

NURSING STUDENTS' MOTIVATION TOWARD BLENDED LEARNING AT A PRIVATE UNIVERSITY IN TANGERANG

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ABSTRACT

Motivation can be a driving force for learning that is manifested by the attention of students in blended learning. Blended learning alone is a combination of online learning and face-to-face learning model. The faculty of Nursing at one private university in Tangerang is currently developing a blended learning model. The learning is applied to several subjects including Emergency and Critical Care and Disaster Management courses. When the pandemic hit Indonesia, the education system suddenly shifted to online learning. It then pushed students and teachers to master the use of technology, in order to ensure the effectiveness of its implementation. It is indeed significant, given that there are several challenges of the blended learning model, such as internet connection, inadequate facilities or devices, and students' tendency to procrastinate. It is also important to know students' perception toward blended learning for the better implementation in the future. This study seeks to explore the motivation of nursing students at one private university in Tangerang toward blended learning. To achieve the objective, a descriptive quantitative research method was utilized. The sample consisted of 207 third-year nursing students who learned with the blended learning method. The data were collected using The Motivated Strategies for Learning Questionnaire (MSLQ) in May 2020 through an online survey form. The data were then analyzed using univariate analysis. It showed that 70% of students had high learning motivation while the remaining 30% had low learning motivation. Hence, blended learning was assumed to be effective and worth keeping for nursing education.

Keywords: Hybrid learning, Motivation, Nursing Education, Nursing Student

INTRODUCTION

The learning model is an integral part of a series of approaches, strategies, learning methods, and learning tactics. There are several learning models based on online proportions, namely face-to-face learning, web-enhanced (learning combined with internet access), fully online, and blended learning (Kemenristekdikti, 2019). Blended learning is a combination of online learning and face-to-face learning model. It is supported by several factors such as adequate information and communication technology facilities; teaching skills; as

well as students' attention and motivation to learn (Hrastinski, 2019). Motivation is an impulse that comes from within to take an action to achieve a goal (Mulyaningsih, 2014). Learning motivation is someone's desire to carry out the learning process so that the student can achieve optimal performance. Motivation may serve as a driving force for learning which is manifested by the attention of students in following the learning process, specifically within the blended learning model (Bouchkioua & Mokhlesse, 2021; Islam et al., 2018).

Online learning begins with the existence of e-learning or online learning initiated by the University of Illinois in Urbana-Champaign. In 1999 the Learning Management System was developed to facilitate learning via the internet. Therefore, blended learning is a combination between online learning done through LMS and face-to-face learning. Blended learning has various advantages such as flexibility to access the learning materials at any time and everywhere; a chance for students to discuss the materials virtually with teachers or other students; and convenience for the teachers and students to manage the face-to-face learning activities (Hrastinski, 2019; Smith & Hill, 2019). In Indonesia, the blended learning model has been carried out in several universities, mostly in private universities, and applied in various disciplines.

Several studies found that blended learning is effective for the learning outcomes, as it stimulates the active learning for students and encourages students to develop their critical thinking (Cuzco et al., 2021; Yusuf et al., 2020). Moreover, the blended learning model is also helpful to develop nursing students' performance ability and self-confidence in clinical practice (Lee et al., 2013). On the other hand, a study revealed that some management course delivered

using hybrid learning was less successful. This happened because the students felt that they need direct demonstration from the lecturers; e-mail communication is perceived to be less efficacious; students are less motivated to engage in blended learning and the appearance of e-learning that is less attractive and less timely feedback (Hendrayati & Pamungkas, 2016). Furthermore, a study also showed that students' intrinsic motivation was at its lowest point when in a hybrid virtual classroom, instead of in the real classroom (Raes et al., 2020).

The faculty of Nursing at one private university in Tangerang is currently applying a blended learning model to several subjects including Emergency and Critical Care and Disaster Management courses. When the pandemic hit Indonesia, the education system suddenly shifted to online learning, which then required students and teachers to master the use of technology, in order to ensure the effectiveness of its implementation. It is indeed significant, given that there are several challenges of the blended learning model, such as internet connection, inadequate facilities or devices, and students' tendency to procrastinate. It is also important to know students' perception toward blended learning for the better

implementation in the future. This study may be useful for providing information about the nursing students' learning motivation toward blended learning. It can also be a reference for determining the learning model that students are interested in and for further research on learning motivation and learning blended learning models.

METHOD

The research used a descriptive quantitative design method with a cross-sectional approach and students' learning motivation as the main variable. The population of this study were the third-year nursing students at one private university in Tangerang. The inclusion criteria were those who were still active as nursing students at the private university in Tangerang; had been involved in blended learning, particularly in Emergency and Critical Care and Disaster Management subjects; and agreed to participate in the study. The sampling technique used was total sampling, which was taking the entire population of 382 third-year students to participate in this study. However, until the appointed time, the authors got 207 respondents with a response rate of 54.1%. 175 students who did not fill in the google form distributed by the researcher were declared to refuse to

participate in this study.

The instrument used in this study was an MSLQ (Motivated Strategies for Learning Questionnaire) questionnaire developed by Pintrict et al (Duncan et al., 2015) which was translated into Bahasa Indonesia. This questionnaire consisted of a Likert scale with 7 rating scales. Before the questionnaire was distributed, the authors conducted a validity test with a sample size of 30 students at a significance level of 5%. Of 31 questions, 27 questions were valid and 4 (item numbers 2,3,4, and 19) we invalid. The sentence structure of the four questions was then corrected before being distributed to the respondents. Cronbach's alpha score was 0.924. The authors tested the validity and reliability of the questionnaire which was translated into Bahasa Indonesia to ensure the appropriateness of the questionnaire to be the research instrument.

The data collection process began after obtaining approval from the Faculty of Nursing Research Ethics Committee at a private university in Tangerang. After getting the approval, the authors started to conduct the study by distributing the questionnaire link to the third-year nursing students at one private university in Tangerang. This study described the

percentage of research variables, which was, students' learning motivation. Data analysis was carried out in several processes, namely editing (editing data that has been downloaded from google form), coding (coding on research data by filling in the respondent number "Respondent 1 - Respondent 207", question number "Number 1 - Number 31" and "HIGH" for high learning motivation levels, and "LOW" for low learning motivation levels), Processing (entering data into a Microsoft Excel program and processing it

with a computerized system), Cleaning (checking again for possibilities error code). This study had been approved by the Faculty of Nursing Research Ethics Committee at a private university in Tangerang with No. 139/FON-UPH / Int / IV / 2020 on April 1st, 2020.

RESULTS

The characteristics of respondents and their level of motivation can be seen in table 1 and 2.

Table 1. Gender of Nursing Students at A Private University in Tangerang, 2020 (n=207)

Gender	n	%
Male	51	25%
Female	156	75%
Total	207	100%

Table 1 showed that the third-year students who became respondents in this study were dominated by women with a total of 156 (75%), and the remaining 51 (25%) were men.

All respondents were active students at a private university in Tangerang who had participated in blended learning in the Emergency and Critical Care and Disaster Management subject.

Table 2. A Descriptive of Nursing Students' Motivation Using a Blended Learning Model at a Private University In Tangerang, 2020 (n=207)

Category	n	%
High	145	70
Medium	61	29.50
Low	1	0.50
Total	207	100

Table 2 showed that 145 students (70%) had high motivation and 61 students (29.5%) had low motivation using the blended learning model.

DISCUSSION

Based on the demographic data, most of the respondents of this study were female. A study found that women are more interested in entering the nursing department. Turan

(2021) argues that the nursing profession requires perseverance, patience, and diligence, and those traits tend to be found among women. It may be one of the reasons why the majority of nursing students are women. Regardless of, the gender role in nursing school, students' performance may differ because of several factors, one of which is individual learning motivation. Learning motivation is an impulse driving one's energy in doing particular activities to achieve goals. In other words, motivation is a psychological condition that encourages a person to do something (Arifin et al., 2020; Rasmitadila et al., 2020).

Students learning motivation is important in the teaching and learning process whether it is online, onsite, or hybrid classroom. Motivation can be an encouragement for students to explore knowledge and expertise autonomously according to the targeted competencies. Moreover, a previous study shows that students with high motivation tend to achieve higher learning achievement than those with lower motivational level (Riswanto & Aryani, 2017; Steinmayr et al., 2019). This is in line with research conducted by Umboh et al. (2017), that 87.5% of students who had good learning motivation also had satisfying academic

achievements. These results indicate that learning motivation influences students' academic achievements.

Blended learning is one of the learning methods that show positive outcomes in students. By combining online educational materials and onsite classrooms, lecturers have a chance to meet the students directly, while the students themselves are stimulated to be involved in independent learning. Based on data analysis, the student's motivation toward blended learning is high (70%). Blended learning may help the students to optimize their learning process by exploring the material broadly and to encourage themselves in active learning (Kiviniemi, 2014). Blended learning also helps students to determine their learning environment by setting their own pace and give flexibility in their study time (Boelens et al., 2017).

A supportive learning environment is one of the positive factors which can enhance the student's learning motivation. Some facilities that should be provided to support blended learning are a qualified Learning Management System (Moodle), stable internet connection in every corner of the campus, and a positive environment that enables students and lecturers to be actively

engaged in offline class. Thus, students with high motivation will be more successful in the online environment than students with low motivation (Baber, 2020). The modern teaching methods and online environment increase students' motivation to learn because the learning environment also influences human motivation.

CONCLUSION

To sum up, most of the students were highly motivated in blended learning. It is due to the adequate learning environment, including online learning facilities and student-teacher engagement during offline class. Blended learning is hence proven to be effective in the learning process and should be maintained for future nursing education. The

limitation of the study is the absence of qualitative data that describes students' experiences on this learning method and other factors that might affect students' motivation. Future studies should explore the experiences of students on blended learning and the factors influencing nursing students' motivation levels.

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CONFLICT OF INTEREST

The authors declare that there is no potential conflict of interest in this research.

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