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RELATIONSHIP BETWEEN LEARNING MOTIVATION TO LEARNING ACHIEVEMENT AMONG MIDWIFERY STUDENTS IN IN 'AISYIYAH UNIVERSITY YOGYAKARTA, INDONESIA

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ABSTRACT

Background: *Teaching and learning is a process of conscious purpose. Goals can be informed an attempt to give students the formulation of the expected results after implementing a learning. High-performance students have a good indication to their knowledge. One of the factors that affect student achievement is motivation. The motivation will make students study harder, tenacious, diligent and have full of concentration in teaching and learning. Encouragement in education is one thing that needs to inform to learning in school.*
Aims: *The purpose of this study was to seek the relationship between learning motivation to learning achievement among midwifery students in Universitas 'Aisyiyah Yogyakarta.*
Methods: *It was an analytical study with cross-regional approach. A total of 122 students, invited from the two classes of Diploma IV Program of Universitas 'Aisyiyah Yogyakarta, was selected using proportional random sampling. A questionnaire related to students' motivation and performance was used. The collected data was then analyzed by Spearman test.*
Results: *By the data analysis, we highlight a significant relationship between learning motivation and academic performance in the subjected population (p value < 0.001).*
Conclusion: *The finding alarms a need to pay attention to what can motivate the students to be involved in learning activity. Motivation is one of the key factors to reach high academic performance in Diploma IV Program of Universitas 'Aisyiyah Yogyakarta, Indonesia.*

Keywords: *Learning, midwifery student, motivation, academic performance, achievement*

INTRODUCTION

The education system is said to be qualified when executed interactively learning the process, inspiring a pleasant atmosphere, challenging, and motivating learners to participate actively, creatively and independently according to their talents and interests. The success of the learning process at various levels of education influence by several factors, one of which is the motivation to learn [1]. Teaching and learning is a process of conscious purpose. Goals can be informed an attempt to give students the formulation of the expected results after implementing a learning [2]. Implementation or otherwise of teaching purposes one of which is visible in the achievement of learning achieved by students. With high performance, students have a good indication aware. Students have a good indication knowledgeable.

One of the factors that affect student achievement is motivation. With the motivation, students will study harder, tenacious, diligent and have and have full concentration in teaching and learning. Encouragement in education is one thing that needs to inform to learning in school. Wasty Soemanto states, recognition of one's academic achievement is important, because by

knowing the results that have was informed, the students will be trying to improve their academic achievement. Thereby learning performance can be improved and optimized because students feel motivated to improve learning achievement that has informed previously [3]. Learning motivation of the students in each learning activity plays an important role to improve student achievement in certain subjects [1].

Students are motivated to learn to allow all get the results of learning is also high, meaning that the higher the motivation, the intensity of the efforts and the efforts made, the higher the expected learning achievement gained. On the basis that the author chose the University 'Aisyiyah Yogyakarta as research objects which, in the university' Aisyiyah his individual student midwife educators undergraduate courses the first semester of the 2011/2012 academic year the number of students is 174 people. Where the daily lot of students who choose to live in the environment dorm and there are pick the pace of home for some reason, with diverse areas of origin, this indicates that the university 'Aisyiyah Yogyakarta is one that counts campus existence.

Preliminary studies conducted on ten undergraduate students midwife educators to see the results of final exams and grades obtained are still a lot of subjects that are still unresolved or less than the value determined as follows < 70.00 with a grade point average of them were still below the standard unfavorable ratings are < 2.00 by 1%, cumulative grade point 2.00 to 2.75 as much as 38% while with a cumulative grade point 2.76 to 3.50 as much as 55% and a cumulative grade point > 3, 5 as much as 6% In this portrait that is still quite a lot of students who must repeat to improve the results that have been obtained at this time and given that they have gone through a long process that informed as a graduate, student midwife educator university 'Aisyiyah Yogyakarta necessarily the result of learning achievement expected would be better.

Another fact addressed that some undergraduate students of the 1st half of midwife educators also have learning difficulties. They tell their learning ability so declined and lazy to learn the state of those who live far from parental supervision, so as to make them more like play, walks, spending time in front of the computer and more interested in the virtual world than utilizing the internet as a medium to increase Science. When viewed from the study habits vary, there are learning at a time when dawn, there were examined while listening to music and the other way. Likewise, with classroom lectures environmental conditions they tend to like the atmosphere of a tutorial than expert tuition for the class conditions are less comfortable with college student amount is too much, make them learn The concentration to be decreased, so that make them into lazy to pay attention to the lessons given by lecturers. Not only is it a lot of students who was informed to college just because of the encouragement of parents, their ideals, fiancé, girlfriend, sister, friends, and just because one major in, so because some problems which impact on learning achievement they.

METHODS

This study is a cross sectional study. This model will provide an overview of the research questions that informed to determine whether there is correlation with learning achievement motivation student midwife educator Semester undergraduate university 'Aisyiyah Yogyakarta Academic Year 2011/2012. The population of this study was all of undergraduate students midwife educator university Aisyiyah Yogyakarta academic year 2011/2012 with the number of 175 students. The amount of sample determined by calculating the sample is from 175 the number of the population after do calculation sample showed 122 after it enacted sampling technique in this research is proportional random sampling, In this case, the number of samples will be divided proportionately to each class in agreement with the number of students. With the above formula,

the result of calculation of the number of samples of each class some 61 students. Data collection instrument was used a questionnaire.

The analysis employed in this study were univariate and bivariate. In this study, the variables were analyzed using univariate learning motivation and learning achievement. In this study, statistical analysis using product moment correlation analysis but before analyzing the data, it first tested the review requirements is normality experimental data using the Shapiro-Wilk normality test [4]. If the sample data are not normally distributed then test hypotheses using correlation analysis Spearman rank correlation (ρ) through the program as SPSS.

RESULTS

Subjects in this study were student midwife educator Semester undergraduate university 'Aisyiyah Yogyakarta Academic Year 2011/2012, amounting to 175 students by the number of students per class A kelasnnya that as many as 86 students and class B as many as 89 students. But for GPA taken is the result at the time of the 1st half, while the number of samples taken from all the population willing to become respondent and has been calculated based on simple random sampling so that the number of respondents is 122 people.

Table 1. Distribution of the frequency of the level of motivation to learn.

Learning motivation level	Frequency	Percentage (%)
Good	24	19,7
Enough	62	50,8
Less	36	29,5
Total	122	100

The table 1 shows that studies level of Midwife Educator Program Graduate students learning motivation on learning achievement as many as 24 students (19.7%), enough motivation as many as 62 students (50.8%) and less motivation as many as 36 students (29.5%).

Based on the result showed that the performance index during the 1st half of the respondents, the data obtained as follows:

Table 2. Distribution of the frequency of learning achievement

Level of Achievement	Frequency	Percentage (%)
Satisfy	37	30,3
Very Satisfying	78	63,9
Cum Laude	7	5,7
Total	115	100

As for the level of achievement of students in undergraduate courses midwife educator first half can be seen from the value of the average a Grade = 2.91, sd = 0.37 and = 3.95 while the maximum value of the minimum value = 2.09. While the level of academic achievement is satisfactory (2.00 to 2.75) is 37 students (30.3%), very satisfying (2.76 to 3.50) 78 students (63.9%) and the cum laude (3, 51- 4.00) is as much as seven students (5.7%).

Table 3. The frequency distribution table influence learning motivation on learning outcomes.

Learning motivation	Learning outcomes						Total	
	Satisfy		Very Satisfying		Cum Laude			
	f	%	f	%	f	%	f	%
Good	20	16,4	15	12,3	1	0,8	38	100
Enough	15	12,3	46	37,7	1	0,8	62	100
Less	2	1,6	17	13,9	5	4,1	24	100
Total	37	30,3	78	63,9	7	5,7	122	100

Based on the above table, it is known groups of the table 3 shows that students with good learning motivation and academic achievement satisfactory (2.00 to 2.75) for two students (1.6%). Students who have the motivation to learn enough to satisfy the learning achievements of 15 students (12.3%) To lack motivation and academic achievement satisfy as many as 20 students (16.4%).

Based on the obtained data normality test p-value $(0,000) < \alpha$ (0,05) distribution data is not normal, then use the test Rank Correlation Spearman (ρ) obtained a correlation coefficient of 0.407 and p-value $(0,000) < \alpha$ (0,05). The data analysis shows that there is a correlation of learning motivation to learning outcomes.

DISCUSSION

Based on the results of research on Learning Motivation Relationship with Learning Achievement Student Midwife Educator undergraduate university 'Aisyiyah Yogyakarta Academic Year 2011/2012, showed that there was correlation between achievement and motivation. It acquired from the analysis results obtained through the formula of Spearman Rank correlation coefficient V-value of 0.407 and p-value $(0,000) < \alpha$ (0,05) so Ho rejected, which means there is a significant correlation between learning motivation towards student results. The success of the learning process at various levels of education specified by several factors, one of which is the motivation to learn [5]. While the elements that influence the motivation to learn them is Ideals student, the student's ability, the condition of students, students of environmental conditions, dynamic elements in learning and efforts of teachers in teaching students.

Results for motivation to learn good learning outcomes satisfy (2.00 to 2.75) for two students (1.6%), due to various factors that affect learning as internal factors and external factors. The motivation in students can become weak, the lack of motivation or lack of motivation to learn will weaken the activities so that the quality of learning outcomes will be low. Hence the motivation to learn on students needs to be strengthened continuously, with the aim that students have a strong motivation to learn so that the results can be available optimal learning. Motivation to learn is possessed by students in each learning activity plays an important role to improve student learning outcomes in subjects.

Students who have a high motivation to learn to get the learning achievement is very satisfying (2.76 to 3.50) as many as 17 students (13.9%). Student learning achievement Cum Laude (3,51- 4,00) by five students (4.1%) for students who highly motivated in either category (high) and pretty (being) in learning enables learning outcomes will obtain high, however meaning that the higher the motivation, the higher the learning results obtained. Students do various attempts or efforts to increase the success in learning so as to achieve the success that was satisfactory as expected. This matter accord on Wasty Soemanto researches, learning performance

can be improved and optimized because students feel motivated to improve learning achievement that has informed previously [3].

CONCLUSION

Based on research that has done, the researchers conclude that students who have the motivation to learn enough or are currently as many as 62 students (50.8%). While the views of a Grade is to learn a very satisfying achievement as much as 78 students (63.9%) and there is a Learning Motivation Relationship With Learning Achievement Student Midwife Educator Semester undergraduate university 'Aisyiyah Yogyakarta Academic Year 2011/2012. Supported by the analysis of test results obtained Spearman Rank correlation coefficient ρ value of 0.407 and p-value $(0,000) < \alpha$ $(0,05)$.

Based on research that has been done can be summarized is students of DIV Regular Midwife Educator Program Study in Semester II STIKES 'Aisyiyah Yogyakarta Academic Year 2011/2012 are motivated to learn enough or are currently as many as 62 students, students with high GPA have very satisfied achievement learn as much as 78 students (63.9%), and there is relationship between learning achievement and learning motivation.

Recommendation for this research are: Teachers are expected to direct learners to be more motivated to optimize further the application of the principle of learning, teaching and learning a dynamic element, the use of the experience and abilities of students and the development of the ideals and aspirations of learning. Creating a conducive learning environment by completing a variety of learning resources and complementary bibliography reference books to support the progressive increase student motivation.

Students are Expected always improve learning motivation by trying to please all subjects so that learning objectives can be active and there is no longer that scored less well studied and other researchers for other researchers hoped to address all of the factors that influence the motivation to learn as the environment, interest, talent, intelligence, health and learning to increase knowledge, especially about the factors that influence the motivation to learn.

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