
THE RELATIONSHIP BETWEEN INTRINSIC LEARNING MOTIVATION AND STUDENTS LEARNING ACHIEVEMENTS IN NURSING ASSISTANT DEPARTMENT AT VOCATIONAL HIGH SCHOOL 8 BATAM

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Abstract

Intrinsic learning motivation is a strong drive or desire that comes from within a person to achieve optimal learning achievement from within themselves. Students will be more enthusiastic and responsible for the learning activities they participate in, which can be beneficial for their needs in achieving satisfactory learning achievement. This study aims to determine the relationship between intrinsic learning motivation and learning achievement in students majoring in Nursing Assistant at SMK Negeri 8 Batam. This study uses a cross-sectional method. The number of samples in this study was 91 students majoring in Nursing Assistant with a technique of total sampling. The research results showed that univariate analysis of the frequency of high intrinsic learning motivation was obtained by 40 students (43.9%), results of the frequency of student achievement increasing were obtained by 52 students (57.1%), and students who have high intrinsic learning motivation with increasing learning achievement are 31 students (34.1%). Meanwhile, bivariate analysis use Chi Square shows a p-value of $0.007 < 0.05$, meaning that there is a significant relationship between positive intrinsic learning motivation and student achievement in the Nursing Assistant Department of SMK Negeri 8 Batam. Students are advised to be more active in asking questions during the teaching and learning process and to independently repeat the lessons they have learned to prepare for the exam.

Keywords: Intrinsic Learning Motivation, Achievement

HUBUNGAN MOTIVASI BELAJAR INTRINSIK DENGAN PRESTASI BELAJAR SISWA JURUSAN ASISTEN KEPERAWATAN DI SMK NEGERI 8 BATAM

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Abstrak

Motivasi belajar intrinsik merupakan dorongan atau keinginan yang kuat yang berasal dari dalam diri seseorang untuk meraih prestasi belajar yang optimal dari dalam diri sendiri, siswa akan lebih bersemangat dan bertanggung jawab atas kegiatan belajar yang diikutinya dapat bermanfaat bagi kebutuhannya dalam mencapai prestasi belajar yang memuaskan. Penelitian ini bertujuan mengetahui adanya hubungan antara motivasi belajar intrinsik dengan prestasi belajar pada siswa jurusan Asisten Keperawatan di SMK Negeri 8 Batam. Penelitian ini menggunakan metode *cross-sectional*. Jumlah sampel pada penelitian ini adalah 91 siswa jurusan Asisten Keperawatan dengan teknik yaitu *total sampling*. Hasil penelitian menunjukkan bahwa analisis univariat frekuensi motivasi belajar intrinsik tinggi diperoleh 40 siswa (43,9%), frekuensi prestasi belajar siswa mengalami kenaikan diperoleh 52 siswa (57,1%), dan siswa yang memiliki motivasi belajar intrinsik tinggi dengan prestasi belajar meningkat adalah 31 siswa (34,1%). Sedangkan analisis bivariat menggunakan uji *Chi Square* menunjukkan *p-value* $0.007 < 0,05$, artinya terdapat hubungan yang signifikan antara motivasi belajar intrinsik secara positif dengan prestasi belajar siswa Jurusan Asisten Keperawatan SMK Negeri 8 Batam. Siswa disarankan lebih aktif bertanya saat proses belajar mengajar dan melakukan pengulangan secara mandiri terkait pembelajaran yang sudah didapatkan untuk mempersiapkan ujian.

Kata Kunci : Motivasi Belajar Intrinsik, Prestasi

INTRODUCTION

Learning is a process that everyone goes through throughout their life as one of the basic human needs. Learning will be successful if students as academics are able to recognize changes that occur in their surroundings. This is caused by one of the factors of a good and smooth student life, namely the decline in students' physical and mental health, especially psychological or physical health such as intelligence levels, interests and talents, attitudes, and motivation (Aryani & Molli, 2020).

Achievement is a topic of study that attracts attention considering that it is an indicator of a person's success in achieving a certain level of education. (Firdaus, 2017). Achievement is a problem that often arises for students in the learning process, because when someone already has achievements within themselves, they will receive positive reinforcement and self-motivation to continue to improve their learning outcomes.

According to Hamzah B. Uno (2016) motivation is a drive within a person to try to make better behavioral changes in meeting their needs. This kind of drive plays an important role in a person's success in learning. It often happens that students who have poor academic achievement are not caused by their lack of ability, but because of the lack of motivation to learn so that students do not try to direct all their abilities.

Strong motivation from within is a basic component in student learning, with awareness, interest and encouragement to achieve optimal learning achievement from within themselves, students will be more enthusiastic and responsible for the learning activities they participate in which can be beneficial for their needs in achieving satisfactory learning achievement (Safitri, 2017). Thus, learning achievement and

intrinsic learning motivation are inseparable and must be balanced because they will affect learning achievement.

MATERIAL AND METHOD

This study was conducted on students at SMK Negeri 8 Batam in 2024, using the total sampling method. The respondents of this study were 91 students majoring in Nursing Assistant. The research was conducted in June 2024. The data collection tool used a questionnaire filled out by the respondents, with data analysis using univariate analysis to determine the frequency distribution of independent variables and dependent variables and bivariate analysis to see the relationship between independent variables and dependent variables.

RESULTS AND DISCUSSION

1. Result

Based on the results of the study entitled "The Relationship Between Intrinsic Learning Motivation and Student Learning Achievement in the Nursing Assistant Department at SMK Negeri 8 Batam". Respondent frequency distribution data were obtained based on the results of the study, as follows:

a. Univariate Analysis

In this study, there are two characteristics of respondents, namely Intrinsic Learning motivation and student learning achievement, as can be seen in the following table:

Table 4.1

Frequency Distribution of Intrinsic Learning Motivation of Nursing Assistant Students at SMK Negeri 8 Batam

	Criteria	Frequency	Percentage
Intrinsic Learning Motivation	High	40	43,9%
	Medium	34	37,4%
	Low	17	18.7%
Total		91	100%

Based on table 4.1, it is known that students majoring in Nursing Assistant at SMK Negeri 8 Batam with the results of 91 respondents who have intrinsic learning motivation with high criteria are 40 respondents, medium criteria are 34 respondents (37.4%) and low criteria are 17 respondents (18.7%). This means that based on this study, most students majoring in Nursing Assistant at SMK Negeri 8 Batam have intrinsic learning motivation with high criteria.

Table 4.2

Frequency Distribution of Student Learning Achievement in Nursing Assistant Major at SMK Negeri 8 Batam

	Criteria	Frequency	Percentage
Learning Achievement	Increase	52	57.1%
	Decrease	39	42.9%
Total		91	100%

Based on Table 4.2, it is known that there are 91 students majoring in Nursing Assistant at SMK Negeri 8 Batam. Students who have learning achievements with an increase in grades from odd to even semester are 52 students (57.1%), while 39 others (42.9%) experienced a decrease in grades in the even semester. It can be concluded, based on the data above, most students majoring in Nursing Assistant at SMK Negeri 8 Batam have an increase in grades from odd to even semester.

b. Bivariate Analysis

Bivariate analysis is an analysis conducted to determine the relationship between 2 variables. In this analysis, two measurements are taken for each observation. In bivariate analysis, the samples used can be paired or independent with their treatments. Bivariate analysis is a type of analysis used according to the condition of the number of variables. This simple analysis can produce very useful tests. Bivariate analysis in

this study aims to determine the relationship between intrinsic learning motivation and student achievement in the Nursing Assistant Department of SMK Negeri 8 Batam. The statistical test used is the chi-square test using SPSS software.

Table 4.3
The Relationship Between Intrinsic Learning Motivation and Student Learning Achievement in Nursing Assistant Department at SMK Negeri 8 Batam

	Learning achievement						<i>P Value</i>
	Increase		Decrease		Total		
Intrinsic Learning Motivation	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	
High	31	34,1	9	9.9	40	43,9	0.007
Medium	14	15,3	20	22.0	34	37,4	
Low	7	7.7	10	11.0	17	18.7	
Total	52	57.1	39	42.9	91	100	

The results of the study in table 4.3, a total of 91 students who have a high level of intrinsic learning motivation with increasing learning achievement are 31 students (34.1%), and those who have decreasing learning achievement are 9 students (9.9%) with a total of 40 students (43.9%). Students who have a moderate level of intrinsic learning motivation with increasing learning achievement are 14 students (15.3%), and those who have decreasing learning achievement are 20 students (22%) with a total of 34 students (37.4%). While having a low level of intrinsic learning motivation with increasing learning achievement are 7 students (7.7%), and those who have decreasing learning achievement are 10 students (11%) with a total of 17 students (18.7%). The results of the Chi Square test with a p value = 0.007 <0.05 means that H₀ is rejected and H_a is accepted, which means that there is a relationship between intrinsic learning motivation and learning achievement in students majoring in Nursing Assistant at SMK Negeri 8 Batam.

DISCUSSION

a. Intrinsic Learning Motivation

The research results were obtained from 91 students majoring in Nursing Assistant at State Vocational School 8 Batam, the majority of students had high intrinsic learning motivation, as many as 40 students (43.9%).

Motivation shows the drive that arises consciously or unconsciously by the situation and has a specific purpose. Intrinsic motivation is a strong drive or desire that comes from within a person (Fadhilah, 2017). Learning motivation is very important to encourage the desire to learn because it plays a role in determining a person's perseverance in learning. Someone who has been motivated to learn something will try to learn it well and diligently, in the hope of achieving good achievements (Umboh, 2017).

In a study conducted by Evy Safitri (2017) from 72 students, 62 students (88.57%) had high level learning motivation. Another study by Nirwana Firdaus (2017) found that 79 students (55.6%) from 142 students had high level learning motivation.

Researchers compared the results of the study, related theories and previous research results, there are still students who are not fully motivated during the teaching and learning process at school. This is because the majority of students answered never on the indicator of the question of desire and desire to learn which was found as many as 44 out of 51 students (86%). This must be a special concern for the school to make students more passionate and have a high desire to learn, such as creating a fun learning atmosphere for students, so that it will have an impact on high learning motivation for students.

b. Learning Achievement

In this study, it was found that from 91 students majoring in Nursing

Assistant at SMK Negeri 8 Batam through analysis of respondents' exam scores in odd and even semesters, it was found that the majority of students were 52 students (57.1%) while the other 39 students (42.9%).

Learning achievement is important to be a serious concern because it is the result of the learning process that has been passed during school and is presented in the student's learning achievement report book or report card. If the number given by the teacher is low, then a person's learning achievement is considered low and if the number given is high then the learning achievement is considered high as well as a student who is successful in learning. So in order to achieve success in learning, students must have the driving force to achieve it.

Research conducted by Garnis Dese Inita (2017) from 28 students, 18 of them (64.2%) experienced an increase in learning achievement. Other research by Robby Rodhian (2019) showed that from 72 respondents, 67 of them (89%) had learning achievement with an average level of good. This means that there are similarities between the results of this study and previous research.

Researchers compared the results of the study, related theories and previous research results, the majority of students have increased learning achievement influenced by high learning motivation. While students' learning achievement decreased, because students were less motivated in learning, because the majority of students answered that they never expected the best grades on the questionnaire questions asked, which were obtained by 28 out of 51 students (55%). This is a special concern for the school so that students have learning expectations so that students are more motivated when participating in the teaching and learning process.

c. Relationship between Intrinsic Learning Motivation and Learning Achievement

The results of data analysis in table 4.3, dominated by students with high intrinsic learning motivation levels have increased learning achievement obtained by 31 students (43.1%) and decreased learning achievement obtained by 9 students (9.9%). While the lowest is students with low intrinsic learning motivation levels and experienced increased learning achievement obtained by 7 students (7.7%).

The results of the study indicate that students who have increased learning achievement from odd semester to even semester are students who have high intrinsic learning motivation. While students who have learning achievement with a decrease in value in the even semester are students who have moderate to low intrinsic learning motivation. This illustrates that moderate learning motivation tends to get better learning achievement.

In addition, this study shows that 10 students who have learning achievements with decreasing test scores from odd semester to even semester also have low intrinsic learning motivation. This is related to the lack of student behavior to have the drive and desire for learning needs from within themselves. Although most students with incomplete grades have moderate intrinsic learning motivation but have not met the desired learning outcomes.

The results of the study with a p value = $0.007 < 0.05$ can be concluded that there is a relationship between intrinsic learning motivation and learning achievement in students majoring in Nursing Assistant at SMK Negeri 8 Batam.

CONCLUSION AND RECOMMENDATION

1. Conclusion. Based on the results of the study on "The Relationship between Intrinsic Learning Motivation and Learning Achievement in Nursing Assistant Major Students at SMK Negeri 8 Batam, there were 91 respondents, so the author provides the following conclusions:

- a. The results of the distribution of intrinsic learning motivation showed that the majority of students who had high intrinsic learning motivation were 40 students (49.3%).
- b. The results of the distribution of learning achievement were mostly obtained by students with an increase in exam scores from odd to even semesters, which was greater than those with exam scores that decreased in the even semester, namely 52 students (57.1%).
- c. The results of the bivariate analysis showed a relationship between intrinsic learning motivation and learning achievement in students majoring in Nursing Assistant at SMK Negeri 8 Batam with a p value of $0.007 < 0.05$.

2. Recommendation

a. For SMK N 8 Batam

To improve students' learning motivation, researchers suggest that teachers create competition and cooperation, give reasonable praise for students' success and make new breakthroughs by utilizing technological developments such as learning through audio visuals or including practice videos that can make the teaching and learning atmosphere more interesting and enjoyable for students. Meanwhile, to improve students'

learning achievement, conduct regular tests in the form of quizzes, tests, or tryouts so that students' understanding of the learning that has been carried out can be measured.

b. For Students

To increase motivation, researchers suggest that students can be more active in asking questions during the teaching and learning process and students can utilize online learning media through social media or offline. To improve learning achievement, do independent repetition related to the learning that has been obtained long before entering the semester exam time.

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