

# The Relation Between Motivation and Independence Learning with the Students Achievement in Nursing Academy Prima Jambi 2014

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**Abstract:** *The academic life of a campus is lied on the keywords of learning motivation and independence in the learning towards the students, so that the students are able to be independent, proactive, critical, and creative in achieving the good learning achievement. This research is a descriptive-analytic, with the cross-sectional approach to determine the relationship between motivation and independence, with academic achievement. The population in this study were 73 respondents, with a sample of 66 respondent's taking wayssampling, by the total sampling technique. The validity test of the instrument is used a correlation coefficient of product moment, and the reliability test is used a Cronbach Alpha. The study is analyzed by using a multiple linear regression. Analysis result of univariate is gained that the motivation and learning independence of the students of academic year 2011/2012 in the academy of nursing Prima was relatively less high, based on the total score that is obtained, namely 2396 and 2535. From the analysis result of the relationship between learning motivation and learning independence with learning achievement, it is obtained  $R = 0.712$  which is included have a strong relationship. It is expected to the Academy of Nursing Prima Jambi to provide an opportunity for the students to improve their learning motivation and the learning independence, by providing a campus environment, where the students can perform an exploration toward their cognitive abilities, so that it is expected their academic achievement can be increase well.*

**Keywords:** learning motivation, independence of learning and learning achievement

## 1. Introduction

The study evaluation nationally was carried out without any government intervention at all, because the function of the government in promoting the education sector were the financial support and legality. Educators are given an empowered to draw up their own curriculum, according to the needs of the learners. Learners are encouraged to work independently by effort to try to find by self the information they are needed, students are also given by a special autonomy to determine the exam schedule of the subject that had been mastered, without have to do the tasks from educators, that is only created an uncomfortable learning environment.

From the explanation above, it can be concluded that the education system in Finland, is demanded the independence and motivation of educators and learners in the learning process, so it is finally delivered its country was in the top position as the most successful country in managing its national education.

The National Education in Indonesia has function to develop an ability and to form a character, as well as the national civilization<sup>1</sup>. The college may can be an academic, polytechnic, high school, institution or university with the education, so the humans being clever because in their education, they learned and learning about something that have not known yet to be known<sup>2</sup>.

The new life of a student brought to the two very different situations that is related to the teaching and learning system,

that is applied in the high school and in college. In high school, students intended as the recipients of educational materials from educators, contrarily in the college, the students are expected to be more active in the developing a lecture material that is provided by the lecturers.

The most prominent difference, between academic life during high school and college life, actually is lied on a key of learning motivation and learning independence. The main provision that is required by a student was adjust the college life to be independent, proactive, critical and creative<sup>3</sup>.

In the educational process, there is happened a learning process that was changing the orientation of the student's thought from who did not know to be know about something. Basically, that process of learning was a process of changing in the human personality and that change is spilled out in the improving of the behavior quality and quantity, such as such as increasing of skill, knowledge, attitudes, habits, understanding, skills, thinking, and other skills<sup>4</sup>.

That process of course would be evaluated, to determine their achievement of learning outcomes, as a form of success size in the learning process. For that, from the results of the evaluation, we can classify the achievement level of learning outcomes from each students.

Student's achievement of course would also be influenced by many factors as well, such as: motivation to learning and learning independence of the students itself. In addition there were also factors that can impede the student's achievement, namely: lack of self-discipline and discipline in learning,

either at home or at school, such as a lack of self-awareness to learn by own self, lazy to learn, less of time to learn, less discipline in learning, there was feeling lazy to learn at home in the afternoon or evening, a lot of free time that is not utilized properly<sup>5</sup>.

Based on the initial survey in July that was carried out by the researcher, it is obtained an interesting experience, the results of interview with some of the students of nursing academy Prima Jambi, namely there are some students who do not have any own lecture notes, because that students are quite satisfied to learn by a photocopy of their friend's lecture notes, there were some students who do not prepare for the course material that will be taught by the lecturer, so it is seemed very foreign, because the students have not been studied previously, there were some students who do not repeat the lecture material that has been given by the educator as soon as possible, by a reason there were still opportunities in other time to repeat that material, there were some students who learn to come close to the semester exam or when there was a task from the educator that is required an understanding, there were some students who only have *hand out* from the educators only and do not have any other sources of reference, such as book, internet access and so on.

From the explanation above, it can be concluded that the motivation and learning independence of the third semester students in Nursing Academy Prima Jambi was still low. Another data that is obtained from the evaluation of student's learning outcomes of level 2, academic year 2011/2012 as follows:

**Table 1.1:** IPK Level II Academic Year 2011/2012

Students	Semester	Student Achievement Index			
		3,50-4,00	2,75-3,49	2,00-2,74	<2,00
Level II	I	5,4%	38,3%	42,4%	15,9%
	II	1,3%	12,3%	63,2%	23,2%
	III	2,7%	57,5%	36,9%	2,9%

From the table above is showed that the achievements index that is gained by the students of level II, during 3 semesters (semester I, II and III) is still classified as low, due to the 'compliment' category with IPK was about 3.50 to 4.00 for the first semester was about 5, 4%, second semester was about 1.3%, and the third semester was about 2.7%, while for the 'satisfy' category with IPK was about 2.00 to 2.74, the percentage was very large, about 42.4% for the first, 63.2% for the second semester, and for the third semester is reached about 36.9%. This was very contrary to the expectations of the educators, which is should be expected high, on the category by 'compliment'.

Thus, it can be concluded that the IPK of second level student in academic years 2011-2012 was still low. Surely, this is became an issue, where if it is associated with the vision and mission of the Nursing Academy, that was to create a professional nurse, it is not enough with a low Achievement Index, because the one of the indicators to create a professional nurses, it must be mastering their competence field.

Mastery of an own competence is can not be separated from the mastery of the material that is submitted by the educators

in the learning process that finally would be evaluated in the form of a written exam or practice exam, and final result of the evaluation is obtained a grade point average (IPK) of each student.

From the explanation above, the problem formulation of this research was: what the relation of learning motivation and learning independence, with the student's learning achievement of fourth semester in AKPER PRIMA Jambi 2014.

## 2. Research Method

This research was descriptive analytic study, with the cross sectional approach<sup>6</sup>. The population in this study were all fourth semester students amount to 73 students, with the sampling technique was a *total sampling*<sup>7</sup>. This study is used an univariate analysis, with the scale ranges and bivariate of *multiple linear regression test*<sup>8</sup>. The data that is used in this study are derived from the primary data namely questionnaire that is distributed to the students and the secondary data in the form of a list of fourth<sup>9</sup> semester student's IPK. The data collection was conducted on 24-25 September 2014 in AKPER PRIMA Jambi.

## 3. Results

### 3.1. Univariate Analysis

This analysis is used a range of scales, that is aimed to describe the motivation, independence and learning achievement of students of fourth semester Nursing Academy PRIMA Academy Year 2014

#### a. Motivation

Based on the analysis of each items of statement that has been categorized in the range of scale is derived a results from 15 statements in the questionnaire, it is contained about 12 items, where the acquisition of its total sub-score in the category of high-less motivation and 3 items of another statements that are included into the category of high enough. Then the acquisition of the total score for the whole of questionnaire statement items of motivational variables (X1) was 2396, it is included to the category of high-less.

#### b. Independence

Based on the analysis of each items of statement, that has been categorized in the scale range is derived the results from 15 statements in the questionnaire of independence, there were about 11 items where the acquisition of its total sub-score in the category of independence was high- less and 4 other items of statements, that is included into the category of high enough. Then the acquisition of the total score for the whole of questionnaire statement items of motivational variables (X2) was 2535, it is included in the category of high- less.

#### c. Learning Achievement

Based on the analysis result, after the student's grade point of fourth semester is gained, then it is averaged to see the achievement level of the students, so it is obtained the average of grade point (IP) of fourth semester students was 2,7, it is included in the category satisfy (C).

### 3.2. Bivariate Analysis

This analysis is used a multiple linear regression test, that is aimed to determine the relation of independent variables (motivation and independence) with the dependent variable (learning achievement) partially by using the t test and simultaneous with f test.

#### a. The relation between motivation and learning achievement.

The result of multiple linear regression test, the relationship between learning motivation and learning achievement was about 0.637, with the significance level of 0.05 (5%). The correlation coefficient that is marked positive was describe a direction of the positive relationship, while the close relationship between learning motivation and learning achievement are included to the strong category was  $r = 0.637$  ( $r$  is lied between 0.6-0.799).

#### b. The relation between Independence with the learning achievement.

The result of multiple linear regression test, the relationship between learning independence and learning achievement was about 0.659, with the significance level of 0.05 (5%). The correlation coefficient that is marked positive was describe a direction of the positive relationship, while the close relationship between learning motivation and learning achievement are included to the strong category was  $r = 0.659$  ( $r$  is lied between 0.6 to 0.799).

#### c. The Relation of self motivation and independence, with the learning achievement

The result of multiple linear regression test, the relationship between learning independence and learning achievement was about 0.721, with the significance level of 0.05 (5%). The correlation coefficient that is marked positive was describe a direction of the positive relationship, while the close relationship between learning motivation and learning achievement are included to the strong category was  $r = 0.721$  ( $r$  is lied between 0.6 to 0.799).

## 4. Discussion

This research was a descriptive analytic study, with the cross-sectional approach which is aimed to determine the relationship of learning motivation and independence, with the student's achievement of fourth semester AKPER PRIMA Jambi 2014. The conceptual framework of this research was linking between independent variables (motivation and independence) and the dependent variable (learning achievement). In this study were collected at the same time.

Data collection is conducted in the campus of AKPER PRIMA, on 24 until 25th September 2014. The collecting data is conducted through the filling of questionnaires, so that the quality of the data is depended on the honesty of the respondents to reply the proposed statements. The data collection of independent variables (motivation and independence) and the dependent variable (learning achievement) were collected simultaneously in the same time, so that each of the observed variables can be described as below.

## 1. Overview of Learning Motivation

From the analysis towards the statement about motivation, as much as 15 statements that are given to the 66 respondents, answered the purpose of the research to know the description of learning motivation and achievement of fourth semester's students of Nursing Academy Prima Jambi 2014, and then data result that is obtained to be included into the classification of motivation level, and it is obtained the results that the description of student's learning motivation of fourth semester at the Nursing Academy Prima Jambi 2014 was high-less. It is based on the total score of the whole questionnaire calculation that was about 2396, where the value was in the category of high- less.

According to Yamin (2013), motivation was the driving force of the psychic inside of person. Students who motivated in itself so they will be serious in study, thus the learning achievement that is achieved will also be good

If it is associated with the acquisition of a low number of scores, it can be concluded that the students at the Nursing Academy Prima Jambi is still less motivated in using a variety of references, while the using of many references in the learning, of course it will support the student's knowledge and understanding would be broader and deeper than the using of reference that was only a few, as well as the attention that was focus, when the lecturer is explained the stages of practice, the fourth semester's students was still lack of focus in following of any stages of the practice from the lecturer, of course, it would be different its understanding when the students was heard and attention carefully than was merely to attention it.

Then by using of many references, that is related with the using of learning resources that was a library. The fourth semester's students was still lack in taking an advantage of the library. This is evidenced based on the acquisition of the sub-total that was still high-less. Students who diligently to visit the library, would gain many of reference books that will support its knowledge, so that when the students were doing the tasks from the lecturer, so the result would be better than was only simply relying on a bit of a reference book<sup>10</sup>.

It can be concluded that student's learning motivation was high-less still, it is needed an increasing of a motivation by students in the Nursing Academy Prima Jambi, either the motivation from within him/herself, or motivation from outside, so that by increasing of the motivation, would be increase its academic achievement.

## 2. Description of learning Independence

From the analysis result towards the questions about the independence of learning as much as 15 questions that were given to 66 students to answer the purpose of the research, that was to know a description of the learning independence of fourth semester's student in the Nursing Academy Prima Jambi, which then the data result that is obtained would be added to the classification of the learning independence level, that is gained the description of the learning independence's result of fourth semester's student in nursing academy Prima Jambi was high- less. It is based on the total score of the whole questionnaire calculation, that

was about 2535, where that value is included into the range of the variable assessment of independence was about 1783 to 2574 in the classification of high- less.

The Independence in learning was a strong foundation for the success of the study to achieve a satisfactory progress.

Based on the result of the study, that is conducted by the researcher was describing that the learning independence of fourth semester's student in the Nursing Academy Prima Jambi 2014 was high-less. In this case, it can be analyzed on the sub-total acquisition of the questionnaire declaration of independence variable (X2) that was from 15 statements, it is contained about 11 statements that its acquisition of the total was in the category high-less and 4 further statement items are included in the category of high enough. The statement in the 11 of that item was discussing about the optimism of the students to do their own examination, without any helping of a friend. It is described that the awareness of fourth semester's student about him/herself responsibility in doing the test was is still high-less, either its discipline in learning, comprehending the learning materials, or realizing and choosing the learning goals<sup>11</sup>.

So that, when the students are faced an examination, there was no any optimism sense to do an exam itself, in the other words, they are expected the cheat sheet from his/her friends. Conversely, if that students have any self-independence in terms of learning, by searching many references, discipline in the study, serious in learning, of course it would be arise an optimism sense in him/her to do the exam itself<sup>12</sup>.

In addition, another statement was discussing of the student's awareness about learning as the needs, so that the students can be doing the self-control, such as a made a daily study schedule, studying with a friends, studying by oneself in the library when the lecturer did not come. Related to this study, actually the awareness of that thing was still very low on the fourth semester's students in AKPER Prima Jambi, it is based on the total sub-score that is obtained was still in the category of high-less<sup>14</sup>.

From the explanation above, it can be concluded that the students at the Nursing Academy Prima Jambi was still lack in applying the independence in learning.

### **3. The relation of motivation and Learning achievement**

Based on the data analysis that has been calculated through the analysis of *multiple linear regression*, with the 't test' is obtained that 't count' was about 3.345 and 't table' was about 1.998. Here we can see that t count > t table was meaning that  $H_0$  is rejected and  $H_a$  is accepted, it means that the learning motivation had any significant relationship with the student achievement, from this analysis was also found any correlation coefficient about 0.637, that was in the strong category. Motivation is very involved in the study, with this motivation, students would increasing the interest, willingness and high spirits in the study and diligent in the learning process, the motivation, and by motivation was also the outcomes quality of the student's learning can be realized<sup>15</sup>.

This was consistent with the research that is conducted by<sup>16</sup>, that there was a significant relationship between the level of

motivation to learn, with the level of student's achievement, so that the motivation to learn is needed to improve the learning achievement. But in the research of relationship that is occurred in the low category, this is caused because on the result was only categorized on three levels, namely high, medium and low. It was contrast with this study, the category of the research result are divided into 5 namely very high, high, enough, high-less and extremely high-less. So that, by the distribution of these categories that were quite a lot, of course the results were also to be very accurate to see the closeness of the relationship between the variables<sup>17</sup>.

Based on this study, that there was a significant relationship between motivation and learning achievement, so that it is required the ways to improve the learning motivation, in order the learning achievement was also to be good. Some of ways can be held such as the optimization of application of the learning principles, optimization of the dynamic elements of teaching and learning, optimization of the using of learning resources, as well as the development of the ideals and aspirations of learning<sup>18</sup>.

Optimizing of the learning principles here, can be form of the concern principle, liveliness, direct involvement in learning, repetition of learning, stimulation and challenge, giving feedback and reinforcement, the principle of individual differences among students, to optimize these principles was necessary an appropriate learning strategies that is tried to reduce the obstacles encountered in the optimization process. The optimization of dynamic elements was also necessary to be held<sup>19</sup>.

This matter can be done by way of the need the creativity in preparing the tools of learning with the students. It also can be done by utilizing the learning resources outside the campus. Optimizing the experience and ability of the students are also needed to be done to motivate the students, by allowing the students to catch in accordance with their ability and experience, the relation between learning experience at this time with past experience and the student's ability, doing the excavation of the experience and the capability of the students, for example through the oral or written tests and give the student the opportunity to compare what is being studied with the ability and experience they have<sup>20</sup>. The ideals and aspirations were also very important to be developed, as an effort to motivate the student's learning, to improve their learning achievement in a way 'recognizing' the aspirations and ideals of the students, it must be communicate that introduction result to the students and parents, made a programs that can develop the ideals and aspirations of the students<sup>21</sup>.

So, by seeking the things above, it is expected the learning motivation of the students would be increase and the academic achievement would also to be good.

### **4. The Relation between Independence with Learning Achievement.**

Based on the data analysis that has been calculated through the analysis of *Multiple Linier Regression*, it is obtained t count was about 3.857 and t table was about 1.998. Here was seen that t count > t table means that  $H_0$  is rejected and  $H_a$  is accepted, it means that the learning independence has a

significant relation with the Learning achievement, from this analysis was also known the correlation coefficient value about 0.659 which was in the strong category. The most of fourth semester's students of Nursing Academy Prima Jambi were applying the learning independence to take the lecture in the college level, were still at a level high-less, so that there were students who its academic performance was only in a satisfactory category.

This is evidenced by there were some students who did not have their own lecture notes because that students are quite satisfied with the learning from a photocopy of his/her friend's lecture notes, there were some students who learnt come close to the semester examination, another some of the students are also relied on the handouts from the lecturer without having any another references<sup>22</sup>.

While for today's era, the students were highly charged to be more active in seeking the material on the learning resources which have already very much and very easy to be access. The students did not enough by only to accept what is presented by the educators, but rather to the development and deep understanding of the lecture's material, because at the college level, the material understanding that is expected as a capital of the students in entering the workforce. In this case, it can not be denied that the independence is needed by the students to achieve the goal of learning, to get any good achievement.

This study result is also in step with what was observing by<sup>23</sup>, that the learning independence was the one of the most important elements in the learning process, because it is involved to the student's initiative. Students who have any self-independence in learning have had the values that have to be attentive by themselves and considered that learning was not an onerous but it was something that have become a necessity for the students to improve their achievement. By placing the learning activity become a necessity, it was of course would encourage the students to be more active in doing learning. This matter would be realized by the persistence of the students in learning, the students will take the initiative by themselves to learn without any expecting the encouragement from others, students will have any willingness and the responsibility sense for solving their own learning problems, students would be conduct the learning activity by ownself independently, did not dependent on the others, the learning independence will be achieved if the students were actively control their own everything that they were doing, evaluating and the further was planning something that was deeper in the learning that is traversed and the students are also wanted to be active in the learning process<sup>14</sup>.

### **5. The Relation between motivation and independence with the academic achievement**

Based on the data analysis that has been calculated through the analysis of *Multiple Linier Regression* with the F test is obtained F count was about 34.012 and F table was about 3.143. Here it was seen that F count > F table means that  $H_0$  is rejected and  $H_a$  is accepted, it was means that the learning motivation and learning independence were togetherly have any significant relation with the learning achievement. From this analysis is obtained the value of  $R = 0.721$  in the strong

category. This thing was due to the motivation of the students, either from inside or outside, would be consequence for the level of independence in their learning. As better and higher as the motivation of the student, so it would be better and the higher the degree of their learning independence. Motivation was to be very important, if it is associated with the self-independence and learning achievement. Motivation was a source of power that is driven a students to undertake the learning activity in achieving the goal. Motivation was also a plan or desire for the success and avoid the life failure<sup>24</sup>.

In other words, if the students have already had a high motivation, so that students would be conduct an independence in the learning, because by the existence of the good motivation, so it would be higher the level of student's curiosity about the matter, the encouragement from the student's insides to seek any information about what they are wanted to know, so that the learning independence was a wise choice that would be done by them, to realize that their high curiosity.

Many ways that can be taken by the students in applying a learning independence, it can be utilize the learning resources, held the discussions with the lecturers and a friends, accessing the internet or joining the TV program that is related with what they are wanted to know. By doing an independence in learning, students will be deepen the study of the material that is presented by the lecturers, by their own way, the learning initiative would be appear without any coercion from the others, it would be embedded the responsibility sense in solving problems in their own learning, without expecting any helping from others and thus the understanding level from the learning material would be deeper and better, so that the achievement from the learning's objectives in the form of learning achievement will also to be good.

This result is supported by the study that is conducted by the researcher, that was stating if the learning motivation to learning independence have a significant relationship with the student achievement, the students are motivated well and automatically will be doing a form of the learning independence that was also good. By doing these two things, certainly the learning achievement will also to be good.

But here, it should be emphasized that were many factors that are affected the student's achievement, they were not only the motivation and self-independence, so that some of the authentic study with this study, has any different level of the relationship. This matter could be due to the division of the result category, the scale is used to measure the research variable, and the different characteristics of the respondent, so that it was different the affecting factors of its learning achievement<sup>17</sup>

### **5. Conclusion**

Based on the study results of motivation and learning independence with the student's achievement of fourth semester in Nursing Academy Prima Jambi 2014, so it can be concluded as the objectives of the research as follows:

1. Overview of learning motivation, learning Independence and learning achievement of the students.
    - a. The learning Motivation of fourth semester's student in Nursing Academy Prima Jambi 2014 was high-less. This is based on the total score of the whole questionnaire calculation that was about 2396, where the value was in the category high- less.
    - b. The learning independence of Fourth semester's student in Nursing Academy Prima Jambi 2014 was high-less. This is based on the total score of the whole questionnaire calculation that was about 2535, where the value was in the category high- less.
    - c. The learning achievement of the fourth semester's students in Nursing Academy Prima Jambi 2014 was satisfactory. this is based on the acquisition of IPK's average of fourth semester was about 2.7.
  2. There was a significant relationship between learning motivation and learning achievement of the students of fourth semester in Nursing Academy Prima Jambi 2014. This matter is based on the analysis results of the *multiple linear regression* of the relationship between learning motivation and learning achievement were about 0.637, by the significance level was about 0.05 (5%) . the correlation coefficients that is positive marked was describe a direction of the positive relation, while the relation between the learning motivation and learning achievement are included in the strong category was  $r = 0.637$  ( $r$  is lied between 0.6-.799).
  3. There was a meaningful relation between the independent learning and the learning achievement of the fourth semester's students in Nursing Academy Prima Jambi 2014. This thing is based on the result analysis of the *multiple linear regression*, the relationship between learning independence and learning achievement was about 0.659, with the significance level of 0.05 (5%). The correlation coefficient that is marked positive was describe a direction of the positive relationship, while the close relationship between learning motivation and learning achievement are included to the strong category was  $r = 0, 659$  ( $r$  is lied between 0.6 to 0.799).
  4. There was a meaningful relationship between learning motivation and learning independence with the learning achievement of fourth semester's student in Nursing Academy Prima Jambi 2014. This is based on the result analysis of *linear regression*, the relationship between the learning motivation and learning independence was about 0.721, with the significance level of 0.05 (5%). The correlation coefficient that is marked positive was describe a direction of the positive relationship, while the close relationship between learning motivation and the learning independence are included to the strong category was  $r = 0.721$  ( $r$  is lied between 0.6 to 0.799).
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