves, distributes, and directs individual learning attitudes and behavior. ⁵

Learning motivation is a psychological condition in which a person is encouraged to learn. According to research, when motivation to learn increases, so do learning outcomes. Many children's talents do not develop because they are not properly motivated. Satisfactory results can be obtained if a person is motivated properly.

Learning motivation has an impact on learning success. Motivation is always used as a predictor of good or poor learning achievement. As a result, learning motivation must be fostered, particularly from within, by constantly envisioning a future full of challenges that must be overcome in order to achieve goals. Always be determined and optimistic that goals can be attained through study. ⁶

Midwifery care II is one of the courses offered by the Indonesian Midwifery Academy (delivery). A thorough understanding is essential when using an evidence-based midwifery management approach based on concepts, attitudes, and skills. The success of these students is inextricably linked to their positive self-motivation.

2. RESEARCH METHODE

The research design is a component of the research that contains descriptions of the research flow that describes the researcher's mindset when conducting research, which is commonly referred to as the research paradigm. ²¹

An analytical survey with a cross sectional approach was used in this study, which is essentially a study that connects two variables in a situation or group of subjects. This was done to determine the relationship between learning motivation and learning outcomes for third semester students at STIKes Senior Midwifery S1 Medan for midwifery care II.

The study took place at the STIKes Senior Midwifery Study Program in Medan, North Sumatra. The location of this study was chosen because the results of the researcher's initial survey revealed that there were students with a C grade in the Midwifery Care II course.

This research will take place between July and September of 2022.

Population is a broad category consisting of subjects/objects with specific qualities and characteristics chosen by the researcher to be studied and conclusions drawn. ²²

This study included 58 fourth semester students from the STIKes Senior Midwifery Study Program in Medan.

The sample is a subset of the population in terms of size and characteristics. The researcher used the total population technique in this study, which meant taking the entire population as a sample, in this case 58 fourth semester female students in the Midwifery Study Program STIKes Senior Medan.

3. RESULT AND ANALYSIS

RESULT

Table 1. Frequency distribution of learning motivation in third semester students at STIKes Senior Midwifery Study Program Medan

No	Motivasi Belajar	Jumlah	
		F	%
1.	Baik	13	22,4
2.	Cukup	26	44,8
3.	Kurang	19	32,8
	Total	58	100

According to Table.1, the frequency distribution of the study's results shows that of the 58 student respondents, as many as 13 (22.4%) have good learning motivation, as many as 26 (44.8%) have enough motivation to learn, and as many as 19 (32.8%) have less motivation to learn.

Table 2. Frequency distribution of Maternity Care Learning Outcomes II in STIKes Senior Midwifery Study Program Students in Medan

No	Hasil Belajar	Jumlah	
		F	%
1.	Sangat Baik (79-100)	31	53,4
2.	Baik (68-78)	11	19,0
3.	Kurang (41-55)	16	27,6
	Total	58	100

According to Table 2, of 58 students, the frequency distribution of those who received very good learning outcomes (A) was 31 (53.4%), those who received good learning outcomes (B) were 11 (19.0%), and those who received less learning outcomes (C) were as many as 16 (27.6%).

Table 3. Distribution of the Relationship between Learning Motivation and Maternity Care Learning Outcomes III in Third Semester Students in the Midwifery Study Program STIKes Senior Medan

No	Motivasi Belajar	Prestasi Belajar Asuhan Kebidanan II								Asymp Sig
		Sangat Baik (79-100)		Baik (68-78)		Kurang (41-55)		Total		
		f	%	f	%	F	%	f	%	
1	Baik	9	15,5	3	5,2	1	1,7	13	22,4	0,008
2	Cukup	17	29,3	5	8,6	4	6,9	26	44,8	
3	Kurang	5	8,6	3	5,2	11	19,0	19	32,8	
	Total	31	53,4	11	19,0	16	27,6	58	100	

According to Table.3. cross tabulation of learning motivation with learning outcomes of midwifery care courses II, there are as many as 9 students (15.5%) who have good learning motivation with very good learning outcomes (A), 3 students (5.2%) who have good motivation with good learning outcomes (B), and 1 student (1.7%) who have good motivation with poor learning outcomes (C). Students with moderate learning motivation and very good learning outcomes (A) account for 17 people (29.3%), students with moderate learning motivation and good learning outcomes (B) account for 5 people (8.6%), and students with enough motivation to learn with poor learning outcomes (C) account for up to 4 people (6,9). There are 5 students (8.6%) who have poor learning motivation but good learning outcomes, and 11 students (19.0%) who have poor learning motivation but poor learning outcomes.

Based on the results of statistical tests using chi-square, which yielded a significant value of 0.008 0.05, H_0 is rejected and H_a is accepted, indicating that there is a relationship between Student Learning Motivation and Midwifery Care II Learning Outcomes in the Midwifery Study Program STIKes Senior Medan.

DISCUSSION

After the researchers conducted research using data and conducted a test test regarding the Relationship between Learning Motivation and Learning Outcomes of Childbirth Care II for Third Semester Students at the STIKes Senior Midwifery Study Program Medan, it can be seen from the table above, the discussion is as follows:

Based on the results of research on the relationship between learning motivation and Childbirth Care II, there are still students whose learning motivation is still lacking, as many as 19 people (32.8%). From these learning outcomes, the students' learning motivation needs to be improved in order to obtain excellent learning outcomes.

Motivation is a change in energy in a person which is characterized by the emergence of "feeling" and is preceded by a response to the existence of a goal. Motivation can also be said to be a series of efforts to provide certain conditions, so that someone wants and wants to do something, and if he doesn't like it, he will try to negate or avoid that feeling of dislike. So motivation can be stimulated by external factors but motivation is to grow within a person

Motivation itself is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within the individual without the need for external stimulation. Someone who has intrinsic motivation always wants to progress in learning. The desire is motivated by positive thinking, that all the subjects studied now will be needed and very useful now and in the future. Extrinsic motivation is motives that are active and function because of external stimuli. Learning motivation is said to be extrinsic if students place their learning goals outside the factors of the learning situation.⁶

According to research conducted by Lili Marlina Sikumbang with the title of the relationship between learning motivation and learning achievement of Askeb II (delivery) in level II students of the D-III midwifery study program at Prima Indonesia University Medan in 2018 there is a significant relationship between student learning motivation and learning achievement of Askeb II childbirth, based on the results of the chi-square test obtained value $0.000 < 0.05$, meaning that there is a relationship between learning motivation and learning achievement of Askeb II (delivery) in level II students of D-III Midwifery Study Program at Prima Indonesia University Medan in 2016. ²⁴

According to the assumptions of the researchers, students who still have less motivation to learn need to be further improved in order to achieve their goals and desires to obtain good

learning outcomes. Motivation has an important role in the learning process, both motivation that comes from outside, namely the support of family, lecturers, and friends as well as motivation that comes from within the student. Students who have good motivation tend to do things they like and consider the course important. He will also be active in the learning process and always pay attention to the material being taught.

Based on the frequency of student learning outcomes in Childbirth Care II at the Midwifery D-III Study Program, STIKes Imelda Medan, there are still 16 students who still get less marks (27.6%). This shows that there are still some students who are unable to master the Maternity Care II subject. It is necessary to make efforts to improve both from within the students themselves and from the lecturers because Childbirth Care II is one of the important subjects.

Learning outcomes are changes in student behavior due to learning. Changes in behavior are caused because he achieves mastery over a number of materials given in the teaching and learning process.¹² Learning outcomes need to be evaluated. Evaluation is an assessment process by giving or determining certain learning outcomes based on certain criteria.¹³ The evaluation is intended as a mirror to review whether the goals set have been achieved and whether the teaching and learning process has been effective in obtaining learning outcomes.¹²

According to the researcher's assumptions, most of the students scored "A" and "B". But it appears that there are still students who have a "C" grade. This can be caused because students are less focused in learning or even there is material that is not understood so that the results obtained are not optimal. A teaching-learning process is said to be good, if the process can generate effective learning activities.

Based on 58 students (100%) there are still students who have less motivation to learn with less learning outcomes as many as 11 people (19.0%). The lack of motivation makes the learning outcomes obtained are also not optimal.

According to Mc. Donald, motivation is a change in energy in a person which is characterized by the emergence of "feeling" and is preceded by a response to the existence of a goal. ¹⁵

The success of learning is influenced by one's learning motivation. The level of motivation is always used as an indicator of good or bad learning achievement. Therefore, learning motivation needs to be cultivated, especially from within by always thinking about a future that is full of challenges and must be faced to achieve goals. Always have determination and always be optimistic that goals can be achieved by studying. ⁶

According to research conducted by Noviani entitled the relationship between learning motivation and learning outcomes of Askeb II in midwifery students level 2 at STIKes Mitra Kencana Tasikmalaya based on the results of the chi-square test obtained value $0.000 < 0.05$, thus H_0 is rejected, meaning that there is the relationship between learning motivation and learning outcomes for Askeb II subjects for level 2 D-III midwifery students at STIKes Mitra Kencana Tasikmalaya.²⁵

According to the researcher's assumptions, motivation can function as a driver of achievement. With a strong effort, especially based on motivation, it will get good results. Lessons cannot be mastered simply by listening to explanations from the lecturer, but other activities are needed, such as practical work in the laboratory, doing assignments given by the lecturer, or reading books related to science. All of these activities aim to make students more deeply and understand the subject matter that has been studied, in other words, students are required to be more active in all learning processes in order to achieve excellent learning outcomes. Intrinsic and extrinsic motivation have their respective roles that can affect student learning outcomes. The motivation given by the family is very influential, for example good communication, how to educate, and

economic conditions that affect daily life. Likewise, the motivation given by friends and the environment and associations that can affect developments can increase or decrease student motivation to learn.

4. CONCLUSION

Based on the results of statistical tests using chi-square, which yielded a significant value of 0.008 0.05, H_0 is rejected and H_a is accepted, indicating that there is a relationship between Student Learning Motivation and Midwifery Care II Learning Outcomes in the Midwifery Study Program STIKes Senior Medan.

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