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CORRELATION BETWEEN MOTIVATION AND STUDENTS' ACHIEVEMENT IN MIDWIFERY CARE AND DELIVERY PROGRAM IN AISYIYAH UNIVERSITY YOGYAKARTA

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ABSTRACT

Background: Universitas Aisyiyah Yogyakarta is one of the universities that has implemented Competence Based Curriculum (CBC) system. One of the courses that used CBC system is Midwifery Care in Delivery course, which relates directly to the main job of a midwife. However, there are many students who only obtained C (Unsatisfactory) grade, and they need to retake the course meet the standard grade as determined by Universitas Aisyiyah Yogyakarta. One of the factors influencing study achievement is motivation.

Aims: to analyze the relation between study motivation of fourth semester students (academic year 2012/2013) of DIII Midwifery Program, Universitas Aisyiyah Yogyakarta and their achievement in Midwifery Care in Delivery course.

Method: This was a quantitative study with analytical survey method and cross sectional approach.Study population was all 223 fourth semester students (academic year 2012/2013) of DIII Midwifery Program, Universitas Aisyiyah Yogyakarta. 143 of them were selected as study subjects. Data was analyzed using Spearman's Rank Correlation.

Results: The majority of fourth semester students of DIII Midwifery Program had medium motivation in Midwifery Care in Delivery course, with the number reached 96 students (67.1%).Most of fourth semester students of DIII Midwifery Program obtained C (Unsatisfactory) grade in Midwifery Care in Delivery course, with the number reached 67 students (46.9%).There was a significant relation between fourth semester students of DIII Midwifery Program motivation and their achievement in Midwifery Care in Delivery course, where the result of Spearman's Rank Correlation test shows the value of correlation coefficient $\rho = 0.723$ and p value (0.000) $<\alpha$ (0.05).

Conclusion: There was a relation between learning motivation and their achievement in midwifery care in delivery course with a strong degree of correlation. However, further research is expected to discuss all factors that affect the learning achievement such as environment, interests, talents, intelligence, health, learning way, and other variables that can affect.

Keywords: motivation, midwifery care, study achievement

INTRODUCTION

Study achievement is one of the parameter of students' competence in their field of study. One of the indicators of study achievement is the grade achieved by students in their courses as a parameter of how they comprehend their learning in the forms of cognitive, affective, and psychomotor [1]. In the field of medicine, particularly in Midwifery Academy, midwives competence in performing comprehensive midwifery care is one of the required professional competences in the field. One of the courses in the topic of Midwifery Care is Midwifery Care in

Delivery, which relates directly to the main job of a midwife. This course is substantial for midwives to perform their job properly in the field [2].

Midwifery Care in Delivery is one of the courses in Universitas Aisyiyah Yogyakarta that used competence based curriculum system. The data of class A, B, and C academic year 2011/2012 students' grades in this course shows that the number of students who achieved the grade A, B, C, D, and E were 14 (6.3%), 107 (48.0%), 101 (45.3%), 1 (0.4%), and 0 (0%), respectively. This data showed the high number of students who achieved grade C and needed to retake the course to meet the standard grade as determined by Universitas Aisyiyah Yogyakarta [3].

Soraya (2012) states that student's study achievement is influenced by various factors, from the student himself (internal factors) and external factors. Internal factors comprised of physiological and psychological factors, while external factors are including environmental and instrumental factors. Physiological factor related to physical functions such as health, faculty, and other functions. Meanwhile, one of the topics in psychological factors is motivation. Student motivation in every learning activity is substantial in improving his grade [4].

Student motivation is necessary in creating positive learning development. Therefore, authors aimed to analyze the relation between study motivation of fourth semester students (academic year 2012/2013) of DIII Midwifery Program, Universitas Aisyiyah Yogyakarta and their achievement in Midwifery Care in Delivery course.

METHODS

This was a quantitative study with analytical survey method and cross sectional approach [5,6]. Data was collected using questionnaire. This study used proportional random sampling, where the samples were distributed proportionately in each class based on the total samples. The study population was all 223 fourth semester students (academic year 2012/2013) of DIII Midwifery Program,Universitas Aisyiyah Yogyakarta.Data was analyzed using Spearman's Rank Correlation.

Learning motivation is measured by using questionnaire in the form of Likert scale and consist of favorable and unfavorable questions with the category of High (76%-100%), medium (60%-75%), and low motivation (<60%). While learning achievement is viewed and measured from the value of final semester evaluation from midwifery care in delivery course by the category of Excellent (≥ 80,00), Good (70,00-79,00), Unsatisfactory (55,00-69,00), Poor (41,00-54,00) and Failure (<41,00). Before the questionnaire used, the researcher carried out the validation test by using Pearson Product Moment correlation technique and reliability test by using Alfa Cronbach technique.

RESULTS

Overview Research Subjects
The study subjects were fourth semester students (academic year 2012/2013) of DIII Midwifery Program,Universitas Aisyiyah Yogyakartawho took Midwifery Care in Delivery course. There were 143 students who took this course, which comprised of 48 students from ClassA, 48 students from Class B, and 47 students from Class C. The grades of Midwifery Care in Delivery coursewere obtained from second semester, when these students took the course. The number of samples was taken from all population who was agreed to participate as respondent. The total respondents were calculated based on random technique to obtain 143 students.

Students' motivation to academic achievement

Relation between study subjects' motivation and their achievement is displayed in the following table:

| Study Motivation | Study Achievement | | | | | | | | | | Total | |
| | A (Excellent) | | B (Good) | | C (Unsatisfactory) | | D (Poor) | | E (Failure) | | | |
	f	%	f	%	f	%	f	%	f	%	f	%
High	12	54.5	10	45.5	0	0	0	0	0	0	22	100
Medium	2	2.1	51	53.1	43	44.8	0	0	0	0	96	100
Low	0	0	0	0	24	96.0	1	4.0	0	0	25	100
Total	14	9.8	61	42.7	67	46.9	1	0.7	0	0	143	100

As can be seen in the table, majority (54.5%) of the students with high motivation had A (Excellent) grade, while most of the students (53.1%) with mediu motivation had B (Good) grade. However, 96% of students with low motivation only received C (Unsatisfactory) grade. To analyzed relation between study subjects motivation and their achievement, we used Spearman's Rank Correlation in Statistical Program for Social Science (SPSS) for Windows version 15.0software.Study hypothesis was determined by comparing p value from statistical test with significance level $\alpha = 0.05$.

			Motivation	Achievement
Spearman's rho	Motivation	Correlation Coefficient	1.000	.723[**]
		Sig. (2-tailed)	.	.000
		N	143	143
	Achievement	Correlation Coefficient	.723[**]	1.000
		Sig. (2-tailed)	.000	.
		N	143	143

[**]. Correlation is significant at the 0.01 level (2-tailed).

The result of Spearman's Rank Correlationtest shows the value of correlation coefficient $\rho = 0.723$ and p value (0.000) $< \alpha$ (0.05), which means that there was a significant relationbetween study subjects motivation and their achievement.

DISCUSSION

From 143 students in this study, the number of students with high, medium, and low study motivation were 22 (15.4%), 96 (67.1%), and 25 (17.5%), respectively. Students with low motivation did not actively participate in the learning process as they seemed uninterested to improve themselves. The majority of students in this study had medium motivation.

Winkel (2000) states that study motivation is a non-intellectual psychological factor that affects a person's interest in learning something. Students with high motivation will actively participate in the learning process. Teacher can improve study motivation by encouraging the students, engaging their curiosity, using various strategies in the class, stating clear expectation, and providing positive feedback [7].

The study subjects' achievements were assessed by observing their grades. From 143 students, there were 14 of them (9.8%) who received A (Excellent) grade. Meanwhile, the number

of students who received B (Good), C (Unsatisfactory), and D (Poor) grades were 61 (42.7%), 67 (46.9%), and 1 (0.7%), respectively. No student received E (Failure) grade.

During the learning process, a person is expected to experience an improvement in himself. Study achievement is a product of learning process and can be considered as its aim [8]. Generally, learning process can be defined as a comprehensive behavioral process in experiencing improvement in integration of cognitive, affective, and motoric aspects [9].

Usman Effendi translates learning as an individual activity. Every activity requires a stimulus in forms of motivation and the predetermined objective. Optimal result can be obtained by the influence of high motivation and clear objective. This affirms the substantial role of motivation in learning process as it encourages student to actively engage in learning activities to achieve his objective [10].

The result of Spearman's Rank Correlation test shows the value of correlation coefficient $\rho = 0.723$ and p value (0.000) $<\alpha$ (0.05), which means that there was a significant relation between study subjects motivation and their achievement. The correlation coefficient between study subjects motivation and their achievement showed the value of $\rho = 0.723$. This number is categorized as strong correlation as it is in the interval of 0.60-0.799.

Study motivation is one of the factors that affects the success of learning process [11]. Study motivation itself is influenced by student's aspiration, his ability, his environmental condition, dynamic factors and teacher's effort in the learning process. The factors can be classified into internal factors, which include student's aspiration, ability, and condition, and external factors that include student's environmental condition, dynamic factors and teacher's effort in the learning process. The mutual interaction between internal and external factors will improve student motivation, which will lead to the improvement in his study achievement [12].

Sadirman similarly states that study motivation is significant in generating better mood in learning process. This is in line with Choosri and Intharaksa (2010) study, where they found positive and significant correlation between motivation and English proficiency (r =0.184, p<0.05) [13].

However, the results of this study cannot be used as an absolute result in learning process because factors that were not examined have the same impact or influence or may be even greater than the learning motivation. Therefore, to overcome such limitations, further research is needed related to the results of this study by combining the motivation with environment, interests, talents, intelligence, health, learning method or other variables so that the contribution of each variable can be known clearly.

CONCLUSIONS AND RECOMMENDATION

There was a significant relation between fourth semester students of DIII Midwifery Program motivation and their achievement in Midwifery Care in Delivery course, where the result of Spearman's Rank Correlation test showed the value of correlation coefficient $\rho = 0.723$ and p value (0.000) $<\alpha$ (0.05). This study can be used as a reference for Universitas Aisyiyah Yogyakarta especially for DIII Midwifery Program to improve student motivation by optimizing learning principles, learning dynamic factors, utilizing student experience and skills, and developing student's aspiration, and to create a conducive learning environment by improving learning facilities and book collection in the library to improve student motivation. However, the further research is expected to discuss all factors that affect learning achievement such as

environment, interests, talents, intelligence, health, the way of learning, and other variables that can affect.

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