THE RELATIONSHIP BETWEEN PRE-CLINICAL STUDENT LEARNING MOTIVATION AND CLINICAL STUDENT WITH ACADEMIC PERFORMANCE DURING THE DISTANCE LEARNING PERIOD AT THE FACULTY OF MEDICINE, UM SURABAYA

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ABSTRACT

The COVID-19 pandemic that lasts for a long time will make students' learning motivation varied and can affect academic achievement. To find out the relationship between learning motivation and academic achievement of students of the Faculty of Medicine, University of Muhammadiyah Surabaya during the covid-19 pandemic. The study used an analytical observational method with a cross sectional approach. Data was collected by asking for permission and ethical approval, preparing instruments that have been tested for validity and reliability, distributing questionnaires that meet the inclusion criteria, submitting informed consent, then asking for permission to collect IP semester data in the academic section.

Keywords : ***Academic Motivation Scale, Academic Performance, Distance Learning, Covid-19 Pandemic.***

INTRODUCTION

The Covid-19 pandemic has had an impact on multidimensional problems, including the world of education, especially education in universities. According to Selvi (2010), a lecture system that is conducted online requires not only facilitators to be more innovative, but also encourage students to be digitally skilled and adapt to a relatively new and dynamic learning environment (Selvi, 2010). The process of adapting students to learning situations usually depends on motivation and learning strategies as well as individual characteristics of students. Previous research conducted by Fitriyan, Fauzi, and Sari found that learning motivation is an important factor for achieving academic success in an online learning environment. especially in the world of medical education (Fitriyani, Fauzi and Sari, 2020).

Learning motivation and academic achievement are inseparable in the educational process of undergraduate students. To achieve optimal academic achievement, adequate learning motivation is needed, both motivation that comes from within (intrinsic motivation), as wellas motivation induced by factors from the environment/situation around (extrinsic motivation). Academic achievement is the success achieved by a student in thinking (cognitive aspect), feeling and acting (affective aspect), and doing (psychomotor aspect). Academic achievement can be said to be unsatisfactory if a student has not been able to meetthe targets set by the education program manager regarding these three criteria.

UM Surabaya Faculty of Medicine has been holding full distance learning activities for students for the past 1 year since the COVID-19 pandemic was announced in Indonesia. Institutions have tried to present the best possible learning process based on an ongoing needs analysis (Utama, Levani and Paramita, 2020). Seeing this long journey, it is necessary to evaluate the factors that influence academic achievement, one of which is learning motivation. This effort will not only be useful for finding evaluation indicators that are relevant for study managers, but also useful for being useful indicators of self-reflection for UM Surabaya Faculty of Medicine students who are required to be more independent and adaptive.

Based on this study, it is necessary to confirm the correlation between learning motivation and academic achievement in medical education settings. By conducting this study at FK UM Surabaya, the role of learning motivation for pre-clinical and medical professional education students while undergoing distance learning can be identified and its relation to academic achievement can be confirmed for future improvements.

METHODS

This research uses cross sectional method with the sampling technique is cluster sampling. Quantitative data were obtained from students' learning motivation, evaluated using the Academic Motivation Scale (AMS) instrument. Total sample for this study was 100 students from clinical and pre-clinical stages. The characteristic data collection in this study used a survey in the form of a google form so that it was easily accessible by students.All characteristic statistics, reliability validation tests, and correlation tests were performed with SPSS 25 software.

RESULTS

Table 1. The mean of item factors in *Academic Motivation Scale* (AMS) Questionnaire

Subscale/ Factor	Mean/Score	Std	Ranking
Intrinsic motivation - to know			
M2	6,2	0,963	10
M9	6,17	1,015	7
M16	5,88	1,304	15
M23	6,18	1,067	6
Mean (IM-TO KNOW)	6		
Intrinsic motivation - toward accomplishment			
M6	6,07	0,987	12
M13	6,1	1,087	11
M20	5,62	1,376	17
M27	5,96	1,179	14
Mean (IM – toward accomplishment)	5,9375		
Intrinsic motivation - to experience stimulation			
M4	5,99	1,15	13
M11	5,63	1,323	16
M18	4,92	1,685	21
M25	5,61	1,369	18
Mean (IM - to experience stimulation)	5,5375		
Extrinsic motivation - identified			
M3	6,45	0,925	1
M10	6,34	0,831	4
M17	6,25	0,998	5
M24	6,14	1,015	8
Mean (IM - identified)	6,295		

Extrinsic motivation - introjected			
M7	6,43	0,819	2
M14	5,46	1,366	20
M21	5,56	1,519	19
M28	6,14	1,703	8
Mean (IM - introjected)	5,8975		
Extrinsic motivation - external regulation			
M1	4,34	1,753	22
M8	6,37	0,836	3
M15	6,12	1,249	9
M22	5,63	1,467	16
Mean(IM - external regulation)	5,615		
Amotivation			
M5	2,22	1,63	25
M12	2,92	1,936	23
M19	2,26	1,878	24
M26	2,15	1,805	26
Mean (IM- Amotivation)	2,3875		
MEAN TOTAL	5	1,294	

This table shows the results of the average value of each dimension of the AMS factor with a total score of 5/1.294, with these results it can be concluded that there is a positive trend in respondents to the AMS questionnaire during distance learning, also presents the results of each questionnaire item, each of which is Intrinsic motivation - to Know with an average per item 6, Intrinsic motivation - toward accomplishment with an average value per item 5.93, Intrinsic motivation - to experience stimulation with an average per item 5.53, Extrinsic motivation - identified with an average value average per item 6.29, Extrinsic motivation - introjected with an average value per item 5.89, Extrinsic motivation - external regulation with an average value per item 5.61, and for the Amotivation factor with an average value per item 2 ,38.

Table 2. Overview of the Relationship between Academic Performance and Learning Motivation

No	**Stase**	**Academic Performance**		**Motivation Academic**
		Low Perfomance	*High Performance*	
1	Pre-Clinic	49 (49%)	36 (36%)	*r*=0,187

2	Clinical	5 (5%)	10 (10%)	*r*=0,424

The results of this study indicate that there is a less significant relationship on the dimensions of the academic achievement index factor to the dimensions of learning motivation factors in pre-clinical students (r = 0.187), and professional education students (r = 0.464). This study also shows the potential for greater extrinsic motivation in pre-clinical students, as well as professional education students. This is supported by the results of the highest AMS questionnaire on the Extrinsic motivation factor - identified with an average value per item of 6.29.

DISCUSSION

The study was conducted on 100 respondents from the Faculty of Medicine students from class 2016 to class 2020, with gender data classified based on male and female gender, each consisting of 39 male students or (39%) and 61 female students or (61%). the age of the youngest student at 17 years of age is 2 students or (2%), and the oldest age at 25 years is 4 students or (4%), and the age with the highest frequency is at the age of 21 years as many as 31 students or (21%).

Lyndon et al., (2017) explained in their explanation that there are many factors that are often used as a measure of educational success. One way is to see the success of the lecture process in achieving its goals. Another factor that is very important at this time is the motivation of students in order to prepare themselves to start a teaching and learning process.

The highest ranking on the average value of AMS items falls on the extrinsic motivation item factor, which is in line with the statement in Masni's research, (2015) that extrinsic motivation is needed so that students want to learn. In the classroom there are many students whose learning motivation requires extrinsic motivation. The environmental conditions of students, as well as supporting media during the learning process are quite significant in enabling the learning process to suit the interests, abilities and needs of students. This is also supported by the data that can be seen in (Figure 5.1), that when communicating discussing learning, 66 (66%) respondents used Smartphone devices, then 16 (16%) used laptops, used PCs/ Computers 5 (5%) of respondents, and Tablets 13 (13%) of respondents.

In terms of intrinsic motivation factors can also be developed such as giving interventions in the form of internalizing spiritual-Qur'anic values which are a strong source of motivation for academic motivation. Students who find a spiritual value from a series of academic activities carried out show higher persistence in learning (Periyeti, 2017).

Fairly good perceptions of the professional learning environment are influenced by the best learning opportunities provided by the wards, the nature of the culture where learning is valued, and the clinical supervisor who has a consultative management style, encourages open communication, recognizes and values individual abilities. The learning environment including nurses, residents and other health workers is also an important factor and can even be a source of learning for students (Rini et al., 2021).

The results of the descriptive analysis of this study indicate that pre-clinical students and professional education students have not been able to be consistent with learning motivation and academic achievement, things that happen during distance learning can also be influenced by many factors, Wasityastuti et al., (2017) has also explained in his research that inconsistency in the learning process is thought to be caused by other factors that also affect academic motivation but have not been well controlled, such as age, gender, socioeconomic status, educational background, parental and lecturer support, including individual abilities, individual competence, and interest in the desired professional field.

The use of Problem-based learning (PBL) learning methods is considered to be able to help the distance learning process. The PBL method is said to be able to improve the ability to integrate and apply theory in analyzing problems/clinical cases, solving problems, increasing abilities in intrinsic interest in learning material. In addition, compared to students who use the traditional curriculum, students using the PBL method are more confident, less anxious and less intimidated in solving cases at the clinical practice stage (Dianti and Findyartini, 2019).

CONCLUSION

Based on the research, it is known that there is not a relationship between learning motivation and academic performance of pre-clinical and clinical students during the COVID-19pandemic, Faculty of Medicine, Muhammadiyah University, Surabaya.

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