

DESCRIPTION OF THE MOTIVATION OF LEARNING TO THE PROVISION OF STUDENTS SEMESTER VI OF THE HIGHER SCHOOL OF NURSING NATIONAL UNIVERSITY TIMOR LOROSAE

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Abstract

Introduction: Motivation is a force (power) or power (energy) within the individual to move toward certain goals, both consciously and unconsciously. Learning motivation is very important to stimulate the spirit of learning by following the learning process at school.

Objective: to describe the motivation of seizing students in semester VI of the Superior School of Nursing Timor Lorosae National University.

Methodology: We chose the type or model of descriptive to quantitative study and through qualitative. The student population semester VI with a total of 85 people, we use the formula of "Slovin" and the sample number is 71 respondents. Use nonprobability sampling with the purposive sampling type. The data instrument that used a questionnaire/question paper applied with Likert scale. we used simple descriptive statistics to the computer program SPSS (Statistical package For the Social Sciences).

Results: Based on the results of the descriptive analysis, the majority with categorical learning motivation is good frequently (84.5%) and the majority of students with classification the performance of the study is good (85.9%).

Conclusion: Based on the results it is necessary to state the following implications: the high motivation for learning will affect the good learning performance; the environmental conditions, especially the community environment, are not good, the affecting the performance of students; the learning capacity of students is not maximum and affects the performance of learning.

Keywords: Motivation of learning, student station, Higher school of nursing.

INTRODUCTION

Motive is the power within a person to do something or the circumstances of a person or organism that cause their readiness to initiate a series of behaviors or actions¹. While motivation is a process to activate motives in actions or behaviors to meet needs and achieve goals, or the state and readiness in individuals who encourage their behavior to do something to achieve certain goals (Carlos & Abilio, 2022)². Motivation is a force (power) or power (energy) within the individual to move toward certain goals, both consciously and unconsciously. Many factors affect student performance, one of which is a factor within family³. Family education is education first in the same family. A large and healthy family is for education

in small sizes, but it is decisive for education in large sizes, that is, the education of the nation, the state and the world, has greater advancement of knowledge or perception even in education for the family is fundamental cited by Carlos and Abilio, 2022⁴. Interest in continuing education is usually influenced by internal factors (within the individual) and external factors (outside the individual). Factors within the individual trigger the emergence of intrinsic motivation, while factors outside the individual or surrounding environment cause extrinsic motivation⁵. Motivation for learning is necessary for students to achieve the best learning outcomes. Learning motivation is very important to stimulate the spirit of learning by following the learning pro-

cess at school. Students who have a strong impulse or desire in themselves will have enthusiasm to learn in the classroom. Students will be active in learning if they have the motivation to learn⁶. Learning is a process of interaction between a stimulus (which can be a thought, feeling and movement) and a response. Learning is a process of interaction that is carried out by someone in obtaining something new in the form of behavior change as a result of the learning experience

Motivation in learning has a much greater influence on student learning, if the teacher is not able to increase the student's motivation in learning, then students will not learn well because there is no special attraction to them, besides that students are reluctant to learn, but if the subject that attracts the motivation of students in learning, then the lesson becomes easier to understand and together in your memory, because the motivation is added to the spirit of learning activities. Strengthening and inculcating the student's learning motivation is in the hands of teachers. Because in addition to students, the most important element in seize activities is the teacher. Teachers are educators who play a role in pedagogical engineering. He develops seize projects and implements them in the teaching and learning process. Teachers also act as educators who teach values, morals, social ethical and to play this role it is necessary that the teacher has extensive knowledge and discernment that will later be taught to students. The teacher should consider and determine whether the task of the teacher or school is just to make students memorize knowledge or be skilled to do something, or even more, to make students independent, confident and able to develop even more. The teacher should consider and determine whether the task of the teacher or school is just to make students memorize knowledge or be skilled to do something, or even more, to make students independent, confident and able to develop even more.

According to the results of interviews with discipline teachers and teachers of counseling guidance of students

in semester VI, Nursing Degree of the School of Nursing National University Timor Lorosae. Idso still does not seem to have been clear. Based on observations in the field, the researcher argues that there is still no research on the description of students' motivation for learning in semester VI, Nursing Degree of the Higher School of Nursing. Information about the motivation for learning is important for teachers to have a basis and develop student motivation. Therefore, researchers are interested in studying more deeply on the subject. This encourages researchers to conduct research on "Description of the motivation of seizing students' semester in the VI, Nursing Degree of the Higher School of Nursing"

Goal

General objective to describe the motivation of seize in students the semester VI of the Superior School of Nursing Timor Lororsae National University.

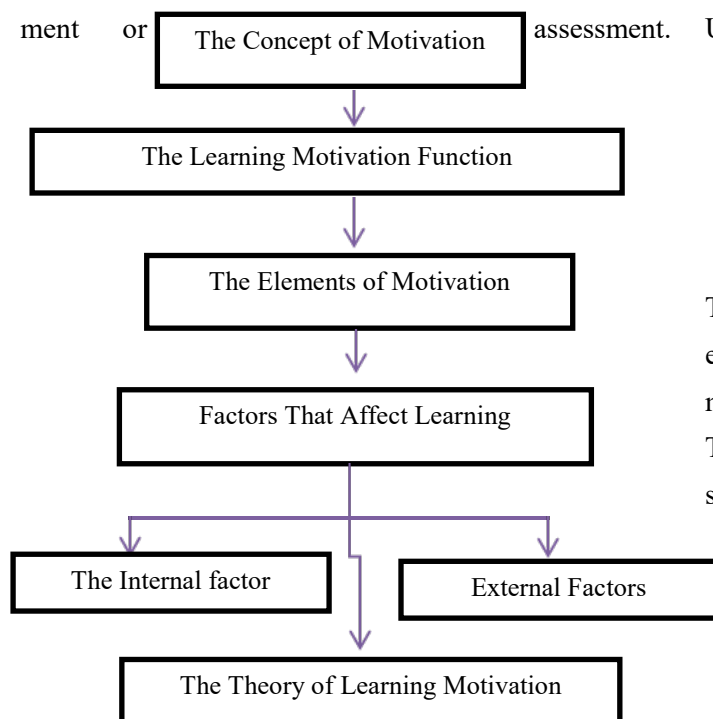
The specific objectives are:

- Know the type of motivation that students have in semester VI.
- Know the factors that influence learning motivation with the performance of the semester VI student

THEORETICAL FRAMEWORK

The motivation of learning is an external and internal impulse that causes a person (individual) to act and act to achieve objectives, so that changes in the student's behavior are expected to occur (cited by Carlos & Abilio, 2022)⁷. Learning is a series of mental and physical activities to obtain a change in behavior as a result of individual experiences in interaction with your environment involving cognitive, affective and psychomotor aspects. From the understanding of some of the above learning, it can be concluded that learning is a step of change in individual behavior, which is relatively permanent as a result of experience and interaction involving the environment involving cognitive processes⁸. The success of learning includes psychomotor changes, so that the success of

learning is the student's ability in the form of mastery of knowledge, attitudes and skills achieved in learning after he performs learning activities⁹. Based on the above opinion, it can be concluded that the use of learning is the result obtained by students after performing learning activities that include changes in behavior (psychomotor), mastery of knowledge, attitudes and skills (Carlos & Abilio,2022). The value reported in the article is the final formulation given by the teacher in relation to the progress or achievement of the student's learning during a given period. Learning performance or student learning outcomes may be known as measurement or assessment.



METHODOLOGICAL

The type or model of descriptive to quantitative study was chosen and through qualitative. The population or crowd is an area of conceptualization generalization that consists of objects/or subjects that have certain quantities and characteristics and determined¹⁰. The population or crowd of this researcher in the student's semester VI with a total of 85 people. To determine the sample, we use the formula of "Slovin". According to this formula, the sample number is 71 respondents. Use non probability *sampling with the purposive sampling type*

or model. The criteria inclusive is and student semester VI who wants to be respondent, and exclusive criteria is and student semester VI does not want to be respondent. The instrument or tool to collect the data that used was a questionnaire on/paper of questions applied using a Likert *scale*. Data analysis we will investigate or use simple descriptive statistics to the computer program SPSS (*Statistical package For the Social Sciences*)¹¹ and the resulted presented in tables.

FINDINGS

Table 1. Distribution a frequent student without the semester VI of the Higher School of Nursing the National University of Timor Lorosae.

| Sex | N | % |
|--------|----|------|
| Male | 26 | 36.6 |
| Female | 45 | 63.4 |
| Total | 71 | 100 |

Table .1 above shows the indica respondents that women higher than men, women with value 45 (63.4%) and male with frequency 26 (36.6%).

Table 2. Distribution the frequency of the age of the respondents.

| Age of respondents | N | % |
|--------------------|----|------|
| 15-25 | 68 | 95.8 |
| 26-30 | 3 | 4.2 |
| Total | 71 | 100 |

Table 2 above shows **the respondents** indica that the majority of respondents between age 15-25 years 95.8%. compared to the age of 26-30 years is 4.2% in the results.

Table.3. Distribution of frequency on categories the more motivation learning.

| | | |
|----------------|-----|------|
| 1-13 (Menus) | 1 | 1.4 |
| 14-27 (Enough) | 10 | 14.1 |
| 28-41 (Good) | 60 | 84.5 |
| Total | 100 | 100 |

Table 3 above shows the respondents indicate the motivation of learning respondent student semester VI in Higher School of Nursing most with categorical the learning motivation is good frequently (84.5%) compared to the categories of sufficient learning motivation (14.1%) and the learning motivation less (1.4%), according to the research result (2022).

Table 4 Distribution of frequency with category of contribution of the study.

| Proportion of the study | N | % |
|-------------------------|-----|------|
| 1-13 (Menus) | 4 | 5.6 |
| 14-27 (Enough) | 6 | 8.5 |
| 28-41 (Good) | 61 | 85.9 |
| Total | 100 | 100 |

Based on table 4 in the above shows that the respondents indicate the Provision of the study of student semester VI in Higher School of Nursing the majority of students with classification the provision of the study is good (85.9%) compared to the classification sufficient (8.5%) and less (5.6%), of the study carried out.

DISCUSSION

Based on the results of the study showed that there was a significant effect the student's semester VI in Escola Superior de Emfermagem, from the Faculty of Medicine and Health Sciences at the Timor Lorosae National University. The majority with categorical learning motivation is often good (84.5%) is compared with sufficient learning motivation catechism (14.1%) and learning motivation less (1.4%) of the research result and the study results in semester VI of the Higher School of Nursing Faculty of Medicine and Health Sciences, National University Timor Lorosae. The majority of students with the performance of the study are good (85.9%) compared to the sufficient classification (8.5%) and less (5.6%) in the result of interpretation of the investigation.

With motivation, students will be encouraged to learn to

achieve goals and objectives because they are safe and aware of the benefit of interests and benefits learning. For students, that motivation is very important that can move the student's behavior in a positive direction so that he is able to face all the challenges, difficulties and can take the risks in his studies. Motivation can determine whether or not it is good at achieving goals, so that the higher the motivation, the greater the success of learning. Motivation as the main learning factor that serves to manage, ground and move the act of learning. According to the survey results through direct observation, most highly motivated students work hard, will seem bold, will not give up and actively read to improve the results of and learning and solve the problems they face. On the other hand, those who have low or less motivation, seem indifferent, easily discouraged, their attention is not focused on learning, which results in learning difficulties of students on a daily life (Carlos & Abilio, 2021).

Given the importance of motivation in terms of increasing learning performance, there are many techniques used by teachers to increase students' ability to motivate learning. The teacher always remembers how important it is to give students reasons to study hard and try to give the best of themselves in their studies. The students also usually explain to the others what is expected of them during the study and after the learning process. These results are in accordance with the theory expressed by (Barroso, 2009; quoted by Carlos & Abilio, 2022) and stated that "the teaching and learning activities of a student will be successful if he has the motivation to learn". The study of the students who are enthusiastic, focused on the diligent to improve their performance in the 12th students. The results of this study found that motivation for learning has a positive and significant influence on learning performance at school.

CONCLUSION

Significantly, the motivation for learning has a significant effect on the learning outcomes of students in semester VI at the School of Emfermagem, faculty of med-

icine and health sciences at the Timor Lorosae National University as evidenced by the existence in data collection through observation, in documentation and questionnaires that are processed simultaneously. On the basis of the research results, it is necessary to state the following implications:

- The high motivation for the apprentice gem that will affect the best performance of the learner act by the motivation in the study.
- Environmental conditions, especially the community environment, are not good, affecting student performance.
- The learning capacity of the students is not maximum and affects the performance of learning in the Higher School of Nursing.

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Citation: Carlos Boavida Tilman, et al. DESCRIPTION OF THE MOTIVATION OF LEARNING TO THE PROVISION OF STUDENTS SEMESTER VI OF THE HIGHER SCHOOL OF NURSING NATIONAL UNIVERSITY TIMOR LOROSAE. AJMCRR. 2022; 1(1): 1-5.