



## RESEARCH ARTICLE

### THE INFLUENCE OF LEARNING MOTIVATION ON SELF STUDY OF THIRD YEAR MEDICAL STUDENTS

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#### Abstract

The amount of self-study is one of factors for obtaining the success in the learning process in medical education for which student can achieve a satisfactory academic performance. This study analyze the influence of learning motivation on self-study of the medical students. The research involved 88 respondents who received a questionnaire on learning motivation. The data then were analyzed using independent t test. There is a significant correlation between learning motivation and self study with mean differences of  $0,68 \pm 0,32$  and t value of 2,123 (p: 0,037). In overall, there is a significant relationship between learning motivation towards self-study in the third year of medical students.

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#### Introduction:

The medical education development is now changed from Teacher-Centered Learning (TCL) to Student-Centered Learning (SCL) in the way of teaching and learning. This is the consideration for successful in study at Faculty of Medicine to implement SCL in curriculum. In the conventional of teaching learning approach that is TCL, lecturers are considered very influential in determining student learning. Lecturers are also very essential in the control of the learning process of students. In the other side, curriculum using Student Centered Learning approach such as Problem Based Learning (PBL), students are encouraged to conduct self-study. The amount of self-study then is considered as one of the successful for obtaining the excellent learning achievement.

Complaints of third year students said that they are having less score for the academic achievement due to having less motivation. As presented by Knowles, (1975) stated that students without have the readiness for self-study will experience anxiety, frustration, and low motivation then will failure to achieve the expected performance. Furthermore, in the theory of Thorndike revealed that students will face learning environment that demands students to be self-reliance and active therefore the learning process will eventually be success. Hence the amount of self-study of students enrolled in the PBL approach is absolutely required to maximize the learning process independently. Student readiness in implementing self-study will greatly influence the learning process of students in the tutorial in which problems in it serve to provoke creativity and curiosity of students to learn more material related.

The acceptance rate among accepted and applicant in the faculty of medicine University of Muhammadiyah Surakarta is high which constitute 1:12 which students are expected to be successful in the medical education. However; in reality; there is also an evidence that the final test scores are less satisfactory. This problem is prompted by the author to see how the motivation of the third level medical students and how much time they conduct the self-

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study. Researchers assume that a high motivation of students will encourage student to spend more time to conduct self-study that will result in higher academic achievement as well.

The formulation of the problem in this research is that whether there is an influence of learning motivation on self-study of the third year of medical students. The purpose of this study is knowing the influence of learning motivation on self-study of medical students in the third year. This research is expected to benefit students in developing study time and learning motivation for better learning process. For the institutions from which the research results can be obtained information about learning motivation and self-study picture of the third year medical students. Artist and Harris, (2007) stated that the factors in developing self learning including an understanding of the subject matter in advance (prior knowledge), independent learning skills, motivation to learn independently.

Furthermore, statement of Rantenstrauch, (2001) cited by Bohne, Faltin, Wagner, (2002), stated that in order to be able to perform self-learning, a student must have a competency of self-observation, self-reflection, self-judgment, making their own objective, doing reactivation of existing knowledge, managing learning autonomy (e.g.: time management to study), building learning motivation and concentration in learning autonomy to determine their own learning strategies and problem solving strategies, understanding when to seek a help from a friend or tutor. Knowles, (1975); Slevin and Lavery; (1991); Mifflin et al., (2000) stated that the faculty and learning environment affect the self-directed learning.

### Methods:-

This research was a cross-sectional design with the dependent variable of self-study. Data of independent variables including learning motivation taken by distributing questionnaires. Quantitative research data were analyzed using descriptive statistics and inferential statistics. Descriptive statistics were used to investigate average value, standard deviation (SD), minimum and maximum values of the variables of the study. Inferential statistics are used to determine the relationship of learning motivation towards self-study. Relationship within the two variables was assessed using independent t test (Sugiyono, 2011; Johnson & Christensen, 2008; Creswell, 1994).

The subjects were selected using purposive technical sampling for the third year students at the Faculty of Medicine, Universitas Muhammadiyah Surakarta in the academic year 2016. All subjects who meet the inclusion criteria of the third-year medical students, present at the time of the study and willing to be respondents. Exclusion criteria were the third year students who were not present at the time of the study and were not collecting questionnaire or filling questionnaire incomplete.

The data that collected in this research including primary data. Primary data was taken by distributing questionnaires to students. The questionnaire used scales including the Questionnaire Motivated Strategies for Learning Questionnaire (MSLQ) developed by the National Center for Research to Improve Postsecondary Teaching and Learning, University of Michigan (Suhoyo, Y. 2008). Data analysis techniques used in this study is the analysis of quantitative data analysis that consisted of descriptive statistics. Then, it will be followed by independent t test. Descriptive statistical analysis aimed to determine the average value, standard deviation (SD), minimum and maximum values of the variables of the research (Johnson & Christensen, 2008).

### Results and Discussion:-

Research investigation of the influence of learning motivation on self-study by distributing questionnaires. Questionnaire of the Motivated Strategies for Learning Questionnaire (MSLQ) given to third year students at the Faculty of Medicine of the academic year 2015/2016. Furthermore, the data after analyzing used SPSS Ver.23 were obtained as follows:

**Table 1:-** Distribution of learning motivation and self-study (n = 88)

Variable	Mean	Median	Mode	Minimum	Maximum
Learning motivation	95,32	93,5	91	42	126
Self-study(hours)	2,52	2	2	0,5	8

Data that meeting the inclusion and exclusion criteria were as many as 88. The table above shows that the average learning motivation in the third level is equal to 95,32. The average of self-study is obtained by 2,52 hours. The

minimum value of the students's learning motivation is 42 while the maximum value of learning motivation is 126. Minimum time spend for self-study is 0,5 hours while the maximum time spend for self-study is 8 hours. The average learning motivation score of third level medical student is considered in high level which constitute for 95,32 which could predict to higher academic achievement.

The data then analyzed using independent t test, the analyzes were drawn below :

**Table 2:-**The differences of learning motivation and self-study (n = 88).

Variable	N	Mean	Mean differences	t cal	t table	p value
Self-study –Motivation $\geq 93,5$	44	2,86	$0,6 \pm 0,32$	2,123	2,660	0,037
-Motivation $< 93,5$	44	2,18				

From table 2 above, it is known that there is mean differences of self-study on learning motivation which constitute for  $0,6 \pm 0,32$ . Meanwhile, the t calculated is 2,123 which is less than t table of 2,660 that indicating that there is significant differences of self-study based on learning motivation. This means that there is an influence of learning motivation on self-study of medical student's. This correlation indicates that the higher the level of learning motivation, the longer self-study will be. The study is in line with Rhoads, K., and deHaan, J. (2013); Mezei G., 2008; Marcou, A. and Philippou, G. (2005); Kan'an, A., and Osman K. (2015); Evans A. and Maiyo J.K.(2015); Sunanto, 2006. Meanwhile, Marcou and Philippou (2005); Harden RM (2005) revealed that learning motivation is consisting three factors that including (a) self-efficacy, (b) task value dan (c) goal orientation. Learning motivation drives students to spend more their time for learning that will then influence the successful of study in the medical education.

### Conclusion:-

Based on the research result, it is found that there is a significant correlation between learning motivation and self-study of third year medical students.

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