

THE CORRELATION BETWEEN MOTTO “DOCTOR FOR THE NATION” AND LEARNING MOTIVATION WITH LEARNING EXPERIENCES: A STUDY OF MEDICAL EDUCATION DURING PANDEMIC

**Virga Nurfitria Dewi¹⁾, Hikmah Muktamiroh¹⁾,
Nurfitri Bustamam¹⁾, Anisah²⁾**

¹⁾Faculty of Medicine, Universitas Pembangunan Nasional Veteran Jakarta

²⁾Faculty of Medicine, Universitas Pertahanan

ABSTRACT

Background: The COVID-19 pandemic has made us aware that the toughness of a doctor who is willing to sacrifice and fight behind threats to his safety is needed. Therefore, a medical education institution has a very important role in forming doctors in accordance with these demands, and the medical student need encouragement that can trigger enthusiasm to learn that can be pursued through socializing the motto “doctor for the nation” and learning motivation. This study aimed to determine the relationship between motto “doctor for the nation” and learning motivation with student’s learning experiences.

Subjects and Methods: The research design used was the cross sectional method. The sample size was 144 respondents from medical students batch 2nd, 3rd, 4th UPN Veteran Jakarta. The data were collected using questionnaires. The independent variable were motto “doctor for the nation” and learning motivation and the dependent variable was student’s learning experiences.

Results: The result of the univariate analysis showed that the students had moderate perception of motto “doctor for the nation” 75.7%, moderate learning motivation 65.3% and enough learning experience 70.8%. The result of the Chi-Square test showed that there was correlation between the motto “doctor for the nation” (OR=9.00; CI 95% 2.72 to 29.70, p=0.001) and learning motivation (OR=3.63; CI 95% 1.26 to 10.47; p=0.020) with learning experiences. The multivariate showed results that the motto “doctor for the nation” has an effect of 7.17 times on the learning experience.

Conclusion: This study showed that the motto “doctor for the nation” and learning motivation has impact to increase student’s learning experience.

Keywords: motto, learning motivation, learning experiences

Correspondence:

Virga Nurfitria Dewi, Faculty of Medicine, Universitas Pembangunan Nasional Veteran Jakarta. Jl. Rumah Sakit Fatmawati, Pondok Labu, South Jakarta, Indonesia. E-mail: virganurfitriad@upnvj.ac.id. Mobile: 085161711331.

BACKGROUND

The COVID-19 pandemic has made us aware that the toughness of a doctor who is willing to sacrifice and fight behind threats to his safety is needed. So, Medical education institutions have a critical role in developing qualified, professional, and competent

doctors who have the spirit of nationalism and national awareness (Idris, 2007; Lestari, 2012). The learning experience gained will be determined by the quality of a learning process or system in order to induce changes in knowledge and behavior in accordance with its goals (Sugihartono,

2007). A learning experience is a series of activities carried out by a person in order to obtain competence, information and to also make it easier to understand the content to be studied, consequently affecting learning outcomes and the process of skill development (Sanjaya, 2010). Medical students face high learning demands during the learning process since they must master a large amount of material quickly, which is accompanied by very intensive lecture routines. This need is related to the responsibility of doctors who must help people. Motivation is required in this situation. Learning motivation is defined as something that stimulates and sustains a person's desire to learn (Demolingo, 2018). Medical students who are highly motivated can complete all phases of their study and accept work in any location that fits with society's needs (Dewi, 2015).

Students at UPN Veteran Jakarta's Faculty of Medicine are also motivated to become doctors who serve the country by the motto "doctor for the nation." This motto is based on the history of the Indonesian doctor movement during the colonial period, when doctors prioritized improving public health and participating in many forms of nation-building in order to attain an independent and healthy nation (Pols, 2019). Students are urged to remember the role of doctors as not just healers, but also as pioneers of change and development of a nation, in order to inspire enthusiasm and motivation in achieving their goals (Idris, 2007).

A previous study by Aryanty (2010), students better perceive

Problem-Based Learning as a process that is motivated by its own desire. Based on Aryanty's description, motivation plays a very important role, because motivation can trigger encourage learning processes. According to Lisiswanti's 2015 study, a drop in learning motivation causes students to lose enthusiasm, concentration, and interest in ongoing lessons. Furthermore, the motto "doctor for the nation" should be able to remind people of the role of a doctor so that they can learn with excitement, commitment, and dedication. According to Fachry's research in 2010, there is a change in behavior after implementing the motto. Meanwhile, the learning experiences contribute to the development and improvement of self-skills, reflective thinking abilities (Sanjaya, 2010; Iskandar, 2009).

SUBJECT AND METHOD

1. Study Design

This was a analytical research with a cross-sectional design to determine the relationship between motto "doctor for the nation" and learning motivation with medical students' learning experiences.

2. Population and Sample

The population of this study were all Preclinical student of Faculty Medicine UPN Veteran Jakarta. The subjects of this study were Preclinical student of Faculty Medicine UPN Veteran Jakarta who met the criteria. The inclusion criteria in this study were active pre-clinical students of the Faculty of Medicine batch 2nd, 3rd, and 4th, students who were willing to become respondents after informed consent, students who knew

the meaning of doctors for the nation, and students who had a conducive learning environment. Meanwhile, the exclusion criteria were preclinical level 1 students, respondents who filled out the questionnaire completely, and students who were not physically or psychologically healthy. The sampling technique used a Proportional Stratified Random Sampling with the required sample size was 144 students.

3. Study Variables

The independent variable were Motto "Doctor for The Nation" and Learning Motivation. The dependent variable was learning experiences.

4. Study Instrument

The type of data used is primary data with data collected via google form questionnaires for students in the 2nd, 3rd and 4th years. The instruments in this study are using a motto doctor for the nation questionnaire from Muktamiroh et al research in 2020, using the Motivated Strategies of Learning Questionnaire was adapted from Lisiswanti in 2015, and

the Student Experience Questionnaire (SEQ) form Sari in 2018. All questionnaire has been tested and declared valid and reliable.

5. Data Analysis

In this study, researchers used univariate, bivariate, and multivariate data analysis. The variables studied were unpaired categorical data with $n \times k$ (2×3) tables, so the tests carried out were Chi square tests and alternative tests by combining cells. This research has obtained approval (ethical clearance) from the Research Ethics Committee of the UPN Veteran Jakarta and was carried out after obtaining approval through informed consent which was carried out before data collection.

RESULTS

1. Sample Characteristics

Most of the respondents were female (80.6%). The age of respondents was dominated by 21 years (42.6%) and the largest sample population was from the 4th year batch (35.4%).

Table 1. Characteristics of Study Subject

Characteristics of Subjects	n	%
Gender		
Male	28	19.4%
Female	116	80.6%
Age (years)		
≤ 19 years	34	23.6%
20 years	49	34%
≥ 21 years	61	42.4%
Batch		
2 nd	45	31.3%
3 rd	48	33.3%
4 th	52	35.4%
System		
CVS	45	31.3%
NBS	48	33.3%
Matra	51	35.4%

2. Univariate Analysis

Table 2 presents that most students have a medium perception of the motto doctor for the nation 109 people (75.7%), moderate learning

motivation is the most common among students (65.3%), and the majority of respondents have sufficient learning experience as many as 102 respondents or 70.8%.

Table 2. Distribution of The Each Variable Level

Independent Variable	n	%
Motto Doctor for The Nation		
Low	14	9.7
Moderate	109	75.7
High	21	14.6
Learning Motivation		
Low	23	16
Moderate	94	65.3
High	27	18.7
Learning Experiences		
Less	20	13.9
Sufficient	102	70.8
Good	22	15.3

3. Bivariate Analysis

Table 3 shows that most of students, approximately 117 persons have high

perception of motto doctor for the nation and had good learning experiences (90%).

Table 3. Bivariate Analysis of Correlation of Motto Doctor for the Nation with Student's Learning Experience

Motto Doctor For The Nation	Learning Experiences				Total	OR (95% CI)	p			
	Less + Sufficient		Good							
	n	%	n	%						
Low+Moderate	7	50	7	50	14	100	9.00			
High	13	10	117	90	130	100	(2.7-29.7) 0.001			

Table 4. Bivariate Analysis of Correlation of learning Motivation with Student's Learning Experience

Learning Motivation	Learning experience				Total	OR (95% CI)	p			
	Less + Sufficient		Good							
	n	%	n	%						
Low+Moderate	7	30.4	16	69.6	23	100	3.64			
High	13	10.7	108	8.3	121	100	(1.26-10.47) 0.020			

Table 4 shows that the majority of respondents have high motivation and have good learning experiences, 108 people (75%) with p= 0.020 in the bivariate analysis so that it can be concluded that there is a relationship between learning motivation and learning experience.

4. Multivariate Analysis

The doctor's motto for the nation has an effect of 7.17 times on the learning experience while learning motivation has no significant effect on the learning experience (Table 5).

Tabel 5. Multivariate Analysis of Correlation of Motto Doctor For The Nation and Learning Motivation with Student's Learning Experience

No	Variable	OR	p
1	Motto Doctor for The Nation	7.17	0.002
2	Learning Motivation	2.48	0.126

DISCUSSION

Furthermore, the results of the analysis also obtained a value of OR= 9.00, meaning that students who have high learning motivation have 9.0 times the opportunity to have a good learning experience. With a p value of 0.001 in the bivariate analysis, it can be stated that there is a relationship between learning motivation and learning experience.

Accordance with Marthalena's research (2017) that a motto should contribute as a motivating force for reaching the motto's goals. The motto doctor for the nation serves to motivate, as a reminder (reminder), for self-improvement (development), and as a commitment to position and prepare to become a nation's doctor who not only heals, but also as a pioneer of change and development.

So that it could stimulate students' interest, determination, and sincerity in their studies, and so improve the quality of individuals' learning experiences in order to achieve information and skills in accordance with their aims (Sari, 2018). In addition, the results of the bivariate analysis also obtained a value of OR= 3.64, meaning that students who have high learning motivation have 3.6 times the opportunity to have a good learning experience.

According to Muhammad (2016), someone with a strong desire or motivation will have a positive

impact on academic performance and the achievement of learning goals in the learning process. Also, will ultimately form a good learning experience at the end of the learning program in the form of knowledge, skills, changes attitude or in the form of satisfactory achievement or learning outcomes (Muhammad, 2016).

Learning motivation is connected with the learning process because motivation causes students to desire or urge to participate in learning activities. Furthermore, motivation impacts the learning's direction and belief, as well as ensuring its continuity (Sardiman, 2014).

The researcher opine that the results of the analysis cannot be explained because there has been no research that has examined the same variable before. However, this may be due to the fact that in this study that respondents who have a high perception of motto doctor for the nation with a good learning experience are more dominant, compared to respondents who have high learning motivation with a good learning experience.

According to Fachry (2010), the motto has a considerable influence if it is implemented properly, by being understood, internalized, actualized and manifested in the form of behavior. The absence of the influence of learning motivation on the learning experience compared to the doctor's motto for the nation can be caused by

many other contributing elements, such as teaching and learning methods, and time management. In addition, there are quite a lot of learning motivation questionnaire items so that students are not motivated again when filling out the questionnaire (Iskandar, 2009).

Based on the results of the research and discussion that have been described, it can be concluded that the perception of motto "doctor for the nation" in students is dominated by the moderate level, the moderate level of learning motivation and sufficient learning experience. In addition, there is a relationship between motto "doctor for the nation" and learning motivation with learning experiences for students of the Faculty of Medicine.

REFERENCES

Aryanty N, Rahayu GR (2010). Pengalaman belajar mahasiswa tahun pertama Fakultas Kedokteran Universitas Gadjah Mada menggunakan problem-based learning. Universitas Gajah Mada.

Demolingo DPA, Kalalo F, Katuuk M (2018). Hubungan stres dengan motivasi belajar pada mahasiswa semester V Program Studi Ilmu Keperawatan Fakultas Kedokteran Universitas Sam Ratulangi Manado. Jurnal Keperawatan. 6(1). <https://doi.org/10.35790/jkp.v6i1.19467>.

Dewi SP, Arya IF, Achadiyani, Achmad TH (2015). Gambaran motivasi menjadi dokter pada mahasiswa tahun pertama Fakultas Kedokteran Universitas Padjadjaran. Jurnal Sistem Kesehatan. 1(1):6. <https://doi.org/10.24198/jsk.v1i1.10338>.

Fachry M (2010). Keterkaitan Motto Pengabdian Brimob "Jiwa Raga-ku Demi Kemanusiaan Pada Perubahan Perilaku Personel Korps Brimob Polri. Universitas Indonesia.

Idris F (2007). Semangat Kebangkitan Nasional adalah Semangat Dokter Indonesia Membangun Kehormatan dan Ketahanan Bangsa. Orasi Ilmiah Hari Ulang Tahun Ikatan Dokter Indonesia ke-59. http://idionline.org/upload/kiprah_dokter/OrasiIlmiah etum IDI.pdf.

Iskandar (2009). Psikologi Pendidikan Sebuah Orientasi Baru. Jakarta: Gaung Persada Press.

Lestari R (2012). Kebijakan Pendidikan Kedokteran di Indonesia. Jurnal Info Singkat Kesejahteraan Sosial; IV(08/II/P3DI).

Pols H (2019). Merawat Bangsa, Sejarah Pergerakan Para Dokter Indonesia. PT Kompas Media Nusantara.

Lisiswanti R, Sanusi R, Prihatiningsih TS (2015). Hubungan Motivasi dan Hasil Belajar Mahasiswa Kedokteran. Jurnal Pendidikan Kedokteran Indonesia. 4(1):1–6.

Marthalena (2017). Studi dampak implementasi motto kota serang dengan pendekatan teori fenomenologi Husserl. Jurnal Administrasi Negara. 5(1):6. <https://doi.org/10.30656/sawala.v5i1.467>.

Muhammad M (2016). Pengaruh Motivasi Dalam Pembelajaran. Jurnal Lantana; Vol 4(2):11.

http://dx.doi.org/10.22373/lj.v4i2.1881.

Sanjaya W (2010). Perencanaan dan Desain Sistem Pembelajaran. Jakarta; Kencana Media Grup.

Sardiman AM (2014). Interaksi dan Motivasi Belajar Mengajar. Jakarta: Rajawali Pers.

Sari AG (2018). Pengalaman Belajar Mahasiswa Fakultas Kedokteran Universitas Lampung pada Blok Emergency Tahun 2018. Universitas Lampung.

Sugihartono, Fathiyah KN., Harahap F, Setiawati FA, Nurhayati SR. (2007). Psikologi pendidikan. Yogyakarta: UNY Press.