

Correlation between Student Centered Learning (SCL) and Learning Motivation of Nursing Student at Faculty of Nursing, University of Jember

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Abstract: Learning motivation is affected by several factors, one of them is learning model known as Student Centered Learning (SCL). The purpose of this study was to determine the correlation between SCL and learning motivation of nursing student at faculty of nursing University of Jember. This research was quantitative study with cross-sectional method. The samples used were 252 students conducted by stratified random sampling technique. The results showed that SCL had average score 76.71. In the other hand, learning motivation of nursing students had average score 100,19. There was a correlation between Student-Centered Learning and learning motivation on nursing students Faculty of Nursing, University of Jember based on Pearson correlation test, but the correlation between the two variables were weak ($p\text{-value}=0.001$; $\alpha = 0.05$; $r = 0.281$). The motivation of students in faculty of nursing is not only influenced by SCL learning model, but many factors influence the learning motivation. This study could be used for college student to self-evaluation to improve their learning motivation to achieve maximum results.

1 BACKGROUND

Students are learners who study at university and cannot be separated by learning activities and doing task (Artyani, 2015) . Learning is a process of behavioural change that occurs as a result of experience, involving elements of the soul and body that must be balanced to change (Sherwood, 2010). The success of the learning process is influenced by several factors that come from the student's personal self, the lecturer's effort in providing and creating the condition of teaching, and the environment especially the adequate facilities and infrastructure for the growth of teaching process (Sudjana, 2010).

The main factor in the learning process is motivation (Sobur, 2009). Motivation to learn is something that exists in everyone who know the urge to learn (Hardini & Puspitasari, 2012). Motivation refers to a person's desire to learn (Potter & Perry, 2005). Learning motivation is also influenced by the model and the learning method applied by the college (Indriasari, 2016). One of the learning model that has been applied is Student Centered Learning (SCL). SCL learning model is a learning model with a constructivism approach

where students are actively forming their own knowledge (Trinova, 2013). SCL is a learning model that should be used because it has several advantages, student have big participation in learning, have strong motivation to follow the learning, growing atmosphere of democratic discussion in learning, and increase knowledge for teachers because something experienced and delivered not previously known by the teacher (Ramdhani, 2009).

Based on the research entitled The Relationship Between Student Centered Learning (SCL) Implementation With The Achievement of Student Learning at PSIK STIKES Achmad Yani Yogyakarta, 47 respondents (56,0%) from 84 respondents considered that the application of SCL learning model in STIKES Achmad Yani categorized well. The result of bivariate analysis using Kendall Tau test is known $p\text{-value} (0.897) > 0,05$ means that there is no correlation between applying student-centered learning model with student achievement of PSIK STIKES Jenderal Achmad Yani Yogyakarta. The results of the coefficient correlation, the value is $r = 0.016$, it

means that the relationship between them is very weak (Hasan, 2011).

The fundamental difference between Student Centered Learning (SCL) and Teacher Centered Learning (TCL) can be seen from its orientation. The orientation of the SCL model emphasizes that learning activities in the students are oriented towards learning (learning oriented). While TCL learning model strategy is more oriented to content (content-oriented). Therefore, in the SCL teaching is no longer a process for transferring information from teachers to learners, but as a facilitate the process of learning in the classroom (Rasiban, 2013).

The preliminary study conducted at nursing faculty of University of Jember obtained a population of 723 students from the 2013 to 2016. Interviews conducted on 20 students from second and fourth-degree found that most of the students' desire will increase to follow the lecture and listen if the lecturer delivered material with interactive. Interview conducted on 3 lecturers found that faculty of nursing in general have used SCL learning model, but there is still a combination between SCL model with TCL (Teacher Centered Learning).

2 METHODS

This research is a quantitative research with cross-sectional approach. The sample used is nursing students of University of Jember which is still active status from 2014, 2015, and 2016 level. The sampling technique used is stratified random sampling.

Data collection using questionnaire for assess application of learning model based on SCL, and learning motivation. Questionnaires were made using Likert scale. Validity and reliability test result showed r product moment = 0,3610 and the value of Cronbach's Alpha was 0,912.

Research ethics are, usefulness, justice, confidentiality, and anonymity. Utilization means this research provides benefits for students or lecturers to know the good or bad application of SCL learning model, in addition to knowing how the motivation to learn students in educational institutions where doing research. The respondent's approval sheet, given to the respondent before conducting the research so that the respondent knew the purpose of the research. Justice means researchers treat respondents fairly well before, during and after research. Confidentiality means the researcher does not publish all respondent information relating to research to public except for

research purposes. Anonymity means the researcher ensures the identity of the respondent by not specifying the respondent's full name.

Table 1: The average of students age (n=252).

Age	Mean	SD	Min- Max
Age (Year)	20,11	0,924	18 – 23

Table 2: Characteristic of students (n= 252).

Characteristic	Category	Frequency (person)	%
Sex	Male	54	21,4
	Female	198	78,6
Total		252	100
Degree	2014	46	18,3
	2015	106	42,1
	2016	100	39,7
Total		252	100
Religion	Islam	247	98
	Kristen	4	1,6
	Katolik	0	0
	Hindu	1	0,4
	Budha	0	0
Total		252	100

Table 3: The implementation of SCL in faculty of nursing (n=252).

Variable	Mean	Standard Deviation	Max
Implementation of SCL	76,71	6,962	100

Table 4: The average of learning motivation (n=252).

Variable	Mean	Standard Deviation	Max
Learning motivation	100,19	9,317	135

Table 5: Correlation between SCL and learning motivation (n=252).

SCL	Learning motivation	
	r	0,281
	p-value	0,001
	α	0,05
	n	252

Data collection was conducted in June to July 2017. The researcher gave google form link to each respondents. Respondents who agreed to participate in this study were asked to sign the consent. This research was conducted after obtaining approval from Faculty of Nursing (No: 2425/UN25.1.14/LT/2017).

Univariate analysis was performed to describe the respondent characteristic, application of learning model based on SCL and learning motivation. Before conducting bivariate analysis, Kolmogorov Smirnov was used to test the normality of the data. Based on the result of normality test, data were analyzed by Spearman correlation test with significance level of 0.05.

3 RESULTS

Table 1 reveals that the average age was 20.11 with a standard deviation 0.924, the youngest age was 18 years old and 23 years old age.

Based on table 2, shows the distribution of gender frequency result that of 252 students as much as 54 (21.4%) students male, while female students are as many as 198 (78.6%) students. The frequency distribution of client characteristics based on degree can be known by the year 2014 number 46 (18,3%) student, 2015 number 106 (42,1%) student, and year 2016. Frequency distribution of respondent based on religion can be known that most of student religion is Islam 247 (98%), Christian 4 (1.6%), and Hindu 1 (0.4%).

Table 3 indicates that the application of SCL model has mean 76,71 and standard deviation of 6,962. Table 4 shows the average value of learning motivation was 100.19 and the standard deviation 9.317. Table 5 shows that Spearman rank correlation test obtained a p-value of 0.001 and r-value of 0,281. It can be concluded that H_a accepted and H_o rejected so there is a relationship between the implementation of SCL with student learning motivation.

4 DISCUSSION

4.1 Implementation of SCL

The result of data analysis shows that the implementation of SCL has reached 76,71% (from maximum score of questionnaire score 100) with average which is 76,71. Application of SCL learning model, students are expected to be active as

independent participants in the learning process, who are responsible and have the initiative to be able to recognize their learning needs. Student-centred learning process occurs when lecturers and students are equally active in teaching and learning activities. However, the lecturer retains an active role in the teaching and learning process in the classroom, the lecturer's role must actively assist students during the process (Rudolfo, 2006). Lecturers are more of a role as FEE (Facilitating, Empowering, and Enabling) and guide on the sides than as mentors in the centred (Hadi, 2007).

The lecturer as a facilitator, helps students access information, organizes and transfers them to find solutions the problems, as guides on the sides ie lecturers as teachers who listen and direct the discussion not only deliver material from the beginning of learning until the end of the deliberations, as well as designing a comfortable learning strategy (Jogiyanto, 2009).

Student assessment on the role of lecturers in faculty of nursing shows that the lecturers have been acting as facilitators, motivators, giving inputs during the teaching and learning process and providing feedback on the results of the learning. The material presented by the lecturers has also achieved the target of learning. Lecturers in teaching and learning process using media such as PPT, handout, module, and provide structured tasks in accordance with the competence to be achieved.

The role of nursing students in faculty of nursing also influences the successful achievement of SCL learning model. Learning process with SCL will be successful if the role of lecturers and the role of students running together in teaching and learning activities. Students learn both individually and in groups by digging information and knowledge actively, besides the students are competent in learning which means that students not only know the contents of the course but also learn how to know (Ramdhani, 2009). The application of SCL can be appropriately applied in faculty of nursing , because the results same with previous research (Kurdi, 2009). The results of questionnaires obtained from the role of students and the role of lecturers, students and lecturers already apply the role in the model of learning based on SCL in Faculty of Nursing, University of Jember.

4.2 Learning Motivation

The result of data analysis about nursing student motivation in faculty of nursing got average score of 100,19, which shows that the motivation of nursing student has reached 74.21% (from maximum score of questionnaire score of 135). Motivation to learn is

the tendency of learners in learning activities that are driven by the desire to achieve the best achievement or learning outcomes (Hamdu & Agustina, 2011). Motivation is divided into two types, intrinsic motivation is the motivation that arises from person in accordance with they needs, while extrinsic motivation arise because of stimulation or encouragement from outside or from others, such as learning models provided by lecturers during the learning process teaching (Sardiman, 2007). Motivation to achieve optimal learning outcomes. This is because each individual person has a desire to get achievement and outperform the other (Kristini & Mere, 2010).

Motivation to study at Faculty of nursing is influenced by two factors which both have equal value in determining motivation learn in influencing motivation, that is intrinsic motivation and extrinsic motivation. Students faculty of nursing have maximal learning motivation if the result of learning is as expected, beside that student struggle to face difficulties in learning by asking to lecturer and close friend. In addition, students also have perseverance in learning, for example, students are happy to follow and read the lecture materials. However, with the many duties and submission of boring material resulted in students less motivated in teaching and learning process in college.

4.3 Correlation between implementation of SCL and Learning Motivation

The result of bivariate analysis showed that there was a correlation between SCL with the motivation of nursing student, Faculty of Nursing, University of Jember. This result is similar to previous research which showed that there was a significant correlation between PBL learning method with student learning motivation PSIK STIKES Yogyakarta (Indriasari, 2016).

Motivation can be influenced by dynamic elements in learning, is meant in the learning instrument such as hardware and software (Nursalam & Efendi, 2012) . Hardware is in the form of teaching and learning tools, while software such as curriculum, facilitator, and the methods or models used while studying (Notoatmodjo, 2007). Learning motivation can also be influenced by the model and the learning method applied by the educational institution where the student places the education (Indriasari, 2016).

The coefficient correlation of SCL and student's learning motivation has positive correlation , which means the greater the value of the application of SC, the greater value of learning motivation. Positive

perceptions formed by students on the learning model will increase the student's motivation to conduct learning activities, and will be active and productive in the process of teaching and learning in the classroom (Indriasari, 2016).

However, SCL has not been fully able to improve student's learning motivation. Based on the results of this study, the correlation strength between application of SCL and learning motivation shows weak correlation. This is in accordance with the results of previous studies which indicate that there is a significant relationship between PBL learning model (Problem Based Learning) with learning motivation of nursing students with weak correlation strength. Motivation learning is not only influenced by the learning model, but many factors that can affect learning motivation (Indriasari, 2016).

There are several elements that influence the motivation of learning, including the condition of learners, the ability of learners, aspirations, teaching strategies in educating learners, dynamic elements in learning, and learning environment (Nursalam & Efendi, 2012). There are aspects of input, process, and output also affect student learning motivation (Sardiman, 2007). Therefore, the motivation of students in faculty of nursing is not only influenced by SCL learning model, however, many factors influence the motivation of learning, one of which is intrinsic motivation where intrinsic motivation is more effective in influencing one's learning motivation.

5 CONCLUSIONS

Implementation of SCL in faculty of nursing has average value 76,71. The motivation of nursing students has an average score of 100.19. There is a positive relationship with the weak correlation strength between the application of SCL with the motivation of nursing students in faculty of nursing. Suggestions for educational institutions, can upgrading SCL learning model that has been done as well as academics can be more active role in realizing SCL learning model in PSIK University of Jember in order to realize optimal learning objectives. Suggestions for further researchers that researchers can carry out more in-depth research related factors that affect learning motivation. The next researcher can also do research with experimental research design and also can use other variable that can influence student's learning motivation.

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