



The Relationship Of Learning Motivation With Student Satisfaction With The Learning Process Of Laboratory Practices In The Covid-19 Pandemic Era

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ABSTRACT

Online learning is considered to be the best solution for teaching and learning activities during the COVID-19 pandemic. Mercubaktijaya Padang STIKes as a means and educational institution must be able to adapt to facilitating all adjustments concerning the student education system during the COVID-19 pandemic, including modifying learning methods, both theoretical learning and laboratory practical learning. The difficulties experienced by students when practicing online laboratories will have an impact on decreasing student learning motivation. The low motivation to learn will affect the results of the learning process, therefore, the problem of learning motivation needs special attention. Objective: to determine the relationship between student learning motivation and satisfaction with online laboratory practices in the Midwifery Undergraduate Education Study Program and the Midwife Professional Study Program, Mercubaktijaya STIKes Profession Program, Padang. Methods: descriptive-analytic with a cross-sectional design. The research sample was 2nd level students of the Undergraduate Midwifery Study Program and the Midwife Profession Study Program Mercubaktijaya Padang STIKes Profession Program with the instrument used was survey data. Data collection was carried out using a google form which was held from September 22 – to October 30, 2021. This research was analyzed by chi-square test using Microsoft excel application (X2 tabel : 3, 841) Results: . The results of the study showed that there was a relationship between student learning motivation and the online laboratory practice learning process (X2 hitung sebesar 5,685), the competence of supervisors (X2 hitung sebesar 7,272), and infrastructure during online laboratory practice (X2 hitung sebesar 6,012), Conclusions and Suggestions: showed that there was a relationship between student learning motivation and the online laboratory practice learning process, the competence of supervisors, and infrastructure during online laboratory practice. Need to increase student motivation to increase student satisfaction with the learning process, lecturer competence, and infrastructure.

Keywords: Motivation, Satisfaction, Learning in the Covid 19 Era

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INTRODUCTION

Online learning is considered to be the best solution for teaching and learning activities during the COVID-19 pandemic. This learning aims to increase access for students to obtain better and quality learning because online learning will provide opportunities for students to be able to follow a particular lesson or course¹, in addition, online learning can provide quality learning services that are massive and open in order to reach a wider and larger number of enthusiasts. STIKes Mercubaktijaya Padang as a means and educational institution must be able to adapt in facilitating all adjustments regarding the student education system during the COVID-19 pandemic, including modifying learning methods, both theoretical learning and laboratory practical learning.^{2,3} Online practicum is a solution for practical learning methods in situations covid-19 pandemic⁴.

Modification of learning methods carried out by a University in the era of the COVID-19 pandemic will have an impact on student satisfaction. In the context of this study, student satisfaction is illustrated by feeling happy or disappointed with the services they receive from campus administrators. One of the services that students receive is laboratory practical learning. Student satisfaction with the quality of campus services (laboratory practices) received will certainly have an impact on the level of learning motivation⁵.

Laboratory practice is one of the learning methods that gives students the opportunity to integrate, apply theory in a real setting, either independently or in small groups so that students can achieve learning goals as evidenced by the improvement of skills as the application of the knowledge that has been learned. Practical experience is difficult to replace by other learning methods because in practicum students directly experience, observe and finally conclude⁶. Online laboratory practice learning will have an impact on student learning outcomes where students will have difficulty achieving learning outcomes because they cannot practice directly with tools that comply with standard operating procedures contained in the practical guide. The difficulties experienced by students when practicing online laboratories will have an impact on decreasing student learning motivation. Low learning motivation will affect the results of the learning process, therefore, the problem of learning motivation needs special attention⁷. This means that motivated behavior is behavior that is full of energy, has a purpose or is directional and lasts a long time. Learning motivation is very important for the continuity of learning activities and plays an important role in achieving learning achievement.

The purpose of this study was to determine the relationship between student learning motivation and satisfaction with online laboratory practices in the Midwifery Undergraduate Education Study Program and the Midwife Professional Study Program, Mercubaktijaya STIKes Profession Program, Padang.

METHOD

This type of research is descriptive-analytic with a cross-sectional design. The population of the study was 2nd level students of the Undergraduate Midwifery Study Program and the Midwife Profession

Study Program, Mercubaktijaya STIKes Profession Program, Padang. Sampling is done by total sampling. The instrument used in this study used survey data. The survey in the form of a questionnaire made in the google form and using a Likert scale for easy access by students was carried out from September 22 – to October 30, 2021. The survey aimed to reveal in detail student motivation during the Covid-19 pandemic, and student satisfaction with the online laboratory practice learning process which includes 3 aspects, namely the teaching and learning process, lecturer competence, and infrastructure suggestions. This research was analyzed by chi-square test using a Microsoft Excel application.

RESULTS

Table 1 Learning Motivation On Student Satisfaction About The Teaching And Learning Process

Motivation To Learn	Student Satisfaction		Total	X ² hitung	X ² tabel
	Satisfied	No Satisfied			
Tall	21	5	26	5,685	3,841
Low	10	11	21		
Jumlah	31	16	47		

Based on table 1, it was found that of 26 students who had high motivation, 21 of them were satisfied with the online teaching and learning process of laboratory practice. Based on the results of the chi-square test, it is obtained that the X² count is 5.685 and the X² table is 3.841, which means X² count > from X² table. So it can be concluded that there is a relationship between learning motivation and student satisfaction with the online teaching and learning process of laboratory practice

Table 2 Learning Motivation On Student Satisfaction Regarding Lecturer Competence

Motivation To Learn	Student Satisfaction		Total	X ² hitung	X ² tabel
	Satisfied	Satisfied			
Tall	20	6	26	7,272	3,841
Low	8	13	21		
Jumlah	28	19	47		

Based on table 2, obtained from 26 students who have high motivation, 20 of them are satisfied with the competence of the supervisor of online laboratory practice. Based on the results of the chi-square test, it is obtained that the X² count is 7.272 and the X² table is 3.841, which means the X² count is > from the X² table. So it can be concluded that there is a relationship between learning motivation and student satisfaction regarding the competence of the supervisor of online laboratory practice.

Table 3 Learning Motivation On Student Satisfaction About Facilities And Infrastructure

Motivation To Learn	Student Satisfaction		Total	X ² hitung	X ² tabel
	Satisfied	Satisfied			
Tall	18	8	26	6,012	3,841
Low	7	14	21		
Jumlah	25	22	47		

Based on table 3, obtained from 26 students who have high motivation, 18 of them are satisfied with the facilities and infrastructure when practicing online laboratories. Based on the results of the chi-square test, it is obtained that the X² count is 6.012 and the X² table is 3.841, which means the X² count is > from the X² table. So it can be concluded that there is a relationship between learning motivation and student satisfaction with facilities and infrastructure when practicing online laboratories.

DISCUSSION

Student satisfaction with the quality of campus services is a manifestation of the level of student feelings after they compare the service they feel is by their expectations. If the service received is not by their expectations or expectations, the student will feel disappointed, and vice versa if the service he receives is by his expectations, the customer (student) is satisfied, and if the service provided exceeds his expectations, he will feel very satisfied. Service quality will have an impact on the level of satisfaction which leads to the level of student learning motivation⁵.

Based on table 1, it was found that there was a relationship between student learning motivation and the online laboratory practice learning process. The teaching and learning process of online laboratory practice is an educational process of interaction between lecturers and students to achieve educational goals. In this study, the teaching and learning process is the ease of accessing the online practicum, the implementation of the practicum according to the schedule, the online practicum adding to the understanding of theory and skills, the practicum/Competency action which is carried out online by the Lecture Contract/RPS and the ease of sending assignments/practical reports. Lecture contract / RPS is a learning implementation plan that will be realized in the learning environment. The RPS contains competencies, methods, and learning techniques that must be achieved by students both theoretically through face-to-face / online learning and laboratory practical learning. Teachers in the world of education will continue to make changes in both teaching methods and techniques, including during this pandemic, the demands for teaching methods and learning modifications are certainly more. Previous studies have discussed online learning media and their effectiveness, one of which is developing video tutorials in practical learning⁸.

The laboratory practice learning method used by the lecturer of the midwifery education study program for the undergraduate program and the midwife profession program for the midwifery profession program when the online laboratory practice is implemented is appropriate, where the person

in charge of the practicum has designed a method that is by the practical activities and is clearly stated in the practical guidance provided to students. The learning climate created by online learning also affects learning motivation, if in offline learning the lecturer can create a conducive classroom atmosphere to maintain student learning motivation so that learning can be achieved because the classroom climate has a significant influence on learning motivation. However, online learning conditions make it difficult for lecturers to control and maintain the learning climate because they are limited in virtual space. This condition causes students' learning motivation to decrease and even affects learning outcomes⁶.

Based on the statistical results in table 2, it was found that there was a relationship between student learning motivation and lecturer competence in online laboratory practices. lecturers and students have a reciprocal pedagogical relationship, in the process of learning activities there are several things that must be considered in increasing student concentration, including the use of applications that support the learning process, and the use of interactive media and teaching materials⁹. The ability of lecturers in preparing teaching materials will help students understand the material to be delivered. To get optimal laboratory practice learning outcomes, lecturers must be able to choose methods by considering supporting factors including infrastructure, study guides, and the abilities of lecturers and students so that students have a quality learning experience.

Preparation of technology-based learning materials that attract students' interest in learning, the ability to use online learning media, and the ability to replace the face-to-face class atmosphere which has been carried out directly in the online classroom atmosphere so that students still feel comfortable participating in learning are important factors for students to accept online learning. students find it difficult to communicate with lecturers online compared to face-to-face meetings. Judging from the interaction between lecturers and students during online learning, 76.3% of students said this was an obstacle. The interaction hasn't gone well¹⁰.

When the student's perception of the mastery given by the lecturer is considered good, the student's grasping power of the material taught by the lecturer is also good so that their achievement also increases. The success of a lecturer in the teaching and learning process must be supported by his personal abilities, one of which is a sympathetic and attractive attitude, flexible, wise and simple in acting. Lecturers must be sympathetic and interesting in explaining lecture material so that students will like them.

The results of the bivariate statistical test shown in table 3 show that there is a relationship between student learning motivation and facilities and infrastructure during online laboratory practice. Facilities are all the facilities needed during the learning process so that the learning process can run smoothly. Without infrastructure, the learning process will be hampered because there are no media that can be used to help transfer knowledge. This online laboratory practice requires the ability and readiness of lecturers and students to adapt to technological advances (online learning platforms). The

unpreparedness of lecturers and students in using online learning platforms is one of the problems that can hinder the effectiveness of online learning. Lecturers are expected to be able to use technology as a means to deliver learning to students.

In addition, during the implementation of practicum learning, students are given practicum guidebooks, and literature to assist in assignments. The ease of obtaining guidebooks, the ease of accessing materials, or Baharuddin (2019) a conducive learning environment including the infrastructure provided by the campus and the environment at home will assist students in achieving learning targets so that the implementation of learning activities can be effective.

CONCLUSIONS AND SUGGESTIONS

Showed that there was a relationship between student learning motivation and the online laboratory practice learning process, the competence of supervisors, and infrastructure during online laboratory practice. Need to increase student motivation to increase student satisfaction with the learning process, lecturer competence, and infrastructure.

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