



THE RELATIONSHIP OF LEARNING QUALITY TO THE LEARNING MOTIVATION OF UNDERGRADUATE HEALTH ADMINISTRATION STUDENTS IN THE ONLINE LEARNING PERIOD

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ABSTRACT

Learning is the interaction of students with education and learning resources in a learning environment. Based on the researcher's experience while serving as a lecturer, it was known that the objectives to be achieved from learning were still relatively low. Indicators of the problems that occurred included complaints from lecturers about the lack of responsiveness of learning in participating in lecture activities, namely the final grades obtained by students for several courses were not evenly distributed. In teaching and learning activities, motivation could be said as the overall driving force in a person that causes learning activities and ensures the continuity of learning activities, and provides direction to learning activities so that the goals desired by the learning subjects can be achieved. The research design in this study was a research design with a quantitative descriptive approach. The population in this research were all health students at STIKes RS Husada, and two other higher education institutions, the samples used were students of level 1, II, and III Health Administration. in STIKes RS Husada, STIKes Pamenang Pare Kediri, STIKes Brebes, the time in this study was from April to December 2022. The univariate was concluded that from 131 respondents, it was found that the quality of learning at most was good with a total of 89 (67.9%), based on the student motivation variable, the results were 126 (96.2%), while the results of the bivariate analysis were based on the Chi-Square table. Tests showed that there is a strong and positive relationship between the quality of learning and student motivation to learn with a sig value of 0.000, which is <0.05.

Keywords: covid-19; e-learning; health administration; student

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INTRODUCTION

The situation of COVID-19 pandemic, which has no longer reduced the range of patients, has not only affected the economic system in the Indonesian country, but has resulted in a global influence on all sectors of human life, including the education system in Indonesia (Amir et al., 2020). The COVID-19 pandemic has made the online learning system an alternative to learning during the pandemic to prevent the spread of the COVID-19 disease (Amir et al., 2022). Online lectures that students attend seem to be unvaried and not innovative, making students' perceptions in online learning unattractive and the subject matter cannot be received optimally (Denni, 2020). In addition, it was also found that there was an influence of *blended learning* models affecting student motivation and interest, having difficulty adapting to the use of technology (Sabri & Hastono, 2019) (Rahman et al., 2022). In contrast to research it was found that the results of research by students who

underwent blended learning methods experienced an increase in understanding and motivation to learn (Alam, 2018). In addition, student learning motivation significantly affects student learning achievement in AMIK Bina Sriwijaya Palembang Informatics program students. Online learning media products can improve the quality of learning for kulia media subject (Alam, 2018). The e-learning method is new in the world of education, so it is necessary to conduct further research to find out whether there is an impact on the quality of learning on learning motivation during the COVID-19 pandemic (Apriyanti & Aini, 2022).

Based on the experience of researchers while devoting themselves as lecturers, it is known that the goals to be achieved from learning are still relatively lacking. Indicators of this problem include complaints from the teaching team about the lack of absorption of learning in following learning activities, namely students' final scores on several courses that have not been evenly satisfactory, such as the final score of the MK in Psychology and Self-Development from 27 students who got an A- (1 person), a B + grade (15 people) and 11 other people got a B-. There are several problems that cause the low quality of the learning process, including student motivation to find sources relevant to the lecture material, a large enough number of students so that when lecturers conduct lectures online, it is found that students do not answer when absent (students are said to take advantage of the online lecture situation to carry out other activities besides studying), students lack focus, So that when given questions by lecturers, they cannot give answers properly. The picture of the conditions above shows how important the steps and efforts to find alternatives are to improve the quality of learning and student motivation so that the results to be achieved in the learning process activities can be optimal.

Computers are one of the technological items chosen to be used as process aids and have great potential for the quality of learning. This computer is a tool that can display various types of media that can be called multimedia, such as images, videos, animations, sounds, etc. so that it can stimulate more indra in students themselves, material presented with an animated display will help facilitate the understanding of the material and learning activities to be even more interesting. The quality of operational learning can be an institution of synergistic systemic linkages between teachers, students, learning methods and also learning media that will later produce an optimal learning process and results in accordance with curriculum obligations. An increase in the achievement of initial learning objectives including learning in art, achieving these goals in the form of increasing student knowledge, skills and developing the attitudes of all students through the learning process carried out in class is one of the results of learning quality (Jamaluddin et al., 2020).

Media itself comes from the Latin "Medium" which can be interpreted as an intermediary or introduction, media itself is a means of distributing messages or learning information that the source of the message wants to convey to the recipient of the message (Febrianti & Kadang, 2022). The definition of learning has a definition According learning media is a technology that carries a message that can be used for learning purposes and as a physical means to convey the material presented by the teacher (Puspitarini & Hanif, 2019). The state and self-drive in an individual who will do everything to achieve a certain goal is a motive that must be cultivated early. Even in learning if the motives of the educator or learner are weak will lower the level of perseverance of the student. According to Sardiman that motives are the driving force from within the student who can encourage learning activities that ensure the continuity of activities and change the direction of learning activities (Sardiman, 2012), so

that the goals n desired by the subject can be achieved as in the book said that motivation is a condition that moves humans towards a goal (Dornyei, 2001).

METHOD

The research design used in this study is a research design with a quantitative descriptive approach, the population in this study is all health students at STIKes RS Husada and the other two institutions. Sample is a part of the population whose value or characteristics are measured and will later be used to estimate the characteristics of populasi (6) In this study the sample used was students of levels 1, II, and III of Health Administration at STIKes RS Husada, STIKes Pamenang Pare Kediri, STIKes Brebes, Research activities were carried out by pada 3 higher education institutes, from April to December 2022.

RESULT

Table 1.
Respondent Characteristics Analysis

Variable	n	Percentage (%)
Quality of Learning		
Good	89	67.9%
Enough	25	19.1%
Less	17	13%
Student Motivation		
High	126	96.2%
Low	5	3.8%

Based on table 1. 1 known frequency distribution based on the quality of learning from 131 respondents obtained good results of 67.9%, enough 19.1% and less 13% while student motivation obtained high results of 96.2% and low 3.8%.

Table 2.
Bivariate Analysis

Variable	Quality of Learning				Total	P- Value	
	Good		Less				
	f	%	f	%			
Motivation							
High	93	77.5%	27	22.5%	120	100	0,000
Low	4	36.4%	7	63.6%	11	100	

Table 2 shows that Respondents with good learning quality and high motivation obtained results of 93 (77.5%) and low motivation and lack of learning quality obtained results 7 (63.6 %) . The results of statistical tests with *Chi Square* obtained a value (P Value 0.000) $>\alpha$ (0.05), so it can be concluded that H0 is rejected, which means that there is a meaningful relationship between the quality of learning and motivation. study.

DISCUSSION

The results of this study are in line with research conducted by Lin which obtained the results of The research results conclude that 1.digital learning presents better positive effects on learning motivation than traditional teaching does (Lin & Chen, 2017). Based on the results of research conducted by (Hanrahan, 2007) it shows that there is a positive and significant relationship between learning motivation and science learning and extrinsic motivation which

could lead to deep involvement in learning are constrained by a preponderance of teacher-centred methods of instruction.

The same thing was also stated by (Kusuma, 2021) entitled "Contribution of Learning Quality, Learning Motivation and Student Learning Discipline to Class VIII Cultural Arts Learning Outcomes at SMP Negeri 2 Abiansema" obtained the result that there was a contribution to the quality of learning with learning outcomes at a contribution of 14.8% and an effective contribution of 7.47%; and there is a relationship between learning motivation and learning outcomes with a contribution of 17.4% and an effective contribution of 11.53%.

Learning Quality is the level of effectiveness of the learning process in achieving learning objectives. The quality of learning can be seen in terms of learning processes and outcomes. In terms of process, learning is said to be of high quality if all or at least most (75%) of students are actively involved both physically, mentally and socially, in the learning process in addition to showing high enthusiasm for learning. Improvement in the quality of learning can be measured by indicators of increasing student activity and creativity, increasing learning discipline, increasing learning motivation, and student learning achievement in the learning process.

Motivation as the main factor in learning functions to cause, underly, and drive learning actions. According to the results of research through direct observation, most students who are motivated will actively try, appear dashing, do not want to give up, and read hard to improve learning outcomes and solve the problems they face. On the contrary those who are low-motivated, seem indifferent, easily discouraged, their attention is not drawn to learning as a result of which students will have learning difficulties. Motivation moves the individual, directs actions and chooses the learning goals that are considered most useful in the individual's life. Studying motivation will then be found why the individual does something because the individual's motivation cannot be observed directly, while what can be observed is the manifestation of that motivation in the form of behavior that appears to the individual will at least approach the truth of what is the motivation of the individual concerned.

Based on the results of research conducted (Balqis, 2015) with the title "The Relationship Between Learning Motivation and Student Learning Outcomes in Science Subjects" it shows that there is a positive and significant relationship between learning motivation and science learning achievement in grade IV students at SDN Karang Tengah 05 Tangerang. This means that the higher the student's learning motivation, the higher the student's learning achievement. With a correlation index of 0.637, with a calculated t of 5.714 and a coefficient of determination of 0.405, it means that motivation contributes 40.5% to science learning achievement. While 59.5% is determined by other factors.

CONCLUSION

The results of 131 respondents were obtained, the results of good learning quality (67.9%) lack of learning quality (13.0%) and sufficient learning quality (19.1%). Learning Motivation is high (96.2%) and Learning Motivation is low (3.8%), There is a relationship between the quality of learning and the motivof learning. It is hoped that with this research, lecturers and students will be more able to improve the quality of learning and can motivate students to be more active in learning. Through this research, it is hoped that it can be useful, giving insight into knowledge for future researchers who will continue their research on the quality of learning with belar motivation.

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