

Research Article

Relationship Between the Lecturer's Role as Motivators to Learning Outcomes of Postpartum and Breastfeeding Midwifery Care Courses on Diploma III Midwifery Students

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ABSTRACT

Education is the process of changing the attitudes and behaviors of a person or group of people through the learning and training process. The lecturer's role as motivators to increase enthusiasm and development of lecturer learning activities is required to motivate students to obtain maximum learning outcomes. This study aims to determine the relationship between the lecturer's role as motivators and postpartum and breastfeeding midwifery care courses' learning outcomes. A type of quantitative research with analytical survey research design and cross-sectional approach. This research was conducted on diploma III midwifery students of STIKes I, with a total sample of 89 students. The data collected by using questionnaires and analyzed by Chi-Square test. The results showed a significant relationship between the lecturer's role as a motivator to learning outcomes of postpartum and breastfeeding midwifery care courses, with a p-value of 0.003. Conclusion: Lecturer's role as a motivator affects postpartum and breastfeeding midwifery care courses' learning outcomes.

Keywords: Lecturer's Role as Motivators, Learning Outcomes, Midwifery Care

Introduction

The advancement of science demands quality human resources. Improving the quality of human resources is a prerequisite for achieving development goals. One of the strategies to improve the quality of human resources in education. Education is a form of manifestation of dynamic human culture and development requirements. Various factors influence education success, including lecturers, students, facilities and infrastructure, educational environment, and curriculum [1][2].

Education is a process of changing attitudes

and the behavior of a person or group of people through the learning and training process. The product that wants to be produced through the learning process is an output that has the ability to carry out its role in the future. This can be realized through a learning process with strategies including (1) guidance, namely providing assistance, direction, motivation, advice, and counseling so that students are able to overcome, solve and cope with their own problems; (2) learning, namely a form of activity in which there is a relationship of interaction in the

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teaching and learning process between education staff and students; and (3) training, which is the same as teaching, especially to develop certain skills [3].

Lecturers are an essential component in the world of education. A lecturer does not merely serve as a teacher [4]. The lecturers' role in learning is as an informant, manager, motivator, director, initiator, transmitter, facilitator, mediator, and evaluator [5][6]. The lecturer's role as a motivator is that the lecturer is a motivator for students to carry out learning activities [7][8]. As a motivator, the lecturer must create classroom conditions that stimulate students to be enthusiastic in carrying out learning activities, both individually and in groups [9][10].

Motivation is a conscious effort to move, direct, and maintain one's behavior to be motivated to act to achieve certain results or goals [11]. Motivation increases the amount of effort and energy a person expends in various activities related to their needs and goals. Motivation determines whether they are pursuing a task enthusiastically and wholeheartedly or apathetically and lazily. In general, motivation increases time on task, which affects a person's learning and achievements [12].

Many factors affect learning outcomes, which are divided into two, namely: intrinsic factor and extrinsic factor. Intrinsic factors are divided into psychological and physiological factors. Extrinsic factors, including social and non-social factors. If one of these factors does not support teaching and learning activities, the learning outcomes that will be achieved by students can be said to be not optimal. Therefore intrinsic factors and extrinsic factors must complement each other [13][14].

To achieve optimal learning outcomes, a person needs to be accompanied by motivation. Motivation is obtained from the lecturer's role as motivators who can guide someone to being better. The existence of a motivation to learn causes a person to be resistant to learning. On the other hand, someone who has little or no interest in learning is easily influenced and is reluctant to learn, which means that motivation greatly affects learning [5].

Motivation encourages students to learn and select actions that accelerate the

achievement of learning goals. Students who are motivated consider learning as a need that must be met. Students are unstoppable until they feel satisfied to learn. Meanwhile, students who lack motivation perceive learning as something that burdens them, leaving their lessons without seriously doing it. Therefore, the lecturer's role as motivators is essential to encourage students to continue learning and reluctant to give up when facing obstacles in the learning process. Thus, students who get the motivation to learn from their lecturers will master the subject matter more to achieve maximum learning outcomes [13].

The role of lecturers is an indicator of student behavior in various interactions that can be seen as central to their role with all components or elements contained in the teaching and learning process, so whether or not the learning process is successful depends on the lecturers' responsibility in carrying out their roles [15].

One of the compulsory courses studied at the midwifery academy postpartum and breastfeeding midwifery care courses. A good understanding of postpartum and breastfeeding midwifery care courses is essential for students who will become prospective midwives because they must provide services in the community to reduce maternal mortality and pain. Such is the challenge for prospective midwives to improve their abilities, skills, attitudes, and more professional behaviors. The success is inseparable from the lecturer's role as motivators in educating their students at the education level. With lecturers' role as good motivators, students are expected to master, understand, and have good learning outcomes.

Based on the results of the initial survey with interviews and disseminating questionnaires about lecturer's role as motivators of postpartum and breastfeeding midwifery care course semester IV diploma III midwifery to 11 students of the STIKes I showed that the lecturers concerned subjects did not provide support/motivation to students to increase the desire and excitement of learning. Students revealed that lecturers rarely give praise to students who are active in learning; the learning methods used are less varied, monotonous so that the learning materials are not followed

well by students. Therefore, students have not fully obtained the maximum learning outcomes, and the author is interested in researching more about it.

This study aims to determine the relationship between the lecturer's role as motivators to the learning outcomes of postpartum and breastfeeding midwifery care courses on semester IV diploma III midwifery students of STIKes I.

Materials and Methods

Types of quantitative research with analytical survey research design and cross-sectional approach. This research was conducted at STIKes I. The samples in this study were all Semester IV diploma III midwifery students of STIKes I academic year 2014/2015, consisting of 89 students.

The primary data was collected directly from the fourth-semester diploma III midwifery student of STIKes I with a questionnaire guide the author made based on a theoretical concept consisting of 20 statements. To see the role of the lecturer as a motivator for the measurement aspect is based on the respondent's answer to all statements made using the Guttman scale, namely Yes = 1 and No = 0. These measurement results are divided into 3 categories, including Very Good (if the answer is yes 16-20 questions or 80 -100%); Good Enough (if the answer is yes 12-15 questions or 60-75%); Not Good (if the answer is Yes ≤11 questions or ≤55%) [16].

The validity test can be done using the Product Moment Test. The level of reliability was tested using SPSS through the Cronbach Alpha Test compared to Table r [17]. The results of the validity test concluded that all (20) statement items for the role of the lecturer as a motivator were proven valid with a sig (2-tailed) value <0.05 and declared reliable, with the calculated r-value (Cronbach Alpha = 0.897) > from the r table = 0.444 respectively.

Secondary data collected by documentation studies in the form of recapitulation of the value of fourth-semester students' study results obtained from the evaluation section of diploma III midwifery STIKes I. Learning outcome measurement results are divided into 5 categories, A (Excellent): 79-100 B (Good): 69-

78 C (Moderate): 58-68 D (Low): 48-57 E (Very Low): <48.

The Chi-Square Test determined statistical significance. P < 0.05 was considered to be statistically significant.

Results and Discussion

Table 1 has shown that out of 89 students, 47 students (53%) stated that the lecturer's role as motivators was good enough, 25 students (28%) stated that the lecturer's role as motivators was not good, and 17 students (19%) stated that lecturer's role as motivators was very good. Most students (53%) stated that the lecturer's role as motivators was good enough.

Similar results about the lecturer's role as motivators at the Muhammadiyah Midwifery Academy Banda Aceh in 2013 that out of 40 students, there were 15 students (37.5%) who stated lecturer's role as motivators were bad and 25 students (62.5%) states the role of lecturer's as good motivators [18].

The present study shows that most of the lecturer's roles as motivators are sufficient (53%) because lecturers cannot provide good support/motivation. Other studies also stated that lecturers' teaching methods affect student motivation [19]. The method used must be innovative, attractive to students in order to increase student motivation in learning [20]. The results of filling in the research questionnaire that has been processed shows that lecturer is rarely given awards through praise to students, rarely give conclusions at the end of lectures, learning methods are less varied and monotonous so that the learning material is not followed properly by students. As a result, they are not enthusiastic and less serious in their studies.

Table 1. Lecturer's Role as Motivator

| No. | Lecturer's role as a motivator | Amount | |
|--------|--------------------------------|--------|-----|
| | | F | % |
| 1. | Not Good | 25 | 28 |
| 2. | Good Enough | 47 | 53 |
| 3. | Very Good | 17 | 19 |
| Amount | | 89 | 100 |

Table 2 has shown that the learning outcomes of 89 students; there are 40 students (45%) including good category, 29 students (32%) including moderate category, 9 students (11%) including excellent category, 8 students (9%) including the very low category and 3 students (3%) including the low category. Most students (45%) obtained good learning outcomes.

Other researchers also mentioned a similar thing in a study on learning outcomes of community midwifery care at the Muhammadiyah Midwifery Academy Banda Aceh in 2013 from 40 students showed that 11 students (27.5%) obtained low learning outcomes, 16 students (40%) obtained moderate learning outcomes, 9 students (22.5%) obtained good learning outcomes and 4 students (10%) obtained excellent learning outcomes [18].

Learning outcomes are the abilities obtained by students after going through learning activities. Learning is a process of someone trying to obtain a relatively permanent form of behavior change. In learning activities or instructional activities, usually, the lecturer sets learning goals. Students who succeed in learning are those who succeed in achieving learning or instructional goals [21].

Most students get good learning outcomes (45%) due to internal motivation that encourages students to learn; they consider learning important to survive and be serious in learning. Motivation determines a person's success. A lecturer plays a very important role in the learning process because he or she can make or break a student if he or she is unable to provide the necessary assistance and direction. Well-motivated students always learn to use their potential optimally by continuously training their strengths. While a small proportion of students who get poor learning outcomes are due to the lack of motivation that students have to learn, they consider learning to be something that burdens them, so they do not study. Meanwhile, to obtain maximum learning outcomes, it is necessary to be accompanied by motivation. Due to the lack of learning motivation given by lecturers, the motivation to learn by students becomes weak as a result of them not being able to master the subject matter

properly, so that they are unable to achieve maximum learning outcomes. The success of a student largely depends on the role played by the lecturer [22][23][24].

Table 2. Learning Outcomes of Postpartum and Breastfeeding Midwifery Care Courses.

| No. | Lecturer's role as a motivator | Amount | |
|--------|--------------------------------|--------|-----|
| | | F | % |
| 1. | Not Good | 25 | 28 |
| 2. | Good Enough | 47 | 53 |
| 3. | Very Good | 17 | 19 |
| Amount | | 89 | 100 |

Table 3 has shown that 89 students, 25 students (28%) who stated the lecturer's role as motivators were not good, including 6 students (7%) learning outcomes very low, 2 students (2%) had low learning outcomes, 9 students (10%) obtained moderate learning outcomes and 8 students (9%) good learning outcomes. There were 47 students (53%) who stated the role of lecturer's as good enough motivators, including 2 students (2%) learning outcomes very low, 1 student (1%) had low learning outcomes, 17 students (19%) obtained moderate learning outcomes, 23 students (26%) good learning outcomes and 4 students (5%) obtain excellent learning outcomes. There were 17 students (19%) who stated the role of lecturers as very good motivators, including 3 students (3%) obtaining moderate learning outcomes, 9 students (10%) good learning outcomes, and 5 students (6%) obtain excellent learning outcomes.

Based on the statistical analysis results with the chi-square test obtained, p-value = 0.003 (p < 0.05) showed a significant relationship between the lecturer's role as motivators with the learning outcomes postpartum and breastfeeding midwifery care courses on diploma III midwifery students of STIKes I. The better the lecturer's role as motivators in learning, the better learning outcomes will be obtained by students in postpartum and breastfeeding midwifery care courses.

Table 3. Cross Tab Lecturer's Role as Motivator and Learning Outcomes of Postpartum Midwifery Care and Breastfeeding

| Lecturers Role as a Motivator | Learning Outcomes | | | | | | | | | | | | p-value |
|-------------------------------|-------------------|---|-----|---|----------|----|------|----|-----------|----|-------|-----|---------|
| | Very | | Low | | Moderate | | Good | | Excellent | | Total | | |
| | F | % | F | % | F | % | F | % | F | % | F | % | |
| Not Good | 6 | 7 | 2 | 2 | 9 | 10 | 8 | 9 | 0 | 0 | 25 | 28 | 0.003* |
| Good Enough | 2 | 2 | 1 | 1 | 17 | 19 | 23 | 26 | 4 | 5 | 47 | 53 | |
| Very Good | 0 | 0 | 0 | 0 | 3 | 3 | 9 | 10 | 5 | 6 | 17 | 19 | |
| Total | 8 | 9 | 3 | 3 | 29 | 32 | 40 | 45 | 9 | 11 | 89 | 100 | |

* Significant at the 0.05 level (2-tailed)

Another researcher also mentioned the relationship of the lecturer's role as motivators and learning outcomes of community midwifery care at the Muhammadiyah Midwifery Academy Banda Aceh in 2013 from 40 respondents, indicating that the chi-square statistical test results obtained p-value 0.012. It can be explained statistically that there is a significant relationship between the lecturer's role as motivators and learning outcomes [18].

According to Prey Katz, one of the lecturer's roles as a motivator is inspiration and encouragement [5]. The lecturer's role as motivators in the lecturer is to encourage students to want to carry out learning activities [9][25]. The lecturer's role as a motivator is important to increase enthusiasm for learning and student learning activities. Lecturers need to motivate students to learn because the learning control lies with the students [26]. Therefore, lecturers must stimulate and provide encouragement and reinforcement to dynamize student potential, foster activity, and creativity so that there is a dynamic in the teaching and learning process [5].

Student learning outcomes are an important element in educational activities, and through student learning outcomes, the framework for national qualifications can be identified [27], and the institutional level of quality [28]. Learning outcomes are characterized by a scale of values expressed as students. To achieve optimal learning outcomes, a person needs to be accompanied by motivation. Motivation is obtained from the lecturer's role as motivators who can guide someone to being better. The existence of a motivation to learn causes a person to be resistant to learning. On

the other hand, someone who has little or no interest in learning will easily be influenced to do things that are not learning, meaning that motivation is very influential in learning resistance [5].

The result of the learning outcome is one important thing in education. Many factors influence the learning outcome, which are internal and external factors. Interest and motivation are internal factors that can be influenced by external factors such as the lecturer factor. One very important thing about a lecturer's role in education is as a motivator to increase students' interest and motivation to achievement [29]. This study indicates that the dominant factor of the lecturer's role as a motivator with the indicator of the delivery of learning objectives, comfort learning, and a variety of learning approaches make students happy to learn and influence the motivation of students to achievement.

The better lecturer's role as motivators, the better student learning outcomes will be. Students who are motivated consider learning as a need that must be met. Students are unstoppable until they feel satisfied to learn. Similar studies reported that students need a strength that encourages them to learn. Motivation encourages students to learn and select actions that accelerate the achievement of learning goals [15]. Meanwhile, students who lack motivation perceive learning as something that burdens them, leaving it without really doing it. This is consistent with Stoltz's opinion that successful people are climber types because they are willing to motivate themselves to get the best in their lives [30].

The motivation was needed to keep learning alive until the desired learning goals can be achieved. Students like this consider learning as a need that must be met. Fulfilling these needs will feel heavy without motivation. Lack of motivation causes students to be less enthusiastic in learning. Therefore, the lecturer's role as motivators is very much needed to encourage students to continue learning, devote all their energy and thoughts, and not easily give up when facing obstacles in the learning process. That makes students resistant to learning and makes it easier for them to master the material given. Thus the researcher concludes that students who get good learning motivation from their lecturers will better master the subject matter to achieve maximum learning outcomes.

Our findings confirm that the lecturer's role as motivators still needs to be improved. It can be seen from the answers of the respondents in the questionnaire. Efforts to increase the lecturer's role as motivators include, among others, arousing student enthusiasm in learning, giving realistic expectations, providing incentives (rewards in the form of praise to students who study in earnest), and directing student behavior by giving appropriate assignments, giving educational punishment, reprimand with a gentle attitude and with friendly and kind words.

Conclusion

This research shows a significant relationship between the lecturer's role as motivators and learning outcomes. The lecturer's role as motivators must be improved because of the better lecturer's role as motivators in learning, and the better learning outcomes will be obtained by students in postpartum and breastfeeding midwifery care courses. It is expected that lecturers should always provide positive motivation for students in learning to be excited to learn and get maximum learning outcomes.

Recommendations

From the findings, we recommended several things, as follows; (1) warning students directly when they make mistakes in classroom, lecturer should choose appropriate words in

order to avoid students feel shy, down, do not have spirit to study; (2) before starting learning, a lecturer should convey learning objectives to students because knowing the learning objectives can increase student interest and motivation in obtaining maximum learning outcomes; (3) teaching in detail is necessary because students have different ability in accepting material, therefore students will easy to understand, and make the material clearly; (4) making procedures before teaching should be done by lecturers because make teaching learning process directionally and focus, well-ordered, the learning process will follow the rules and procedures it is a guide, so it will find good result; (5) Being a lecturer should accept suggestions and considerations it will give feedback from students and lecturers, make students more creative, not egoist, make lecturers reform their selves, can share each other, the lecturers admire their students in order to make teaching learning process well

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