

(Research/Review) Article

The Effect of Motivation on the Learning Saturation Level of Midwifery Students

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Abstract: Learning is a form of development or transformation of a person that is manifested in a new form through experience and practice. Basically, learning is all mental or psychological activities carried out by a person that result in completely different behavioral changes before and after the learning process. This study aims to determine the effect of learning motivation on the level of saturation of second semester students towards the learning process in the Siti Fatimah Mamuju Midwifery Study Program in 2023. This study uses the Cross Sectional method in data analysis. The sample was selected using total sampling, namely students who were in the second semester of the first academic year and participated in the study when the study was taking place. The results of this study indicate that there is a significant influence between motivation and the level of student learning saturation, $p = 0.016$ ($\alpha < 0.05$). In overcoming the level of learning boredom, steps are needed to eliminate boredom and increase learning motivation by overcoming the causes of boredom. Students can discuss with academic guidance lecturers to get input, especially how to eliminate factors that cause boredom.

Keywords: level of learning boredom; motivation.

1. Introduction

Learning is a form of growth or change in a person expressed in new ways thanks to experience and practice, while teaching is a reciprocal interaction between those who experience changes in themselves and those who have a lot of experience and practice. Learning carried out in schools is a combination of teaching activities carried out by an educator and learning activities carried out by students, so that a process of transferring knowledge occurs in the form of knowledge and skills.

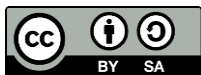
Learning and teaching are basically a process of interaction and integration between educators and students. The purpose of this interaction includes three aspects, namely: the cognitive aspect (knowledge) is the ability related to knowledge, the affective aspect (feelings and emotions) is the ability related to aspects of feelings and emotions towards the environment, and the psychomotor aspect (mental processes and skills) is the ability related to physical skills in doing and completing something, in various skills.

A reality that occurs in today's learning life is that learning outcomes are greatly influenced by the student learning process, learning planning, and the arrangement of the learning and social environment in the classroom, which will then have an impact on the quality of student learning outcomes. The learning process in schools often makes students experience stress due to the many demands and expectations that must be met both from the school environment and the family. This condition often causes students to experience high levels of stress and prolonged stress experienced by adolescents can cause students to become bored with learning.

The continuous learning process carried out by students and pressures, both from within themselves and their environment to achieve maximum learning achievement can bring students to the limits of their physical abilities. In the end, students experience mental/psychological fatigue and reduce student responses to learning (boredom) so that it causes boredom in thinking. According to him, student responses to learning will result in

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student boredom in participating in activities in the teaching and learning process, where this can result in their teaching and learning achievements decreasing.

A student who experiences boredom in learning, his reasoning system cannot work as expected in processing new items of information or experiences, so that his learning progress seems to be "going nowhere". If we describe this stagnant learning progress in the form of a curve, what will appear is a horizontal line commonly called a plateau. Learning boredom can hit a student who loses motivation and consolidation of a certain skill level before reaching the next skill level.

The percentage of students who experience learning boredom tends to increase with the length of time they study. The longer students study, the more severe the degree of learning boredom they will experience. Learning boredom if left for a long time can result in worsening psychological conditions of students which can affect the quality of themselves, achievement and future.

Based on a preliminary study that took place at the Midwifery Study Program of St. Fatimah Mamuju, the results of observations and initial interviews conducted on October 18-20, 2023, the researcher found several characteristics that were shown by students who were suspected of experiencing boredom in learning. This was shown by 18 students met by the researcher, there were 5 students who were sleepy in class, 3 students who were late to class, 2 students who played with cellphones/gadgets in class, 5 students were noisy in class and did not listen to the lecturer when giving lessons, and 3 students were restless because they felt hot or stuffy and so on. The behavior shown by these students while in class already shows the boredom of learning experienced by students. If in the teaching and learning process there are factors that can interfere with learning motivation, it can have an impact on the learning achievement of these students. For this reason, all factors that can cause learning achievement to decline must be eliminated and one of these factors is boredom in learning. Data obtained from D3 midwifery regarding the total number of first-year students was 53 students. Referring to the background above, the researcher is interested in conducting research on "the influence of student motivation on the level of boredom in learning".

2. Preliminaries or Related Work or Literature Review

The many activities and events at school, as well as the demands that must be experienced by students can cause students to experience symptoms such as students feeling tired in all parts of the five senses, and less enthusiastic in participating in teaching and learning activities, feeling bored, less motivated, less attentive, no interest, and not producing results. From these symptoms that appear, it can be stated that students are experiencing learning saturation. From there, the consequences that can arise because students experience learning saturation are a decrease in achievement scores in learning or having low achievement in learning, skipping class, being undisciplined, reluctant to learn, passive in class, noisy in class, often leaving class, unable to answer questions, and not doing assignments, and so on.

3. Proposed Method

This study uses the research design used, namely Analytical Observational with a Cross Sectional Study approach. The population in this study were Midwifery students in the second semester. The type of sampling is Total Sampling with all populations as samples. The data collection technique is primary data with direct observation of the respondents of this study to look for changes or things to be studied and the novelty in this study is saturation in the learning process. This study was conducted on October 18-20, 2023.

4. Results and Discussion

Table 1. Distribution of Respondent Frequency by Motivation

Motivation	Frequency	Presented (%)
Good	30	56,6
Less	23	43,4
Sum	53	100

Source : Primary Data Processing 2023

In table 1, it can be seen that out of 53 respondents, there are 30 respondents (56.6%) who stated that students are motivated to learn and 23 respondents (43.4%) who stated that students who are less motivated because their inner desire to learn is still lacking, which affects their learning saturation.

Table 2. Distribution of Respondent Frequency Based on Learning Saturation Level

Saturation Level Learning	Frequency	Presentation (%)
Unsaturated	41	77,4
Saturated	12	22,6
Sum	53	100

Source : Primary Data Processing 2023

In table 2, it can be seen that out of 53 respondents, there were 41 respondents (77.4%) who did not experience learning saturation and 12 respondents (22.6%) who experienced learning saturation. Respondents often experience learning boredom because their desire to learn arises only when their mood is good, for example in the morning, but when they arrive in the afternoon they become lazy because they feel tired and sultry, making it difficult to accept the lessons given by the lecturer.

Table 3. The Effect of Motivation on the Level of Student Learning Saturation

Motivation	Student Learning Saturation Levels				Sum		Value P
	Unsaturated		Saturated		F	%	
	n	%	n	%			
Less	19	63,3	11	36,7	30	100	0,016
Good	21	91,3	2	8,7	23	100	
Sum	40	75,5	13	24,5	53	100	

Sumber : Olah Data Primer, Uji Chi Square, 2023

The results of the study in table 3 show that of the 23 well-motivated respondents, there were 21 respondents (91.3%) who were motivated and 2 respondents (8.7%) experienced learning boredom while 30 respondents were less motivated, there were 19 respondents (63.3%) who did not experience boredom and 11 respondents (36.7%) who experienced learning saturation.

Based on the results of the Chi Square test in table 4.8 above, the result was obtained with a p= value of 0.016 (p value <0.05), meaning that statistically there is a significant influence between motivation and the level of learning saturation of second semester level I students in the D3 Midwifery Study Program Siti Fatimah Mamujui in 2023.

In studying, students often experience boredom. According to Reber, 1998 (in Muhibbin Syah, 2012), Saturation is a certain span of time that is used to learn, but does not bring results. A student who experiences learning boredom seems to have no progress on the knowledge and skills gained from learning.

The level of saturation has an important role in learning because if the level of saturation experienced by students is severe, the teaching and learning process will not run well directly, and if students experience saturation then the student will not be 100% satisfied with the ongoing educational activities.

Saturation itself is not a neutral force or a force that is immune to other factors, such as the past, the level of intelligence, the environmental situation, the expectation of success, and so on. Learning boredom plays an important role for students to be able to successfully achieve the maximum level of achievement, because students who experience a high level of boredom and rigor, the learning achievement they achieve will decrease. It is better if the level of boredom and fatigue is mild, then the learning achievement achieved will also increase. (Muhibbin Syah, 2012)

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6. Conclusions

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