

Original research article

Overview of Learning Motivation and Learning Strategies of Students In The Medical Study Program

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ABSTRACT

Background: Medical education is not easy and requires concentration and a strong will to be able to complete all stages of education. Students must have strong motivation and learning strategies that are considered to have contributed to the success of the learning process because of a lack of motivation and strategy in learning. With that, motivation and learning strategies influence a person's activities to achieve the results he wants. **Method:** This research is included in the category of associative research using a quantitative approach. The sample is 285 undergraduate students of the Medical Education Study Program at the Faculty of Medicine and Health Sciences active in the odd semester of the 2022/2023 academic year. The data analysis technique used is univariate analysis. **Results:** The results show that 75.5% of students from the class of 2020 have moderate learning motivation, 86.6% of students from the class of 2021 have moderate learning motivation, 72.8% of the class of 2020 students have moderate learning strategies, and 90.3% of the class of 2021 students have moderate learning strategies. **Conclusion:** Most of the 2020 and 2021 active Medical Education Study Program undergraduate students at the Faculty of Medicine and Health Sciences in the odd semester of the 2022/2023 academic year have moderate motivation and learning strategies.

Keywords: learning motivation; learning strategy; medical student

INTRODUCTION

Basic medical education consists of two stages, namely the medical undergraduate stage and the medical profession stage. The medical undergraduate stage is aimed at mastering medical science, while the medical profession stage is through a learning process using real health services.¹

Medical education is an educational process that is not easy and requires concentration and a strong will to be able to complete all stages of education, for this reason students must have motivation strong enough to become a doctor.

Motivation is an aspect that encourages someone to do something. A student who has high enough intelligence

can fail because of a lack of motivation in studying. Therefore, motivation influences a person's activities to achieve his desired results.² Motivation is an urge within a person, whether consciously or not, to carry out an activity with a certain goal. Student learning motivation is an important factor in teaching and learning activities. This is the same as stated by Paladri in Ali Imron, which states that learning motivation plays an important role in providing passion, enthusiasm, and a sense of enjoyment in learning so that those with high motivation have a lot of energy to carry out learning activities. Students with high motivation fall behind very little in their studies and make very few mistakes in their learning.³

According to Gagne, quoted in Suardi, learning achievement is characterized by five abilities: intellectual, cognitive (how to learn and think), verbal, motoric, and attitudes and values. According to Lusi, quoted in Efendi, motivation is a pushing or pulling force reflected in consistent behaviour towards certain goals.⁴ There are two types of motivation. The emergence of learning motivation is obtained from intrinsic and extrinsic factors. Motivation that arises from within the individual will be more stable and stable when compared to learning motivation that arises due to environmental influences (external motivation). Students who have high motivation tend to be more active in efforts to improve their achievements. Motivation can be an

encouragement that can move someone to do something optimally, while students who do not have motivation to learn can experience difficulties which will affect their learning achievement.⁵

Apart from learning motivation, learning strategies are considered to contribute to the success of the learning process. The selection of teaching and learning strategies must be based on considerations of placing students as learning subjects who do not just passively receive what is conveyed by the lecturer. The strategies that can be chosen can make students have confidence that they are able to learn by utilizing student potential.⁶ In this research, the instrument used for educational strategies is the learning motivation and learning strategy questionnaire (MSLQ) developed by Pintrich, Smith, Garcia, and McKeachie. This instrument has been used widely in various scientific disciplines.

METHODS

This research is associative research using a quantitative approach. This research looks at the description of learning motivation and learning strategies of medical study program students at Jambi University. The variables in this research are age, gender, learning motivation and learning strategies. This research uses a learning motivation and learning strategy questionnaire (MSLQ), with learning motivation subscales, namely intrinsic goal orientation, extrinsic goal

orientation, task value, learning control confidence, self-confidence to learn and achieve, and test anxiety. Meanwhile, the learning strategy subscales are cognitive and metacognitive and management and resource strategies. This research was conducted at the Faculty of Medicine and Health Sciences, Jambi University. From August to September 2022, the number of respondents was 285 people.

RESULTS

1. Respondent Characteristics

From the results obtained from the characteristics of the respondent data, it is

known that the characteristics of the respondents are mostly female with a percentage of 68.8%, while male was 31.2% of respondents.

2. Overview of Learning Motivation and Learning Strategies

The mean, median, standard deviation (SD), minimum, and maximum values of the learning motivation variable presented in **Table 1** and the learning strategy variable presented in **Table 2** are shown below. These statistical results can be used to categorize learning motivation and learning strategies.

Table 1. Description of learning motivation

Learning Motivation	Mean	Median	SD	Min	Max
Intrinsic goal	23.52	23	1.965	16	28
Extrinsic goal	24.24	24	2.065	16	28
Assignment Grade	36.68	37	2.520	25	42
Control learning beliefs	24.62	25	1.846	18	28
Confidence to learn and achieve	47.99	48	3.343	32	56
Anxiety Test	29.89	30	2.411	16	35

Tabel 2. Description of learning strategy

Learning Strategy	Mean	Median	SD	Min	Max
Cognitive and metacognitive strategies	178.47	178	8.354	130	205
Management and resource strategies	94.71	94	5.062	69	109

3. Assessment of Learning Motivation

Assessment of learning motivation is obtained through the results of filling out a questionnaire. Learning motivation is divided into 6 subscales with results research which can be seen in the picture 1. Based on the bar diagram in picture 1, it

is known that students of the Study Program at the Faculty of Medicine and Health Sciences, Jambi University on the intrinsic goal orientation subscale have a medium category with a percentage of 75.8%, on the extrinsic goal orientation

subscale they have a medium category, namely with a percentage of 69.5%.

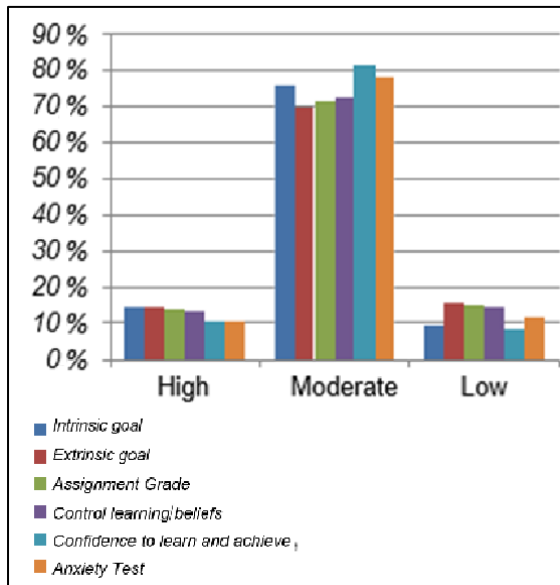


Figure 1. Assessment results of learning motivation

On the task value subscale it has a moderate category, namely with a percentage of 71.2%, on the control learning confidence has a medium category, namely with a percentage of 72.3%, on the subscale self-confidence learning for learning and achievement has a medium category, namely with percentage 81.4% and last on the test anxiety subscale has a medium category, namely with a percentage of 77.9%.

4. Assessment of Learning Motivation by Class

The assessment of learning motivation is divided into three measurement results, namely high, medium and low. The results of assessing student learning motivation per class can be seen in the **Figure 2**.

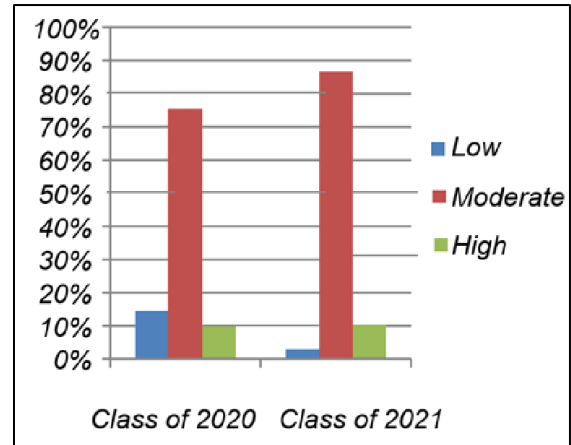


Figure 2. Description of learning motivation

Based on **Figure 2**, it is known that the learning motivation of students in the Medical Education Study Program at the Faculty of Medicine and Health Sciences, Jambi University, class of 2020, has moderate learning motivation of 75.5% and students of the class of 2021 have moderate learning motivation of 86.6%.

5. Learning Strategy Assessment

Learning strategy assessment is obtained through the results of filling out a questionnaire. Learning strategies are divided into 2 subscales with the research results which can be seen in the bar diagram below:

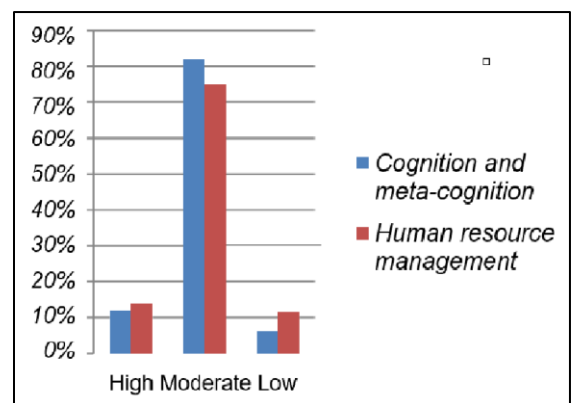


Figure 3. Assessment of learning strategies by class

Based on the bar diagram above, it is known that students in the Medical Education Study Program at the Faculty of Medicine and Health Sciences on the cognitive and metacognitive subscale have a medium category, namely with a percentage of 82.1% and on the resource management subscale have a medium category, namely with a percentage 75.1%.

6. Assessment of learning strategies by class

Learning strategy assessment is divided into three measuring results: high, medium and low. The results of the assessment of student learning strategies per generation can be seen in the bar chart in **Figure 4**.

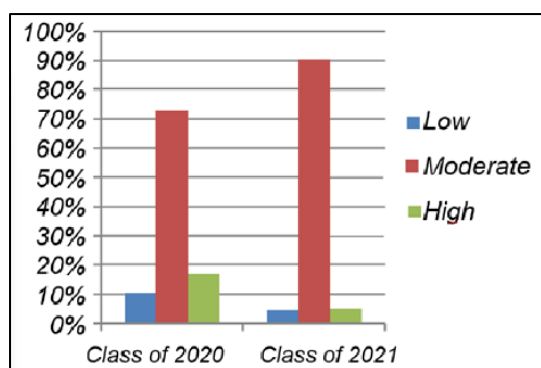


Figure 4. Assessment of learning strategies by class

Based on the bar diagram image above, it is known that the learning strategies of students in the Medical Education Study Program at the Faculty of Medicine and Health Sciences, Jambi University, class of 2020, had a moderate learning strategy of 72.8% and students of the class of 2021 had a moderate learning strategy of 90.3%.

DISCUSSION

Assessment of Learning Motivation

The research results on students' learning motivation in the Medical Education study program at the Faculty of Medicine and Health Sciences showed that students with moderate learning motivation were more numerous than respondents with high and low learning motivation. This research is in line with research conducted by Muttaqien, et al which said that Andalas University medical students had medium and high levels of learning motivation, and students from the class of 2019 had the largest high motivation of 88.9%. The largest high motivation was 88.9%. This research is also in line with Fauziah et al., who said that the learning motivation of PSIK UGM students showed moderate motivation, amounting to 52.5%.⁷⁻⁸

Students of the class of 2020 have moderate motivation to learn, as well as students of the class of 2021 have moderate motivation to learn. However, the learning motivation of students per batch is seen based on percentage, showing that students of the class of 2021 have more moderate learning motivation compared to the class of 2020. According to Novianti & Widjaja, motivation is an impulse that occurs in a person, either consciously or unconsciously to do an activity with a certain goal. Student learning motivation is one of the important factors in teaching and learning activities. This is the same as Paladri stated in Ali Imron that learning motivation plays an important role

in providing passion, enthusiasm and pleasure in learning so that those who have high motivation have a lot of energy to carry out learning activities. Students who have high motivation are very few left behind in their studies and there are very few mistakes in their studies. Learning motivation is a special role as a nurturer of passion in each individual and gives rise to feelings of motivation to learn. Sudirman stated that students who have high motivation will have enthusiasm and a lot of energy to carry out their daily learning activities.³

Based on research conducted by researchers, it was found that the learning motivation of students of the Medical Education Study Program at the Faculty of Medicine and Health Sciences, University of Jambi class of 2021 has a moderate and more learning motivation than the class of 2020. This is due to intrinsic and extrinsic factors that support students' motivation to learn as well as the ability to find solutions or adapt to obstacles experienced during the learning process at the University of Jambi medical study program.

Assessment of Learning Strategies

The results of the research obtained regarding the learning motivation of students of the Medical Education Study Program at the Faculty of Medicine and Health Sciences, University of Jambi, found that respondents who had moderate learning strategies were more than respondents who had high and low learning

strategies. This research is in line with research conducted by Faradila, et al. who said that students have medium and high learning strategies.⁹

Students of the class of 2020 have a moderate learning strategy, as well as students of the class of 2021 have a moderate learning strategy. However, the learning strategies of students per batch are seen based on percentage, showing that students of the class of 2021 have more moderate learning strategies than the class of 2020. According to Vindayani, learning strategies are considered to contribute to the success of the learning process. Students who are actively involved in learning will gain more experience because they do not only hear so that memories related to learning will be stored longer. However, students' learning strategies have received less attention, this can be seen from the lack of literature that discusses the learning strategies of students when compared to the literature on learning strategies used by teachers in teaching.⁶

McKeachie stated that learning strategies are a process that affects the entry and retention of information where the process involves the cognitive function and behavior of a person. Ormrod added that learning strategies are a process that is used deliberately to face learning tasks. The same thing was expressed by Schumaker and Deshler who stated that learning strategies are different personal approaches used to overcome various

tasks. Learning strategies also show how students organize and use the ability to learn the content of a particular lesson effectively and efficiently both in the classroom and outside of the classroom.¹⁰

CONCLUSION

Based on the results of research conducted on learning motivation and learning strategies, an overview of learning motivation and also learning strategies of students of the class 2020 and 2021 mostly have moderate learning motivation and moderate learning strategies.

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