



CARING:
Indonesian Journal of Nursing Science



Factors Affecting Nursing Students' Learning

Dwi Karina Ariadni¹, Siti Zahara Nasution², Reni Asmara Ariga³

^{1,2,3} Faculty of Nursing University of Sumatera Utara, Medan - Indonesia

Abstract . High learning motivation is influenced by some factors from intrinsic factor (in self) and extrinsic factor. This study aims to describe the intrinsic factors and extrinsic factors in learning motivation. This is a descriptive design study with quota random sampling. 90 respondents were involved in this study. Results of intrinsic factors measured by interest in the field of knowledge studied: 47.8% of respondents collect tasks given in accordance with the time set, and 41.1% of respondents diligently follow the lecture. The results of the study of extrinsic factors are measured by the quality of lecturers who teach: 51.1% of lecturers often provide questions clearly and briefly. Based on the method of lecturing: simulation methods in the laboratory often increase the motivation to learn. Based on the lecture's room: 57.8% stated that a clean lecture's room can improve the concentration of learning. Based on the complete book in the library: 47.8% encourage respondents to do the task quickly. Based on the learning facilities: 47.8% are always motivated to learn if the lecturer uses LCD. Support of parents (76.7%) in meeting the needs of respondents in learning. The management of nursing education is suggested to motivate students during lectures based on intrinsic factors and extrinsic factors.

Keywords : learning motivation, affecting factor, nursing student

Received 13 June 2020 | Revised 10 July 2020 | Accepted 12 July 2020

1. Introduction

The teaching and learning process is inseparable from various factors that influence and support its sustainability. For educational institutions, after determining programs from the education curriculum, must have principles in determining the technical direction of the implementation of the ideals of the program and curriculum that has been planned. One of the main supports is the learning motivation for students who are structured and well constructed (Shah, 2003).

The quality aspect seems to have become a commitment of the early founders of the Faculty of Nursing, University of Sumatera Utara. This is evident in the vision of the Faculty of Nursing namely to Become the Best Nursing Education Center in the Regional Area and Produce Work Graduates Ready to Use with International Competencies. On the mission, it appears that to realize the vision of the USU Faculty of Nursing, quality education, an atmosphere of

*Corresponding author at: Jl. Prof. Maas no. 3 Kampus USU, Medan - Indonesia

Corresponding email: dwi.kariadni@usu.ac.id

Copyright © Published by Talenta Publisher, ISSN: 2580-6769 e-ISSN: 2580-829X

Journal Homepage: <https://talenta.usu.ac.id/IJNS>

innovative learning environment, developing partnerships and improving the science and discipline of nursing (Department of Nursing, USU, 2007). However, all of that can be meaningless for the creation of qualified scholars if it is not balanced with efforts to improve student learning motivation.

Every lecturers should have a curiosity for the questions why and how will the students learn. It adjusts students learning environment and generate motivation. Lecturers should able to create an interactive and fun learning methods. Encouragement given by the lecturer will produce an effort from within the student to encourage learning, to be successful in learning, achieve high learning outcomes, the spirit of competing in learning, achieve excellence in learning and a classroom atmosphere, so that learning outcomes are expected to increase (Rosmini, 2007)

Lecturers are faced with a number of students with various backgrounds, attitudes, and potential in learning, all of which affect their habits in learning. For example, there are still many students who are not interested in learning. For this purpose the lecturer is required to generate student learning motivation, because motivation is one of the factors that can improve the quality of learning. Students who have high learning motivation will study seriously (Dimyanti, 2002). Student learning achievement is the main benchmark for knowing the success of one's learning (Yoo, M. S., & Chae S.M., 2011).

The influence of interest in learning and learning motivation contributed 70.56% to learning achievement (Uly, 2012). Learning motivation possessed by students in each learning activity is very instrumental to improve student learning outcomes in certain subjects. Intrinsic motivation is the main driver in learning for each person, while extrinsic motivation is a complementary driver of one's own self in learning.

According to observations in the field and information from lecturers, there are still students who have difficulty learning, it can be seen from students who are reluctant to learn and are not eager to receive lessons in class, students are less active in discussions in class, complaining if given an assignment, so learning outcomes become less satisfying. Students have varying grades even though lecture facilities have been provided to support infrastructure for the smooth running of the learning process. That is the problem of researchers, so researchers want to know more about the extent to which the influence of intrinsic factors and extrinsic factors can affect learning motivation.

2. Research Methods

This study uses a descriptive research design. It aims to describe the factors that influence the learning motivation of USU Nursing Faculty students. The sampling is quota random sampling.

A total sample of 90 students. Data collection using a questionnaire. There were number of questions and statements that have been clarified into the dimensions of learning motivation that affect learning achievement in the distributed questionnaire with Likert scale application. The validity test used with Pearson Product Moment correlation. Invalid instrument items were not applied in subsequent studies or were considered null. The reliability test used Cronbach Alpha. The data was processed in descriptive analysis, using the computer based statistical software with percentage and frequency distribution.

3. Result and Discussion

According to the research result, it showed two main points, that are the respondents' characteristic and the factors of students' learning motivation. The study revealed that the majority of the respondents (44.4%) were in the fourth year of nursing study. Most respondents (84.4%) were from regular programs and 68.9% were the students from internship program. The complete data as the table below.

Table 1. Frequency distribution and percentage of respondent characteristics (n = 90)

Characteristics	F	%
Entering year		
2005	11	12,2
2006	12	13,3
2007	27	30,0
2008	40	44,4
Program		
Regular	76	84,4
Extension	14	15,6
Mayor		
S1	62	68,9
D3	28	31,1

According to the research result, there are two main factors influence the learning motivation of USU Nursing Faculty students, as follows:

1. Intrinsic factors

This is the factors of self-interest in the field of science being studied: illustrating as many as 35 respondents (38.9%) stated that by working on tasks that were given independently often influenced learning motivation.

- a. Orientation in attending lectures: students who are diligent in attending lectures often affect learning motivation (41.1%)

2. Extrinsic factors

The extrinsic factors consist of

- a. The quality of lecturers who teach: 46 respondents (51.1%) stated that lecturers often give questions clearly and briefly in lectures. 44.4% of respondents stated that lecturers often show responsiveness by looking carefully, approaching, giving statements or reacting to disturbances in the classroom

b. Lecture method.

A total of (42.2%) stated that the assignments given by lecturers often encouraged them to be more diligent in learning and as many as 40 respondents (44.4%) stated that the use of simulation methods in the laboratory often increases their learning motivation.

c. The atmosphere of the lecture hall

A total of 42 respondents (46.7%) stated that classrooms with fan / AC facilities always support their learning process, and as many as 52 respondents (57.8%) stated that clean lecture halls always increase their learning concentration.

d. Library facilities

As many as 43 respondents (47.8%) stated that the complete book in the nursing library sometimes encouraged.

e. Learning facilities

As many as 43 respondents (47.8%) stated that students were always motivated to learn if lecturers used LCD media in lectures. They did the assignments quickly, and as many as 41 respondents (45.6%) stated that sometimes respondents borrowed books in the library.

Intrinsic factors that influence student learning motivation consist of factors of interest in the field of science being studied and orientation in attending lectures. Respondents stated that they often worked on tasks that were given independently and diligently following lectures. This is consistent with Danim's (1994) statement that the task is defined as additional material that must be fulfilled by students and students become active in learning if they know there will be a given assignment. It is also in accordance with the learning conditions at the USU Faculty of Nursing where direct assignments are given by lecturers with a certain weight so as to encourage student learning motivation for more understand the assignments given and done independently by students. Slameto (2003) states that the implementation of the discipline of the provisions of time in the collection of assigned tasks is very important, because this can affect the attitude of students in learning and whether students feel responsible for completing the task or not and in the teaching and learning process students need discipline, this is to develop strong motivation. Pujadi (2007) states that students who are diligent in attending lectures will be more serious in learning and always strive to pursue the highest achievement in attending lectures so that they will have high learning motivation.

Extrinsic factors consist of the quality of lecturers who teach, often giving questions clearly and briefly in lectures affecting learning motivation. This is consistent with the statement of Uno (2007) that asking questions well is good teaching and the lecturer in asking is a lecturer in guiding students to study. Respondents stated that if the lecturer gave an explanation of the lecture material and told the benefits and its relation to the needs of the students it often influenced the motivation to learn. According to Djamarah (2005), in relation to teaching and learning activities, explained that organizing subject matter in a systematic order planned so

that it can be easily understood by students. The skills to explain what the lecturer must do can answer the question why and the answer in such a way that it gives rise to an understanding of the benefits and needs of the courses taught for students who listen. Respondents stated that lecturers often conveyed topics and objectives when the discussion was conducted. Respondents stated that lecturers often conveyed the topics and objectives during the discussion.

According to Sardiman (2001), the formulation of goals that are recognized and accepted by students is a very important motivational tool. Because by understanding the goals that must be achieved because it is felt to be very useful and beneficial, there will be enthusiasm to continue learning. The clearer the goals to be achieved, the more directed the efforts to achieve them. This is also in accordance with the learning conditions at the USU Faculty of Nursing, where lecturers often convey goals during discussions both at the beginning and end. Lecturers who often provide support in learning and guidance when the final project is also proven to increase learning motivation (Norrie & Dalby, 2007). Based on the lecture method, the use of simulation methods in the laboratory increases learning motivation. The laboratory simulation method requires students to use cognitive, affective and psychomotor aspects that are owned simultaneously. Activities in the laboratory are one of the basic skills programs as part of the academic education process that is compulsory for all students (DePoter, B., 2004).

Learning in the laboratory by pairing with friends showed improvement in students' communication skills and learning motivation (Yoo & Chae, 2011). Based on the atmosphere of the lecture hall, if a clean lecture hall can always increase the concentration of learning. Slameto (2003) states that the atmosphere of the lecture hall is one of the important factors in learning, the atmosphere of the lecture room is dirty, noisy, heat will not provide comfort to students who study. Therefore, so that students can learn well it needs to create a calm and comfortable atmosphere so that students can concentrate on learning. This is in accordance with the condition of the USU Faculty of Nursing's lecture hall where every room has a fan and air conditioning for extension classes and enough lighting to support student learning motivation. Based on library facilities, sometimes the complete book in the nursing library encourages students to work on assignments quickly. The availability of supporting books for learning in the library is one of the factors that can motivate learning, because with the availability of complete learning material it will facilitate students in lectures (Slameto, 2003). The book collection in the USU library is more complete than the nursing book collection at USU's central library, but students rarely use the USU library facilities. This happened because there was still a lack of interest in students to read and find reference sources for courses. Students prefer to get lecture materials from slides given by lecturers rather than looking for course material from reference books. In addition, most students only visit the library when they are preparing their thesis or final project.

Based on learning facilities, students stated that they were always more motivated to learn if lecturers used LCD media in lectures. According to Panggabean (2009) the majority of USU Nursing Faculty student learning types are visual types. Therefore, the use of LCD is very helpful for students in understanding learning. Based on the support of parents that parents always meet the needs of students in learning, such as books, stationery, etc. This is in accordance with the opinion of Sobur (2003), where the family environment also has a close relationship, especially with regard to efforts to provide student motivation in learning. The family is the main educational institution that is outside the school that provides the main and fundamental contribution in the formation of attitudes, personality and habits. This is in line with the results of Willyana's research (2015), that the higher the family support, the higher the learning motivation and conversely the lower the family support, the lower the motivation to learn. Students who learn will receive influence from parents where the way parents educate their children is very influential on their children's learning. Parents who pay attention to their child's education such as caring about children's learning, meeting children's needs in learning, knowing the progress of children's learning, and helping learning difficulties faced by their children will greatly affect children's success in learning.

4. Conclusion

The greater frequency distribution of extrinsic factors (learning facilities and lecture method) dominates than the intrinsic factor in increasing the learning motivation of USU Nursing Faculty students.

5. Acknowledgement

Authors would like to thank the respondents for all valuable data provided in this research.

6. Conflict of Interest

There is no conflict of interest in this research result.

REFERENCES

- [1] Danim, S. (1994). *Educational Media Communication: Professional Learning Services and Quality of Learning Outcomes*. Jakarta: Bumi Aksara.
- [2] Djamarah, S.B and Zain, A(1997). *Teaching and Learning Strategies*. Jakarta: Rineka Cipta
- [3] FK USU's Department of Nursing. (2007). *Guidebook for Academic Education Program Nursing Study Program*. Medan: USU Press. DePoter, B. (2004). *Quantum Learning*. Bandung: Kaifa.

- [4] Dimiyanti and Mudjiono. (2002). *Learning and Learning*. Jakarta: Rineka Cipta.
- [5] Norrie P., & Dalby D., (2007). How Adult Are Our Learners? A cross-sectional exploration of the learning characteristics of nursing students in a United Kingdom University. *Journal of Research in Nursing*. 12 (4) .p. 319–329
- [6] Malayu, H. (1999). *Organization and Motivation*. Jakarta: Bumi Aksara.
- [7] Pujadi, A. (2007). Factors Affecting Student Motivation: A Case Study at the Faculty of Economics of the Bunda Mulia University. Opened January 29, 2009. from [http:// Business & Management Journal Our Lady of Honor](http://Business & Management Journal Our Lady of Honor).
- [8] Rosmini. (2007). Creating Creative and Fun Learning. Opened on August 29, 2008. from <http://www.sman2mks.com>.
- [9] Sardiman. (2001). *Interaction and Learning Motivation*. Jakarta: Bumi Aksara
- [10] Slameto. (2003). *Learning and Factors Affecting It*. Jakarta: PT. Asdi Mahasatya.
- [11] Sobur, A. (2003). *General Psychology in Historical Paths*. Bandung: Faithful Library
- [12] Syah, M. (2003). *Learning Psychology*. Jakarata: Raja Grafindo Persada
- [13] Ulya, Uly. 2012. The Effect of Interest in Learning and Learning Motivation on Achievement Learning Mathematics Subjects for Class IV and V Students in MI Riyadlotul Ulum Kunir Dempet Subdistrict, Demak Tahun Regency Doctrine 2011/2012. Thesis. STAIN Salatiga. (Online), (<http://Wodrpres.Com>, Accessed December 25, 2016).
- [14] Uno, H. (2007). *Motivation Theory and Measurement*. Jakarta: Bumi Aksara.
- [15] Willyana, M.A.D., (2015). Relationship Between Family Support and Learning Motivation in High School Students. Essay. Not published. Muhammadiyah Surakarta university.
- [16] Yoo, M. S., & Chae S.M., (2011). Effects of Peer Review on Communication Skills and Learning Motivation Among Nursing Students. *Journal of Nursing Education*. 50 (4). p.230-233