

Learning Motivation of Undergraduate Nursing Students with Student Centered Learning (SCL) Learning Methods

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ABSTRACT

Student-centered learning is student-centered learning. The application of student-centered learning in various universities has a diverse level of specialization in student-centered learning models and student motivation, so evaluating the application of learning models must be carried out in accordance with the needs of students and the applicable learning curriculum. Objective: This study aims to identify learning motivation in student-centered learning (SCL) of third-level nursing undergraduate students of STIKes Dharma Husada. Methods: This type of study uses an observational descriptive quantitative method with a sample of 82 respondents taken by purposive sampling technique. The instrument used was a learning motivation questionnaire in student-centered learning at STIKes Dharma Husada which referred to Cherniss and Goleman. Results: The results of the study seen from the frequency distribution showed that the motivation of level 3 nursing undergraduate students at STIKes Dharma Husada (67.1%) was in the medium category. In the aspect of motivation, 4 sub-variables, namely: Motivation to achieve something, Commitment, Initiative and Optimism are in the medium category. Student centered learning has 10 types of models. The first most popular student-centered learning model is the Role Play and Simulation model (41.5%) and the first least popular student centered-learning model is Small Group Discussion (34.1%). It is hoped that the study program nursing undergraduate can maintain the most in-demand model and evaluate and make the strategy of applying the student-centered learning model more attractive to the model that is not in demand.

Keywords: College Student, Motivation , Student Centered Learning

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INTRODUCTION

Learning is a word that cannot be separated from the world of education. Educational experts formulate learning as a conscious and planned effort made by individuals to improve their abilities through the process of interacting with their environment (Gagné, 1977; Morgan & King, 1975; Slavin, 1995; Travers, 1977). According to Hall in Nugraheni, 2007, Student centred Learning (SCL) is a method that can make students find their own learning style, understand their motivation and master the learning skills that suit them best. This will be very valuable and useful throughout their lives (Nugraheni, 2007).

Student centred Learning (SCL) is one of the most important learning models that can be used by educators in improving students' learning outcomes (Jovanović et al., 2017). This learning model focuses its attention on the position of learners as the centre of the learning process (Jovanović et al., 2017). This means that learners become active in determining the direction of learning and are more responsible in achieving the learning objectives that have been set.

The application of the SCL learning model allows educators to create a more positive and enjoyable environment for students to learn (Li et al., 2020). This can increase learners'

motivation and interest in participating in learning activities. In addition, this learning model can also improve learners' skills in critical thinking, communicating and collaborating with others. In the long run, learners who have been trained in using the SCL learning model can become independent, creative, and able to face the challenges of an increasingly complex and competitive world of work (Li & Zou, 2019).

In order to effectively implement the SCL learning model, educators must have adequate knowledge and skills in managing the learning process. They must also be able to identify the needs and characteristics of learners so that they can adjust the learning model used to the needs of learners. Finally, evaluation of the implemented learning model should be conducted regularly to ensure that the learning model is effective in improving learners' learning outcomes (Ulimaz, 2015).

The advantage of the SCL learning approach is that students can improve their skills in critical thinking, communication, and collaboration with others. In the long run, students who have been trained in using the SCL learning model can become independent, creative, and able to face the challenges of an increasingly complex and competitive world of work (Riadi, 2022). Angele Attard from Education International (2020) revealed that there are many benefits of the learning process with the SCL approach for students, namely making students an integral part of the academic community, increasing student learning motivation, students become more independent and responsible for continuing to learn (Attard et al., 2010). The impact of students not following SCL learning is that students become passive and unmotivated to achieve the goals they have set for themselves, do not guarantee in implementing decisions and become students who are indifferent to assignments so that they lag behind lessons. As for other negative impacts, students lack critical thinking in the learning process, students do not recognize learning styles that are in accordance with individual characteristics, students do not have the opportunity to develop various assessment strategies and pay less attention to the material needs and background of the learners (Panggabean, 2021).

Motivation to learn is a driving force within students that ultimately creates a desire to learn so that goals are achieved, one of which is by learning methods in accordance with the material being taught (W.S Winkel, 1989). According to Cherniss and Goleman in Endang Indayani et al., (2023), there are four aspects of learning motivation, namely the urge to achieve something, commitment, initiative and optimism (Indayani et al., 2023).

This research was conducted as an evaluation of SCL learning in the future. So that this is the reason for researchers to examine the "Learning Motivation of Level III Nursing Undergraduate Students in the Student Centered Learning Method at STIKes Dharma Husada". The problem in this study is "How is the learning motivation of level III nursing undergraduate students in the SCL learning method at STIKes Dharma Husada?". The purpose of this study was to identify the learning motivation of level III nursing undergraduate students in the SCL learning method at STIKes Dharma Husada. The results of this study can be a foundation in the development of educational science related to learning motivation in SCL learning for level III nursing undergraduate students of STIKes Dharma Husada as well as for undergraduate nursing study programs.

METHOD

This type of research uses observational descriptive quantitative methods. Observational descriptive quantitative research is conducted with the aim of making a description or description of a situation objectively by making observations or measurements of research subject variables and data collection, namely data processing or analysis. The time approach to data collection in this study uses a one shot method design, meaning the type of research that observes subject variables at one time (Dharma, 2011). This research was conducted from May to July 2024 at STIKes Dharma Husada. The population in this study were all undergraduate students of Regular Nursing Level III Academic Year

2023/2024 STIKes Dharma Husada with a total of 90 students using non-probability sampling techniques with purposive sampling.

The research instrument used in this study is a questionnaire sheet which is compiled based on aspects of the research variables. In this research instrument, the researcher modified the questionnaire statements and scales from previous research, namely Muhammad Uzair in 2022 which was conducted at Maulana Malik Ibrahim State Islamic University Malang. According to Chermis and Goleman in (Indayani et al., 2023), says that good learning motivation has 4 aspects, namely: 1) The drive to achieve something contains 9 questions on numbers 1-9, 2) Commitment contains 6 questions on numbers 10-15, 3) Initiative contains 9 questions on numbers 16-24, and 4) Optimistic contains 8 questions on numbers 25-32. The learning motivation instrument in this study consisted of 32 questions. learning motivation questionnaire using a Likert scale with four alternative answers, namely, strongly agree, agree, disagree, and strongly disagree. For favorable item scores Strongly Agree (SS) = 4, Agree (S) = 3, Disagree (TS) = 2, Strongly Disagree (STS) = 1. Conversely for unfavorable scores Strongly Agree (SS) = 1, Agree (S) = 2, Disagree (TS) = 3, Strongly Disagree (STS) = 4. From a total of 32 question items the highest score is 128, and the lowest score is 32. With high, medium and low learning motivation categories. The validity test is a benchmark related to the measuring instrument used which can be said to be valid or invalid. Expert Judgement test or expert opinion is a validity test conducted by researchers in this study. The results of the consultation will be evaluated so that the questionnaire used is feasible in collecting research data. How to collect data by giving questionnaires to respondents at STIKes Dharma Husada. This research data analysis uses frequency distribution.

FINDINGS AND DISCUSSION

Respondent Characteristics

Tabel 1 Distribusi Frekuensi Karakteristik Responden

Category	F	%
Male	17	20,7
Female	65	79,3
Total	82	100

The number of respondents with the highest gender is female as many as 65 people (79.3%) and male gender as many as 17 people (20.7%). Student motivation in learning because it is dominated by women for the Bachelor of Nursing Study Program, this can be seen in research (Yani & Aulia, 2020) showing that women get superior academic motivation scores and supported by Astuti's research (Astuti et al., 2018) where women's motivation is higher than men. This can be seen from the expectations and interests of women who are more likely to have broad expectations and interests as well from what they need to continue to a higher education level.

Motivation to Learn in Student Centered Learning (SCL) Based on several Aspects (Drive to Achieve Something, Commitment, Initiative, and Optimism)

Table 2. Frequency Distribution of Learning Motivation in SCL Learning (Student Centered Learning) Based on several aspects

Category	F	%
Aspect of Drive to Achieve Something		
High	26	31,7
Medium	46	56,1
Low	10	12,2
Aspects of Commitment		

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High	8	9,3
Medium	66	80,5
Low	8	9,8
Initiative Aspect		
High	16	19,5
Medium	60	73,2
Low	6	7,3
Optimistic Aspects		
High	7	8,5
Medium	67	81,7
Low	8	9,8
Total	82	100

Learning motivation in SCL learning from the aspect of encouragement to achieve something obtained the most results in the moderate category as many as 46 respondents (56.1%). In the aspect of encouragement to achieve something focuses on statements in perseverance and tenacity in learning. The facts above show that students' encouragement to achieve what they want is still in the moderate category, meaning that it is quite good but has not yet reached the maximum category. Not yet fully aligned between desire, intention and effort to achieve something desired. Students who have a high motivation category are students who are very active and always strive to get something in the lecture learning process. This means that students have high enthusiasm during the learning process. Students who have a medium motivation category, students who try to struggle to get something in the learning process. Meanwhile, students who have a low motivation category are students who are not active in the learning process. This means that students lack enthusiasm in the learning process, so that these students do not focus during learning and lack of student curiosity in learning. This research is in line with research conducted by (Mujiono, 2021) shows that the average value of learning motivation seen from the aspect of encouragement to achieve something is 84.13% in the good category. In accordance with what Cherniss and Goleman said in Endang Indayani (Indayani et al., 2023) the drive to achieve something is a condition where students strive for something to improve and meet the standards or criteria to be achieved in learning. A student carries out learning activities because of the urge to know, understand, and master what he is learning.

Motivation to learn in SCL learning (student centered learning) from the aspect of commitment obtained the most results in the moderate category as many as 66 respondents (80.5%) The commitment aspect focuses statements on awareness of duties and obligations and the desire for achievement such as doing assignments, balancing assignments and competing with friends who have high scores. The above phenomenon describes that student learning motivation from the commitment aspect is in the moderate category, meaning that it is quite good. In general, student commitment must still be encouraged to be in the high category. Students' commitment in undergoing lectures illustrates their seriousness and responsibility in carrying out their activities as students in achieving predetermined goals. This research is in line with research conducted by (Mujiono, 2021) showing that the average value of learning motivation seen from the commitment aspect is 86.70% in the good category. As Cherniss and Goleman said in (Indayani et al., 2023) students who have a commitment always feel that they have duties and obligations, namely learning. The higher a person's commitment to something that has been determined will have an impact on the desired positive results so that the plans and goals to be achieved in college will automatically be easy to achieve.

Motivation to learn in SCL (student centered learning) from the initiative aspect obtained the most results in the moderate category as many as 60 respondents (73.2%). The initiative aspect focuses on statements of courage in expressing opinions, courage in taking risks and willingness to learn. This fact describes that in general students still have a fairly good level of initiative. Ideally, students should have a very high initiative because it will have an impact on their success in completing their lecture activities. The high initiative will affect how the student is able to complete the tasks of each course properly. The higher the initiative, the better they will undergo and complete their lectures. It can be seen that students who are categorized as high mean that they have high initiative, namely having readiness to do something and do something according to the available opportunities. Students are able to decide and do something right without having to be told. Students who are categorized as moderate mean that they have a high enough initiative, namely trying to do something according to the available opportunities and trying to do their own assignments. Meanwhile, students who are categorized as low mean that they have initiatives that tend to be low, so these students will find it difficult to develop and difficult to be independent in doing something. Students who have low initiative, usually when lecturers give assignments that tend to be difficult, these students will cheat or wait for answers from their friends. This research is in line with research conducted by (Mujiono, 2021) showing that the average value of learning motivation seen from the initiative aspect is 77.50% in the sufficient category. As Cherniss and Goleman said in (Indayani et al., 2023), students who have high initiative are students who already have their own thoughts and understandings and do something based on the opportunities available. The higher the initiative, the better they will undergo and complete their lectures.

Motivation to learn in SCL (student centered learning) from the aspect of encouragement to achieve something obtained the most results with moderate categories as many as 67 respondents (81.7%) and low categories as many as 8 respondents (9.8%). The optimistic aspect focuses on self-confidence and correction of weaknesses. Judging from the statements of self-confidence and correction of weaknesses have almost the same score. This means that in building a sense of optimism in individual students through self-confidence accompanied by good acts of self-introspection. Self-introspection will be a flashback mirror to correct all actions that have been passed in order to improve them for the future. Students who are categorized as high means having high optimism, students always try to get the best results and do not easily despair in doing something, especially in learning. Students are able to express their opinions in front of lecturers and believe that they are able to complete lectures on time. Students who are categorized as moderate mean that they have a fairly high optimistic attitude. Students try to answer the lecturer's questions well despite doubts. Meanwhile, students who are categorized as low mean that they do not have an optimistic attitude so that they will easily despair in doing something. Students will not try to find their own answers and even prefer not to answer or answer questions incorrectly or wait for answers from their friends. This research is in line with research conducted by (Mujiono, 2021) showing that the average value of learning motivation seen from the optimistic aspect is 83.00% in the good category. According to Cherniss and Goleman in (Indayani et al., 2023) optimism is a persistent attitude and does not give up easily in doing something so that it is needed in the learning process. Students who have an optimistic attitude will not give up easily and despair, even though their achievements are less than satisfactory. Students who are optimistic are students who want to work hard to complete tasks and are not afraid of failure or obstacles they will face.

SCL (Student Centered Learning) Models of Interested and Uninterested Categories

Table 3. Frequency Distribution of SCL (Student Centered Learning) Models in the Interested and Uninterested Categories

Learning Model SCL	Interested		Not Interested	
	F	%	F	%
<i>Small Group Discussion (SGD)</i>	26	31,7	28	34,1
<i>Role Play and Simulation</i>	34	41,5	7	8,5
<i>Discovery Learning (DL)</i>	9	11,0	9	11,0
<i>Case Study</i>	2	2,4	11	13,4
<i>Self-Directed Learning</i>	0	0	1	1,2
<i>Cooperative Learning</i>	0	0	14	4,9
<i>Collaborative Learning (CbL)</i>	1	1,2	3	3,7
<i>Problem Based Learning (PBL)</i>	1	1,2	0	0
<i>Project Based Learning (PjBL)</i>	6	7,3	19	23,2
<i>Contextual Instruction</i>	3	3,7	0	0
Total	82	100	82	100

SCL models are categorized as desirable in the order of the three largest, namely the highest order is Role Play and Simulation (34 respondents (41.5%). The second category of interest is Small Group Discussion (SGD) as many as 26 respondents (31.7%) and the third is Discovery Learning (DL) as many as 9 respondents (11.0%). Role play and simulation is a learning model through role play that facilitates student learning. Students understand and convey the material better than other SCL models and students also reveal that this role play model is able to make the atmosphere fun and different from other models. This research is in line with research conducted by (Ayu et al., 2021) where the results of the study were that when learning before the role playing method was 54, 2% and after the role playing method it increased to 83, 3% and was supported by research (Nawangwulan, 2021) where the results proved to be very effective, especially in the application of Student Centred Learning (SCL) in the Hospital Administration S-1 Study Program of STIKES Dr. Soetomo Hospital Foundation.

The small group discussion model is the second in demand by students because students are happy when digging up information, especially difficult or unknown words. Students take the initiative to find out first before SGD starts so that the SGD model helps increase student knowledge. This research is in line with research conducted by (Fitriyah, 2022) where the results of the study are the application of SGD is able to increase student activeness in achieving knowledge.

The discovery learning model is the third in demand by students because students like independent learning. Students are free to seek as much knowledge as they want so that students add knowledge outside of learning. This research is in line with research conducted by (Jasmin, 2020) where the results showed that there was a significant difference between student learning motivation before and after the application of the discovery learning model. Therefore, the role play and simulation model, small group discussion and discovery learning can continue to be applied and run in nursing undergraduate study programs according to applicable regulations.

SCL models in the uninterested category with the 3rd largest order, namely the highest order is Small Group Discussion (SGD) as many as 28 respondents (34.1%). The second most uninteresting category is Project Based Learning (PjBL) with 19 respondents (23.2%) and the third is Case Study with 11 respondents (13.4%). The SGD model as a model is not in demand by students with the highest order, namely because there is too much writing and the collection deadline is too fast where students have other tasks and activities. One of the students also revealed that SGD implemented by other campuses was done by typing compared to their own campus. On the other hand, students feel the same as others and unfair regarding the assessment of SGD so that students lack interest in doing the task

and many even delay doing and submitting the task late. This is in line with research conducted by (Ghaffari et al., 2021) that the factors influencing procrastination and lack of interest in academics are student-related factors, educator-related factors, factors related to assignment characteristics, institution-related factors and factors related to nursing work. That is, in this study, SGD as a model of disinterest, there are student-related factors, namely poor management skills, educator-related factors, namely unfair evaluation and traditional teaching methods and institutional-related factors, namely many assignments or exams. In addition, the current generation is generation Z where generation Z has the main characteristics related to the use of technology. Research conducted by (Nabila et al., 2023) that generation Z has the characteristics of the younger generation, namely that they really like something that is attractively packaged, commonly known as eye catching. Gen Z easily captures information that is conveyed briefly and to the point, especially if it is presented in the form of audio visuals or short videos. This fact is supported by research (Alit & Tejawati, 2023) where one of the learning styles of generation Z is focus on audio learning, which has far more advanced audio-visual abilities, so that visual forms of learning need to be made more interesting and effective and fun.

The project-based learning (PjBL) model came second in the category of students not interested because many did not like projects. Students revealed that project work drains a lot of time, energy and even materials, especially if many other students do not contribute to the project. So that students lack interest in working on projects and even often students become less contributing because students rarely contribute. This is in line with research (Marlina, 2019) where the results of his research showed that most students experienced a decrease in motivation to contribute when working on group assignments compared to when working individually with a moderate category. The most influential factor in decreasing motivation to contribute is the performance factor of group members with the highest percentage so that it affects other students in contribution and becomes an obstacle in working on a project.

The case study model is the third category that students are not interested in because they don't like case reports. Many students do not understand the case so they sometimes look for quick alternatives such as copying from other people's sources without understanding further. In addition, some students also dislike presentations regarding case reports that will be submitted even if the case for the group many rely on their friends before trying. This is a lot of students often rely on friends, copying without understanding the learning. This is in line with research conducted by ((Ghaffari et al., 2021) that the factors that influence delays and lack of interest in academics in this case study model are related to factors related to students, factors related to educators, factors related to assignment characteristics.

The small group discussion, project-based learning and case study models require strategies in providing motivation and student opportunities that need to be considered and the application of an individual performance evaluation system in completing tasks needs to be improved. Innovation and creativity in learning methods are very important to create an interesting learning atmosphere and achieve good learning. Nursing students need a good understanding to be applied in practical activities in the field. The Roleplay and Simulation model is a very interesting model for students because they can immediately see the application of the things that students learn.

CONCLUSIONS

Characteristics of respondents of third level nursing undergraduate students with the most gender, namely female as many as 65 people (79.3%) and male gender as many as 17 people (20.7%). Motivation to learn in Student Centered Learning (SCL) is in the moderate category as many as 55 respondents (67.1%). Motivation to learn in SCL learning seen from the aspects of encouragement, aspects of commitment and aspects of initiative and optimistic aspects are in the moderate category. The most popular SCL learning model is the role play

and simulation model and the least popular is the small group discussion (SGD) model. Innovation and creativity in learning methods are very important to create an interesting learning atmosphere and achieve good learning. Nursing students need a good understanding to be applied in practical activities in the field.

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