The Relationship between Learning Independence and Learning Motivation with Student Academic Achievement

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Abstract

Learning independence and learning motivation is very important to student academic achievement. Many efforts have been made to improve student achievement in the Nursing Diploma Study Program at the University of Timor, but the results have not been as expected. This study aims to identify the relationship between learning independence and learning motivation with the academic achievement of students of Unimor Nursing Study Program. The method used is descriptive and correlative with the cross-sectional approach. The sample was Unimor Nursing Diploma Study Program students, recruited by a total sampling of 46 people. The results showed that forty-six students of the Nursing Study Program at the University of Timor completed a questionnaire containing a Liker scale of 1-5 for learning independence and learning motivation. Student academic achievements are obtained from the academic division of the Nursing Diploma Study Program. Pearson Chi-Square analysis at an alpha of 0.05 shows that there is no relationship between learning independence and learning motivation with student academic achievement [p-value> 0.05]. The conclusion is that there is no relationship between learning independence and learning motivation with the academic achievement of students of the University of Timor Nursing Study Program.

Keywords: learning independence, learning motivation, academic achievement, learning achievement

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. Education has an important role and has a positive influence on all areas of human life and development with various aspects of his personality. The influence of education can be seen and felt directly in the development and life of society, groups, and individuals. In

addition, education also determines the human model that will be produced and education makes a very large contribution to the progress of a nation.(Wulanningtyas & Fauzan, 2022)

The national education system must be able to ensure equal distribution of educational opportunities, and improve quality and the relevance and efficiency of education management to face challenges following the changing demands of local, national, and global life so that it is necessary to carry out education reform in a planned, directed and sustainable manner. The role of education continues throughout the ages from the past until now. The success of educators does not only depend on educators who are always required to be able to teach professionally with good methods and curriculum, but the active role of students in the learning process also determines the success of education. Timor University as a national education sub-system which also organizes the educational process is required to produce young people who will later participate in building the country through their potential. The learning process is a complex matter for students and determines whether learning occurs or not so students are required to be active and independent in their learning.(Septantiningtyas & Nisa', 2022)

Learning outcomes are the learning achievements of students as a whole which are indicators of competence and the degree of change in the behavior of a student. This is very closely related to the purpose of education itself which is divided into three domains, namely: cognitive, affective, and psychomotor. However, in reality, the learning outcomes of nursing students do not reflect the actual achievement of educational goals. This is known from the evaluation results from the Unimor Nursing Study Program where learning is still more oriented towards achieving target completion of the material, as well as the lack of student motivation in learning, the use of media and learning models that are not varied, and learning that is still teacher-centered.(Pangesti et al., 2022)

Various efforts were made to improve student academic achievement, including improving the quality of lecturers, procuring adequate books and learning tools, completing laboratory facilities, and improving educational facilities and infrastructure such as the availability of internet networks. But all these efforts still seem to be running in place. Students are impressed that they have not shown optimal learning independence.(Role et al., 2022)

Independence shows the existence of confidence in one's ability to solve problems without special help from others. an independent individual is an individual who can stand alone, can solve the problems he faces, can make his own decisions, has initiative, and is creative, without ignoring the environment. Learning independence does not mean independent learning or studying alone, but learning on their initiative, with or without the help of other relevant people to make important decisions in meeting their learning needs.(Sujono et al., 2022)

Motivation and independent learning are two important things in achieving a goal. Motivation is the basic impetus that drives a person to behave. A person's motivation starts from the need, desire, and drive to act to achieve the needs or goals that will be realized through performance. This urge is in a person who moves to do something that is following his inner urge. Therefore, someone's actions based on certain motivations contain a theme according to the underlying motivation. Motivation is closer to wanting to carry out tasks to achieve goals.(Henschel et al., 2022)

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Literatur Review

Previous researchers of nursing students in Makassar found that not all students with high learning motivation had good academic achievement and vice versa, students who had low learning motivation had good academic achievement. The same thing was also found in the Nursing Study Program at the University of Timor, every time you graduate you rarely find outstanding students from this study program. Many efforts have been made to improve student achievement but this has not yet had an impact on changing student academic achievement.(Hasanah et al., 2022)

Based on the description above, the researchers identified the relationship between learning independence and learning motivation with the academic achievement of students of the Nursing Study Program at the University of Timor. The purpose of this study was to identify the relationship between learning independence and learning motivation with the academic achievement of students in the Nursing Study Program at the University of Timor.(Devi Febrianti et al., 2022)

Research methods

The design of this research is quantitative correlative with the cross-sectional approach. The sample was Unimor Nursing Diploma Study Program students, recruited by a total sampling of 46 people. Data collection was carried out in September 2022. The inclusion criteria were 1) having completed the second and fourth semesters of the 2021/2022 academic year; 2) willing to become research respondents; and 3) being not currently on academic leave. The exclusion criteria were being sick or on academic leave, first-semester students had not finished their second semester and were not willing to be respondents.

Characteristics of respondents including age, gender, and length of the study period were collected using a questionnaire. The learning independence questionnaire was adopted from Hidayati & Listyani (2010), consisting of 20 Likert scale question items with a point range of 1-5, each of which was given a score of very inappropriate (1), not suitable (2), quite appropriate (3), appropriate (4) and highly appropriate (5). interpretation is determined based on calculations, namely very high (85-100), high (69-84), moderate (53.68), low (37-52), and very low (20-36). This questionnaire has been tested for validity by previous researchers with validity (alpha <0.05) and reliability coefficient lava (Cronbach alpha) of 0.879. Furthermore, related to student learning motivation using a questionnaire developed by Bakhtiar (2022). The questionnaire has been tested for validity at alpha <0.05 and the Cronbach alpha value is 0.944. Regarding the learning achievement of students in the Diploma of Nursing, the score is taken from the academic section of the Diploma of Nursing study program at the University of Timor. Both questionnaires were distributed to students and filled in independently without coercion from anyone was issued by the University of Timor LPPM number 272/UN60.6/PP/2022. Students who met the inclusion criteria were recruited as respondents and directed to fill out a questionnaire after receiving an explanation regarding the aims and objectives of the research. The informed concern is signed as proof of the respondent's willingness. Researchers keep this confidential.

All collected data were analyzed using SPSS software. Univariate data analysis used descriptive analysis including frequency distribution, and percentage (categorical data), while

numerical data using the mean/average, and standard deviation. Bivariate analysis used the pearson chai square correlation test to identify the relationship between learning independence and learning motivation with student academic achievement. The degree of significance assigned to the statistical test in this study is $\alpha = 0.05$.

Results and Discussion

A total of 46 respondents completed filling out the questionnaire, the average age was 20.80 years (SD = 1.985), the youngest is 18 years and the oldest is 26 years. Average iP 2.89 (SD = 0.259), the lowest IP was 1.84 and the highest was 3.59 (table 1). The majority (89.1%) are female, and 60.9% are starting college in 2021. There are 95.7% of respondents have high learning independence and 82.6% have high learning motivation.

iP Even Semester FY 2021/2022 shows that 54.35% of students have iP in the range of 2.75-2.99 while students who have iP in the range of 3.50-4.00 are only 4.35%. There are 17.38% of students who have an IP below 2.75.

Personal chi-square analysis showed that there was no significant relationship between learning independence (p value=0.883) and learning motivation (p value=0.812) and student achievement. Regarding learning independence, 2 students had low learning independence their learning achievement was included in the good category (iP between 2.76-3.50). In contrast, students with high learning independence, even though they had very good (4.5%) and good (75%) learning achievements, still found 18.2% achievement only in the moderate category (IP: 2.00 - 2.75) even 2.6% other learning achievement was less (iP< 2.00). Regarding learning motivation, 8 respondents had low learning motivation, 75% of them had good learning achievement, on the other hand, for students with high learning motivation, there were 15.8% of sufficient academic achievement and even 2.6% of them had poor academic achievement (iP < 2.00).

Our findings show that 50% of Unimor nursing students have high learning independence and even 45.65% have very high learning independence. Only 4.35% have learning independence while none of the nursing students even have low learning independence. Our findings are in line with previous researchers from the Nursing Study Program at Advent Indonesia University in Bandung who reported that nursing student learning independence during the Covid-19 pandemic found 86.7% high learning independence, however, our findings are different from research from Sultan Agung University Semarang which found that 59, 6% of nursing students at Sultan Agung University in Semarang have low learning independence, only 1% have high learning independence and the rest have moderate independence.(Mathis et al., 2022)

Good independent learning implies that the lecture system implemented in the Nursing Diploma Study Program at the University of Timor has a positive impact on students. In general, student learning independence is influenced by internal and external factors. Internal factors are genetic and hereditary, meaning that there are genes (genotypic traits) that have the potential to be expressed through transcription and translation which can be passed from parental to filial. External factors are factors from the environment, including all external elements that interact with students, including family, peers, lecturers, and so on. External

factors can also include social phenomena, namely attitudes, and behavior.(Wulanningtyas & Fauzan, 2022)

Our findings show that 47.83% have high learning motivation and even 34.78% have very high learning motivation. Only 4.35% have low learning motivation and the rest are moderate learning motivation. Our findings are in line with previous research from the Sandi Karsa Makasar Polytechnic Nursing Study Program which reported that 84.8% of students had good learning motivation, while the rest had poor learning motivation. Previous researchers from the Faculty of Health Sciences, University of Tribuana Tunggadewi Malang also reported that there was 65.8% of nursing students have good learning motivation, and the rest have moderate learning motivation.

Motivation has an important function in learning because motivation will determine the intensity of student learning effort. Good motivation in learning will improve the quality of student learning outcomes. Every student needs the motivation to keep going and be successful in their activities. Without good motivation in doing something, the work will not run well. Motivation is defined as the driving force contained in a person to be able to carry out various activities to achieve certain goals.(Cheng & Chen, 2022)

Our findings show that the average iP of students is 2.89. There 54.35% have it in the range of 2.75-2.99 while students who have iP in the range of 3.50-4.00 is only 4.35%. There are 17.38% of students who have an IP below 2.75. Several students who have a grade point average below the standard [2.75] are a separate threat because one of the requirements for taking the scientific writing exam at the Timor University Nursing Study Program is a grade point above 2.75 (Regulation of the Chancellor of the University of Timor, 2021). This low-grade point index is probably because students still do not have a high commitment to getting good grades so students do not perceive this as a threat.

Our findings show that there is no relationship between learning independence and academic achievement of students in the Nursing Diploma Program at, the University of Timor (p-value> 0.05). This finding is different from previous research which stated that learning independence had a significant effect on student learning achievement, but our findings were in line with the results of a study of 148 students of the HKBP Nommensen University Medical Faculty which reported that there was no relationship between learning independence and student learning achievement.

Students who have high learning independence will try to complete the tasks given by the lecturer according to their potential, whereas students who have low independence will depend on others. Various phenomena that occur in the context of the learning process, such as truancy, cheating, and looking for leaks on exam questions indicate a lack of independence in learning.(Liu et al., 2022)

Previous research has explained that interaction and collaboration between students and educators can increase learning independence. Student learning independence can be shown in various characteristics such as self-confidence, initiative, responsible, utilizing various learning resources, and applying appropriate learning strategies. Learning independence greatly determines student success in the learning process. Furthermore, independent learning is useful for developing expertise in a professional career. Professional nursing practice is largely determined by the qualifications of professional nurses who have the characteristics of lifelong

learners. Independence in learning that is used continuously to develop nursing practice refers to the student's commitment to improving their professional abilities.(Wang et al., 2022)

Learning motivation is a trigger factor for students to further increase their interest in learning to increase their academic achievement. In this case, motivation aims to achieve achievement. Motivation consists of intrinsic and extrinsic. Motivation is achieved through respect for altruism, and self-exploration. This study investigates learning independence and student motivation and their impact on academic achievement. We found no significant relationship between learning motivation and student academic achievement (p-value> 0.05). We found students who had low learning motivation had good academic achievement (75%), on the contrary, there were 18.4% who had high learning motivation but whose academic achievement was classified as low.

Our research is in line with previous studies stating that motivation and academic achievement do not have a significant effect. Further analysis showed that 60% in a given academic year failed to complete their studies within the allotted three years, and this was repeated in the following two academic years with an increase of 13.3% in the final year. The quality and quantity of motivation change with cognitive development as students mature from one year to another. In contrast to previous studies, learning motivation has a positive and significant effect on student academic achievement. Other research states that student motivation drives their academic success. Similarly, the regression analysis revealed that motivation was a stronger predictor of academic achievement (IPK).(Tetiana & Vsevolod, 2022)

Several variables are predicted to increase one's persistence in trying, namely intrinsic value, self-efficacy, use of cognitive strategies, and self-regulation. This means that motivation is not solely the main factor in efforts to obtain academic achievement but other determining factors must be considered in efforts to improve student academic achievement including self-efficacy, support from the closest people, learning support facilities in libraries and laboratories, and others.(Chen et al., 2022)

In addition, intelligence Quotient (iQ), talents, interests, expectations, and the environment play an important role in student achievement. iQ is the level of one's intelligence that greatly influences one's learning process and allows one to obtain good academic achievement. Talent is the potential that a person has to achieve success in the future. If a person's talent is in line with the field being studied, it will be very easy to achieve good learning achievements. Interest is related to a high interest in something. The higher a person's interest in the learning process, the higher the chances of obtaining good learning achievements(Low et al., 2022).

Hope is something that can increase and move a person towards achieving goals. The higher one's expectations, the more earnest one is in achieving his expectations. Another factor that also affects learning achievement is environmental factors. The social environment including friends, educators, and family also influences efforts to achieve good academic achievement. In addition, the physical environment in the form of a campus, infrastructure, and residence (house or boarding house) also plays a role in forming a conducive learning atmosphere. This condition will affect one's comfort, concentration, and discipline in the learning process and this will certainly greatly impact one's learning achievement.(Zhao et al., 2022)

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The results of this study indicate that there is no relationship between learning independence and learning motivation with learning achievement in students of the Nursing Study Program at the University of Timor. This could be due to the learning achievement measured in this study only using semester iP scores which did not reflect the actual learning quality of students in the Nursing Study Program at the University of Timor. This is due to the academic system that implements remedial exams and also clinical learning practices in hospitals. This is one of the weaknesses of this research. It is necessary to consider further research to examine the relationship between learning independence and learning motivation with learning achievement as measured by theoretical exam scores and clinical learning practices in hospitals because this will better describe actual learning achievement.(Zhu et al., 2022)

Conclusion

There is no relationship between learning independence and learning motivation with the academic achievement of students of the Nursing Diploma Study Program at the University of Timor. It is suggested that in future research, it is necessary to further analyze what factors influence learning independence and learning motivation that has an impact on student achievement in the Nursing Study Program at the University of Timor.

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