

Relationship between Learning Independence, Self-Adjustment and Learning Motivation with Learning Achievement in Subject Basic of Midwifery Skills II (BMS II)
(Case Study on Mamba'ul Ulum Surakarta Midwifery Academy Students)

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Abstract

Basic of Midwifery Skills II (BMS II) is one of the subjects that must be mastered and understood by midwifery students. Because this course relates to the basic ability of a midwifery student to become a midwife. The purpose of this study was to determine the relationship between learning independence, self-adjustment and learning motivation with learning achievement in subject Basic of Midwifery Skills II (BMS II). Research location at the Mam'baul Ulum Surakarta Midwifery Academy, Central Java Province. The research was conducted in March - April 2014. This type of research was a survey with a cross sectional approach. Research prerequisite measurements included normality test, multicollinearity test, Heteroscedasticity test and autocorrelation test. To test the hypothesis using product moment correlation, multiple regression equations, F test and coefficient of determination. All tests were calculated using the SPSS program (Statistical Package for Social Science). The results of the study obtained there is a relationship between learning independence and learning achievement in BMS II, the correlation value is 0.756 with a significance of 0.000 <0.05. There is a relationship of adjustment to learning achievement in BMS II with a correlation value of 0.688 and a significance of 0,000 <0.05. And there is a correlation between learning motivation and learning achievement

in BMS II correlation value 0.699 with a significance of 0.000 <0.05. The results of the F test showed that there was a simultaneous correlation between learning independence, adjustment and learning motivation with learning achievement in BMS II.

Key words: learning independence, adjustment, learning motivation, achievement, Basic of Midwifery Skills II

INTRODUCTION

Education is basically a conscious effort to develop the potential human resources of students by encouraging and facilitating their learning activities (Syah, 2008). In the whole process of education in schools, learning activities are the most basic activities. This means that the success or failure of achieving educational goals depends much on how the learning process is experienced by students (Slameto, 2010).

Problems that often occur in the peoples' learning process are disorders or difficulties in learning both when he is in school and in his own home or family environment. Where these conditions will affect the level of achievement of a child in school (Syah, 2008).

According to Slameto (2010) the factors that influence learning are many types but can be classified into two groups, namely internal factors and external factors. Which includes internal factors are physical factors including health and disability factors, psychological factors, fatigue factors. While those that include external factors are family factors, school factors, and community factors.

Psychological factors in learning give important meaning because they always provide the foundation and convenience in achieving learning goals. Psychological factors in learning include learning motivation, concentration,

reaction, organization, understanding, attention, response, fantasy, memory, thinking, and talent (Sardiman, 2004). In addition, psychological factors that influence learning are psychological health, intellectual, social, psychomotor abilities and affective and conative conditions of individuals (Sukmadinata, 2004).

Basic of Midwifery Skills II (BMS II) is one of the subjects that must be mastered and understood by midwifery students. Because this course relates to the basic ability of a midwifery student to become a midwife.

Based on the introduction above, the purpose of this study was to determine the relationship between learning independence, self-adjustment and learning motivation with learning achievement in subject Basic of Midwifery Skills II (BMS II).

RESEARCH METHOD

Location, Time and Type of Research

Research location at the Mam'baul Ulum Surakarta Midwifery Academy, Central Java Province. The research was conducted in March - April 2014. This type of research was a survey with a cross sectional approach.

Population and Samples

The population in this study were level I students at the Mam'baul Ulum Surakarta Midwifery Academy, which numbered 43 people. The sampling technique used with total sampling is to use the entire population as a sample.

Research Variables and Operational Definitions

Indicator of learning independence according to Mudjiman (2011), namely: a person's ability to set learning goals, have high self-confidence, be responsible for their duties and be able

to make their own decisions, and be creative and initiative in processing information obtained into new knowledge without influence from other people obtained from active learning activities.

Indicators of self-adjustment according to Sunarto (2006), namely reliability, responsiveness, certainty, empathy and form. And motivation indicators are quoted from the theory of Uno (2009), namely the existence of desires and desires to succeed, the encouragement and need for learning, the existence of interesting activities in learning, and the existence of a conducive learning environment. While the assessment of BMS II's performance was seen from the results of the midterm exam.

Data collection technique

Assessment of learning independence, adjustment and learning motivation using a Likert scale with five alternative answer choices from 1 to 4. Always given a score of 4, Often given a score of 3, Rarely given a score of 2, and Never given a score of 1.

Data Collection Techniques and Instruments

Data collection tool using questionnaires and documentation. The instrument of this study used a closed questionnaire.

Test Validity and Reliability

The questionnaire tested the validity with product moment correlation and reliability using alpha cronbach.

Data analysis technique

Research prerequisite measurements included normality test, multicollinearity test, Heteroscedasticity test and autocorrelation test. To test the hypothesis using product moment correlation, multiple regression equations, F test and

coefficient of determination. All tests were calculated using the SPSS program (Statistical Package for Social Science).

RESULTS AND DISCUSSION

Prerequisite Test for Analysis

Based on the results of the prerequisite test, the research for normality test shown that the Sig (p) value of $0.251 > 0.05$ means normality distributed data. The results of the multicollinearity test show that the VIF value < 10 and the tolerance value > 0.10 means that there is no multicollinearity. The results of the Heteroscedasticity test show that the points do not form a clear pattern so it is concluded that there is no problem of heteroscedasticity in the regression model. And in the autocorrelation test, the Durbin-Watson value is 1,957. Because the DW number between -2 to +2, means there is no autocorrelation.

The relationship of learning independence with learning achievement in BMS II

The bivariate test results using product moment showed that there was a relationship between learning independence and learning achievement in BMS II, the correlation value was 0.756 with a significance of $0,000 < 0.05$. The correlation value shows 0.756, in this case the value gives the meaning that the correlation between the two variables is strong and positive. This means that the higher the independence of learning, the higher the learning achievement in the BMS II.

In accordance with the study of Astuti (2013) which shows that there is a strong relationship between independence of learning and the results of bacteriological learning on students. Sari (2012) in her research also stated that there was a relationship between independent learning and learning achievement.

This research is also similar to the results of research conducted by Sagala (2012) who said that in his research showed that there is a relationship between learning independence and learning achievement.

The results of this study are supported by Mudjiman's theory (2011) which states that independent learning is active learning activities, which are driven by intentions or motives to master competencies in order to overcome a problem, and are built with the knowledge or competence that has been possessed. Independent students are students who have knowledge of effective learning strategies and how and when to use them. For example, they know how to break down complex questions into simple steps and test alternative solutions. They know how and when to read at a glance and how and when to read to gain deep understanding and also know how to write to be sure and how to write to inform.

One of the factors in learning is maturity and readiness. Maturity is a level/phase in a person's growth, where the body's instruments are ready to carry out new skills. Whereas Readiness is the willingness to give responses or reactions. Willingness arises from within a person and is also related to maturity, because maturity means readiness to carry out skills. In learning independence is needed a maturity and readiness in the learning process. Readiness needs to be considered in the learning process, because if students learn and there is readiness, the learning outcomes are better. In addition, students who prepare everything for learning needs both in infrastructure and material preparation will be more mature in the learning process so that they can improve learning achievement.

Independent students are students who have knowledge of effective learning strategies and how and when to use them. For example, they know how to break down complex questions into simple steps and test alternative solutions. They know how

and when to read at a glance and how and when to read to gain deep understanding and also know how to write to be sure and how to write to inform. Furthermore, independent students are motivated by learning itself, not only by the value or encouragement of others (Slavin, 2009)

The relationship between adjusting to learning achievement in BMS II

There is a relationship of adjustment to BMS II learning achievement with a correlation value of 0.688 and a significance of $0,000 < 0.05$. This means that the higher the adjustment, the higher the learning achievement of BMS II will be. This research is similar to the research conducted by Loekmono and Julianus (2011) which shows that there is a relationship between adjustment and student achievement index.

This research is also supported by a theory which states that learning is a process of effort carried out by a person to obtain a change in new behavior as a whole, as a result of his own experience in interaction with his environment (Slameto, 2010). And according to Winkel (2007) learning achievement is a proof of the success of learning or the ability of a student to carry out learning activities in accordance with the weight achieved. In the learning process there are several things that influence, one of which is psychological factors. The presence of psychological factors in learning, will provide a significant contribution. Psychological factors will always provide the foundation and convenience in an effort to achieve learning objectives optimally. Which is included in psychological factors is self-adjustment. The problem of self-adjustment experienced in school is when person starts entering a new level of schooling, they may experience problems adjusting to teachers, friends, and new subjects. As a result, learning achievement is decreased compared to previous school achievements (Sunarto, 2006).

Self-adjustment is said to be good if person are able to make mature, efficient, satisfying and healthy responses. That is if person is able to respond by spending as much energy and time as possible, the response is done by binding individuals, groups and relationships between individuals and their creators. Whereas adjustment is not good if the reaction is unsatisfactory, ineffective and inefficient (Ali, 2004).

In learning activities, students are sometimes faced with a problem of adjustment, especially in students who have just climbed the level of education. They must adapt to new lecturers, friends, places and rules. In students who experience difficulties in social relations with their friends, the teacher or parents will experience anxiety, insecurity and this will affect the learning efforts that affect the learning outcomes as well.

Relationship between learning motivation and learning achievement in BMS II

The results of the SPSS calculation show there is a correlation between learning motivation and learning achievement in BMS II, the correlation value is 0.699 with a significance of 0,000 <0.05. The value of 0.699 shows the correlation between the two variables. In this case the value gives the meaning that the correlation between the two variables is strong and positive. This means that the higher the motivation to learn, the higher the learning achievement in BMS II.

These results support previous research by Dewi (2013) which states that there is a statistically significant relationship between motivation to learn and GPA. Widayatni (2012) in her research stated that motivation variables proved to have a significant effect on learning achievement.

Uno (2008) states that in addition to self-adjustment problems, psychological factors that influence learning are motivation. Motivation comes from the word motive which can be interpreted as the strength contained in the individual,

which causes the individual to act directly. Motivation is applied in various activities including learning. Motivation is important in learning, because motivation is the direction of learning action to clear objectives to be achieved. In students who have high motivation, he will feel happy to go through the learning process so as to facilitate understanding. This certainly will have a good effect on the learning outcomes.

Syah (2008) states that motivation is a psychological aspect which also has a large influence on learning achievement. Motivation is the driving force / driver to do something work. Motivation can come from outside and inside. Motivation that comes from within (Intrinsic) is the impulse that comes from the heart, generally because of the awareness of the importance of something. Or it can also be due to a talent boost if there is compatibility with the field being studied. Motivation from the outside (extrinsic), namely the impulse that comes from outside the self (environment), for example from parents, teachers, friends, and community members. The weak strength of one's learning motivation also influences its success.

Relationship between learning independence, adjustment and learning motivation with learning achievement in BMS II

From the results of the F test obtained F count value of 29,668 with p value $0,000 < 0,05$ so that the independence of learning, adjustment and learning motivation have a relationship together with student achievement in BMS II.

The results of multiple linear regression equations are: $Y = 54,029 + 0,039X_1 + 0,056X_2 + 0,063X_3$. The interpretation is that the regression coefficient of the perception variable about assistance has a significant relationship with student satisfaction. With the results of the hypothesis test the regression coefficient for learning independence variables that

are positive, that is equal to 0.756 means that if learning independence increases by one point, the learning achievement in BMS II will increase by 0.756. The regression coefficient value for the self-adjustment variable is positive, that is equal to 0.688, meaning that if the adjustment increases by one point, the learning achievement in BMS II will increase by 0.688. While for the regression coefficient for the learning motivation variable is positive, that is equal to 0.699. Which means if learning motivation increases by one point, the learning achievement in BMS II will increase by 0.699.

The results of the coefficient of determination obtained the value of Adjusted R Square 0.672, which means that the variables of learning independence, adjustment and learning motivation together have a relationship with student learning achievement of 67.2%, while the rest is influenced by other variables not included in this model.

The results showed that the effective contribution of independent variables to the dependent variables was as follows: Effective contribution of learning independence variables to learning achievement by 18.59%, adjustment variables to learning achievement by 23.12%, learning motivation variables towards learning achievement by 25, 48%. Whereas the relative contribution value for the variable learning independence variable toward learning achievement is 27.66%, the adjustment variable towards learning achievement is 34.41%, and the learning motivation variable towards learning achievement is 37.92%.

The results of this study are in accordance with Slameto's (2010) statement that in learning there are several influencing factors, namely internal and external factors. Internal factors are factors that originate from within students, including psychological factors, fatigue factors and physical factors (Slameto, 2010). Psychological factors are very influential on the success of students in learning because it

affects students directly from within the student. In students who have preparation for learning by learning independently and preparing themselves carefully in learning, they will more easily receive learning well. Likewise for students who have high motivation, he will be enthusiastic in following the learning process and motivated to get the best results so that it has a good influence on the learning outcomes. In addition to these two things, the thing that is not less important in the learning process is the ability of students to adapt to their environment, both the school environment, residence and adjusting to new lecturers. In students who cannot adapt themselves to their environment, it will interfere with their thoughts and processes of interaction with their environment. Especially for students who have just entered the next semester, so they must adapt to new lecturers who have different teaching methods.

In learning activities required a motivation that comes from inside and outside the student's self. Motivation to learn is the driving force and direction of the act of learning. A driver in the sense of giving the power that allows learning actions to be carried out. Referrer in the sense that the giver demands the action of learning towards the intended purpose (Mudjiman, 2011). Motivation can play a role in strengthening learning if someone who is learning is faced with a problem that requires solving, and can only be solved thanks to the help of things that have been passed. In other words, motivation can determine what things in the environment can reinforce learning (Uno, 2008). A student who has a strong motivation for learning, then he will have the awareness to learn on his own without any coercion from anyone so that he will improve his performance well.

CONCLUSIONS

The results of the study obtained there is a relationship between learning independence and learning achievement in BMS II, the correlation value is 0.756 with a significance of $0.000 < 0.05$. There is a relationship of adjustment to learning achievement in BMS II with a correlation value of 0.688 and a significance of $0,000 < 0.05$. And there is a relationship between learning motivation and learning achievement in BMS II correlation value 0.699 with a significance of $0.000 < 0.05$. The results of the F test showed that there was a simultaneous correlation between learning independence, adjustment and learning motivation with learning achievement in BMS II.

Students should strive to continuously improve their learning achievement through an effective process of self-adjustment and also increase their learning motivation, some efforts that need to be done by students include trying to enjoy the lessons and lecturers so that it will make the learning process comfortable and enjoyable.

The next researcher is expected to include other factors outside of this research variable, such as socioeconomic status and gender factors.

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