

## **Midwifery students' perception on learning facilities and their motivation to learn**

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### **Abstract**

*Learning motivation is the trigger in a student's self which causes, maintains, and directs learning activities to specific target. Motivation plays a very important role in a student's advancement and development through learning process. The objective of the research was to find out the correlation between students' perception on learning facilities and their motivation to learn at Midwifery Academy of Doctor Rusdi Foundation, in 2014. The research was an analytic survey. The samples were 72 students as respondents, using total population technique. The result of the research, using chi square test at the reliability level of 95%, showed that  $p\text{-value} (0.000) < \alpha - 0.05$  which indicated that there was the correlation between students' perception on learning facilities and their motivation to learn at Midwifery Academy of Doctor Rusdi Foundation, Medan, in 2014. Conclusion of the research was that there was the correlation between students' perception on learning facilities and their motivation to learn at Midwifery Academy of Doctor Rusdi Foundation, Medan. It is recommended that the management of Midwifery Academy of Doctor Rusdi Foundation, Medan, provide complete teaching facilities so that students' motivation will increase, which will eventually influences their learning performance because good learning performance indicates their achieving competence.*

**Keywords:** *Midwifery students' perception, learning facilities, learning motivation*

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### **INTRODUCTION**

Education is a human effort to grow and develop physical and spiritual potential in accordance with the values that exist in society and culture. Efforts are made to instill these values and norms and pass them on to the next generation to be developed in the life and life that occurs in the education process. Therefore, there is no public perfection, where the educational process is made as a human effort to preserve life. In other words, education can be interpreted as a part used for educational purposes or as an aspiration and statement of educational goals.

Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that education is a real and planned effort for the learning process that allows students to perform spiritual tasks, self-control, personality, intelligence, noble character, and skills that require themselves, society and nation (Rohman, 2011).

Learning is an activity that allows a person to gain knowledge, skills and positive values by using various sources for learning. Learning can involve two parties, namely



students as students and lecturers as facilitators, the most important thing in learning activities is the learning process. (Susilana, 2009). Learning is a form of process that is carried out for people who are done privately, as a result of their own experiences in interaction with their environment (Slameto, 2010).

At a general level, students learn by gaining and managing knowledge. Such a process is likely not to produce changes quickly and real. These processes are often a strong foundation for certain levels of change. Assuming that humans have things that are not only what is seen from them, humans have a process of thinking and remembering, humans have motivation and perception, then the process of acquiring and managing knowledge will make each individual student more flexible and free in choosing responses and Act. These assumptions must be inferred from what the students themselves say or do, more than what can be observed from them. The factors that humans have include the ability to think and remember, have motivation and perception are the most important part of an educational process (Sopiatin, 2010).

Learning motivation is the driving force that exists in students that leads to learning activities, maintaining learning activities, and directing learning activities to specific goals (Nugrahani, 2010). Motivation plays a major role in progress, further development of students through the learning process. If the educator's motivation is right on the target, it will improve learning activities. With a clear goal, students will learn more diligently, more energetically and enthusiastically (Slameto, 2010). There are several factors that influence students' learning motivation, namely students' aspirations, students' abilities, students' conditions, students' environmental conditions, dynamic elements in learning and learning, as well as teachers' efforts in teaching students, one of the dynamic elements in learning and learning is facilities learn (Dimiyati & Mudjiono, 2009).

One important aspect in providing quality education is education facilities that can support the effectiveness of activities. Facilities are facilities and infrastructure that must be available to launch educational activities in schools. School facilities can describe school programs or school curriculum, can create a safe, healthy and comfortable atmosphere and can meet educational needs. With the feeling of being happy at school it will increase students' motivation to learn (Sopiatin, 2010).

Midwife education is conducted to produce professional and competent midwives who can reduce maternal mortality in Indonesia. Midwives as one of the spearheads of the provision of health services, especially midwifery to the community, also constantly strives to continuously improve the quality of their services in the form of midwifery care. A midwife must be able to supervise, care, and provide necessary advice to women during pregnancy, childbirth and after childbirth. He also had to lead labor as part of his responsibilities and care for newborns and several months old babies. This treatment includes preventive measures, detection of abnormal conditions in the mother and child, efforts to obtain medical assistance, and the implementation of emergency measures when medical help is not available.

Competencies that must be owned by midwives include: 1) Midwives have the requirements of knowledge and skills in the social sciences, public health, and ethics that form the basis of high quality care in accordance with culture, for women, newborns and their families. 2) Midwives provide high quality care, health education that is responsive to culture, and provides comprehensive services in the community in order to improve healthy family life, planning pregnancy, and readiness to become

parents. 3) Midwives provide high quality antenatal care to optimize maternal health during pregnancy which includes early detection, treatment, and referral. 4) Midwives provide high quality care, be responsive to local culture during childbirth, lead a clean and safe delivery, handle certain emergency situations to optimize the health of women and newborns. 5) Midwives can provide postpartum maternal care and breastfeeding that are of high quality and responsive to local culture. 6) Midwives provide high quality and comprehensive care for healthy newborns up to the age of 1 month. 7) Midwives provide high quality and comprehensive care for healthy infants and toddlers. 8) Midwives provide high quality and comprehensive care to families and groups. 9) Midwives are able to carry out midwifery care in women / mothers with reproductive system disorders (Asrinah, et all, 2010).

Teaching provided in the scope of vocational education must make it possible for participants to do work that characterizes the vocational field, so that activities that appear to be dominant in skills improvement will appear. Learning that is carried out includes learning lab lab which is a teaching system that all participants have the opportunity to carry out a practical work, so that participants will have knowledge and practical skills and will behave according to these skills (Daryanto, 2013).

Teaching in the vocational field requires complete facilities including: midwifery laboratories, midwifery supporting laboratories, libraries, etc., in order to achieve the desired competencies. Based on the background above, the researcher is interested in knowing the relationship between students' perception on learning facilities and their motivation to learn at Midwifery Academy of Doctor Rusdi Foundation, Medan in 2014.

## RESEARCH METHODS

This research is a quantitative study with a cross sectional approach, which is a research design by taking measurements or observations at the same time. Aims of the study is to determine whether there is a relationship between student perceptions of learning facilities and student learning motivation. This study was approved by the Midwifery Academy of Doctor Rusdi Foundation, Medan. The time needed to complete this research is the period from May to September 2014.

This research was conducted at the Midwifery Academy of Doctor Rusdi Foundation, Medan in 2014, with a total sample of 72 students. The sample technique used in this study is the entire population as a sample (total population). This research instrument uses a student perception questionnaire about learning facilities and learning motivation questionnaire that has been tested for its validity and reliability. Before distributing the questionnaire, the researcher first explains the instructions for filling in the respondent so that there is no error in filling. respondents were also asked to sign an agreement to become a respondent if the respondent agreed. then the questionnaire is distributed to be filled out. then the processing and data analysis were carried out using SPSS version 20 with chi square test.

Data processing has several stages: 1. Editing is done by checking the completeness of the answers to the questionnaire with the aim that the data is processed correctly so that the processing of data provides results that describe the problem under study. 2. Coding is changing the data in the form of sentences or letters into numbers or numbers. Coding is very useful in entering data (data entry). 3. Data entry (data entry) or Processing data, namely the answers of each respondent in the form of "code" (numbers or letters) entered into the program. One that is used for data entry is the SPSS for

Window program package. 4. Cleaning (cleaning) if all data from each respondent has been entered, it needs to be checked again to see the possibility of errors in the code, then make corrections or corrections. (Notoadmodjo 2010)

### RESULTS AND DISCUSSION

To prove the influence of the students' perception on learning facilities and their motivation to learn the researcher used the chi-square test and obtained the following results:

**Table 1.** Cross Tabulation Relating students' perception on learning facilities and their motivation to learn at Midwifery Academy of Doctor Rusdi Foundation, Medan, 2014.

Student Perception About Learning Facilities	Student Learning Motivation						Total		$\chi^2_{test}$	P-Value
	High		Moderate		Low		F	%		
	f	%	f	%	f	%				
Good	23	31,9	6	8,3	0	0	29	40,3	46,075	0,000
Enough	16	22,2	23	31,9	2	2,8	41	56,9		
Less	0	0	0	0	2	2,8	2	2,8		
Total	39	54,2	29	40,3	4	5,6	72	100		

The table shows that as many as 29 students who have good ratings, 23 students (31.9%) are in the high motivation category. 41 students who had enough ratings, 23 students (31.9%) were in the moderate motivation category. And of the 2 students who had less assessment, they were in the low motivation category (2,8%). He results of the statistical test with Chi-Square test showed that the value of  $\chi^2_{test}$  (46,075) > (9,488) and p value = 0,000 < 0,05 Means that Ho is rejected and Ha is accepted, so there is a relationship between students' perception on learning facilities and their motivation to learn at Midwifery Academy of Doctor Rusdi Foundation, Medan 2014.

Based on the results, students who have a good assessment of learning facilities are highly motivated, students who have sufficient assessment have moderate motivation, and students who have less motivated assessment. From this, it can be concluded that the better students' perceptions of learning facilities, the higher the students' motivation to learn, but the lack of students' perceptions of learning facilities, the lower their learning motivation.

Motivation plays a major role in the progress and further development of students through the learning process. If the motivation of educators is on target, it will increase learning activities. With clear objectives, students will learn more diligently, more passionately and enthusiastically. There are several factors that influence student learning motivation, namely student aspirations, student abilities, student conditions, environmental conditions of students, dynamic elements in learning and learning, as well as the teacher's efforts in teaching students, one of the dynamics of elements in learning is learning facilities.

One important aspect in providing quality education is educational facilities that can support the effectiveness of activities. the meaning of the Facility is the tool and infrastructure which must be available to start educational activities in schools. School facilities can describe school programs or school curriculum, can create a safe, healthy and comfortable atmosphere and can meet educational needs. Feeling happy at school will increase student motivation to learn. Psychologically, motivation is an effort that can cause a person or certain group to move their heart to do something because they

want to get satisfaction with what they do (achieve the desired goal) (Subini, 2012). According to Mc. Donald, motivation initiates a change of energy in each individual human being, marked by the appearance of one's sense of affection, and arises because of a purpose (Sardiman 2011).

Complete and appropriate facilities or teaching tools will facilitate the acceptance of learning materials given to students. If students readily accept lessons and master them, then learning will become more active and more advanced. Facilities needed such as books in libraries, laboratories or other media. Most schools still lack media in terms of quantity and quality. Working for a good and complete teaching tool is very necessary, so that teachers can teach well so that students can receive lessons well (Slameto, 2010).

According to Doni, if the higher the support of students' perceptions of learning facilities at school, students' motivation will be higher. This is consistent with the study of the theory and frame of mind in this study, where learning facilities in schools are identical with educational infrastructure that can help, facilitate, and facilitate learning activities. Schools must have complete learning facilities, adequate and in good conditions such as: good school buildings, adequate classrooms, libraries that can provide needed library materials, full textbooks, and complete laboratories. With complete and adequate learning facilities at school, students will have a good and positive perception of facilities and infrastructure at school and can stimulate the growth of student learning motivation (W, 2013).

Complete and appropriate teaching facilities or equipment will facilitate the reception of learning material given to students. If students are ready to receive lessons, learning will become more active and more advanced. Facilities needed such as books in the library, laboratory or other media. A good and complete teaching tool is very necessary, so the teacher can teach well so that students can receive lessons well (Slameto, 2010).

### CONCLUSION

The conclusion of this study is the correlation between students' perceptions of learning facilities and learning motivation at the Rusdi Foundation Midwifery Academy, Medan. It was suggested that the management of the Midwifery Foundation's Midwifery Academy, Medan, provide complete teaching facilities so that student motivation would increase, which would ultimately affect learning performance because good learning achievement showed the achievement of their competence.

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