The Relationship Of Learning Interest and Ready To Learn With Learning Outcomes Of Midwife Students In Online Learning Methods

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Abstract

The learning process accompanied by students' interest and readiness to learn determines the achievement of learning outcomes. The learning process consists of theory and practice. Since the enactment of PPKM during the Covid-19 pandemic, the learning process has mostly used online methods. The purpose of this study is to determine the relationship between the interest and readiness to learn from midwifery students in the online method with learning outcomes in the teaching of neonatal midwifery care. The method used is analytics with a cross sectional design. Based on the results of the research, it was found that there was a relationship between interest in learning and readiness to learn with learning outcomes where the p-value was obtained 0.001. To improve learning outcomes requires interest and readiness in learning.

Keywords: *interest, readiness and learning outcomes*

Introduction

Each student's interest and readiness to learn are not the same as each other, this can affect the achievement of learning outcomes. The learning process or method is part of education, while education has the aim of creating the character of students as individuals who are responsible for educating the life of the nation, noble, independent, creative, faithful and devout to God Almighty, and knowledgeable as a democratic society (Pujiningrum et al., 2021).

Various conditions Interest in learning is one of the factors from within that affect the learning process, the importance of each student's interest in learning in order to get better learning results, because learning achievements can be determined on the basis of interests themselves. Interest plays a role in encouraging students to be more enterprising and diligent and to avoid failure and achieve success (Safrawita, 2021).

Based on the results of the study (Meilani, 2017) The value of the coefficient of determination of the variable of interest in learning and the variable of student learning outcomes was 9.13%. This means that partially the interest in learning has an impact on learning outcomes by 9.13%. The remaining 90.87% is influenced by other factors that affect learning outcomes.

Based on the results of the study (Bengkulu, 2018), which conducted a *pearson moment product* correlation test, a correlation coefficient of 0.874 was obtained, this result showed that the interest in learning with the learning outcomes of participants has a significant positive relationship, where the value of the coefficient of determination is 0.764 which means that the contribution of free variables in the form of interest in learning chemistry to variable learning outcomes of 76.4% which proves that there is a great influence of learning interest in learning outcomes.

While Readiness is the overall condition of a person that makes him ready to give a response or answer in a certain way a situation. Adjustment of conditions at the time of the moment of the effect or tendency to respond. Readiness to learn is a situation of self or a requirement of a person (especially students) that makes him ready to put a response in the lesson or ready to get a lesson (Vhalery et al., 2021).

According to Harmini, 2017 learning readiness is the overall condition of a person who is ready to respond or respond to a situation in a certain way. Learning is trying to understand what you have learned. Readiness to learn is one of the factors that can affect the learning process.

Permendikbud No. 3 of 2020 concerning the characteristics of the learning process that still exists in article 10 paragraph (2) consists of an interactive, holistic, integrative, scientific, contextual nature, thematic, efficient, collaborative &student-centered . The success of a learning method can be caused based on several

factors, one of which is the interest in learning (Mesra et al., 2021).

The Indonesian government officially announced the discovery of the first *Covid-19* case in Indonesia, with the discovery of the case, the Indonesian government officially decided to temporarily replace learning activities face-to-face with online learning, to avoid the widespread spread of *the covid-19* outbreak (Rani Dewi Yulyani, 2020).

This online learning method has many advantages and disadvantages, one of the disadvantages with the system of online learning methods is the obstacles that are most often felt signal instability, quota it runs out quickly and the laptop has errors because it is used for too long (heat), causes delays in accessing learning information, and often several problems arise students. Some problems that are often experienced by students such as lecture materials that have not been completed are delivered by lecturers but students already have to do assignments, coupled with assignments new from other courses that must be completed according to the maturity given by each lecturer (Vhalery et al., 2021).

Interest in Learning	Learning Outcomes						p Value
	Bad		Good		Jumlah		
	N	(%)	N	(%)	N	(%)	
Low	4	8	0	0	4	8	0,001
Tall	3	6	47	94	50	100	

There is no sudden increase in interest in learning. Interest and readiness to learn are caused by the presence of influencing factors, eventhough the factors that affect students' interest in learning are from internal factors including attention, curiosity, motivation and need. Meanwhile, external factors are factors that come from outside the student himself such as encouragement from parents, from lecturers, infrastructure or facilities and environment (Faizin & Mawaddah, 2020).

This research focuses on the productivity of students' interest in online learning activities, so as to achieve good learning outcomes . The result of learning achievements here is the teaching eyes of neonatal midwifery care for babies and toddlers in students of the Diploma III Midwifery study program at Binawan University.

Metodes (15%)

The method used in this study is a quantitative analytical method with a *cross sectional* design. The purpose of this study is to find a relationship between independent variables, namely interest and readiness to learn from dependent variables, namely learning readiness. This research was conducted in July 2021. The sample in this study was all students of the Binawan University Diploma III Midwifery study program, as many as 50 respondents who had mastered the teaching subjects of neonatal care for infants and toddlers at the third semester level.

The data collection process is carried out by distributing questionnaires through *Google forms,* and neonatal care value data from 50 respondents is needed, which is obtained from the lecture scores of neonatal care subjects us babies and toddlers.

The data collection process is carried out with quota sampling techniques, where the data taken is based on the quota or target of all students who have completed the teaching eyes of neonatal care for babies and toddlers in the level of the third semester.

Results and Discussion (70%)

1.) **Univariate Analysis**
Table.1 Frequency Distribution of Interest in Learning Neonatal Midwifery Care

Based on table.1 The distribution of interest in learning is divided into 2 categories low and high. Based on data on the interest in learning Diploma III Midwifery students of Binawan University who have a low Interest in Learning as many as 4 students (8%) and those who have an Interest in Learning Itnggi as many as 46 students (92%)

Table. 2 Frequency Distribution of Readiness to Learn of Neonatal Midwifery Care

Based on table.2 the distribution of Learning Readiness is divided into two low and high categories, based on learning readiness data for Diploma III Midwifery students of Binawan University who have low Learning readiness as many as 4 students (8 students %) and those who have an Interest in Learning Itnggi as many as 46 students (92%)

Table 3. Frequency Distribution of Learning Outcomes of Neonatal Midwifery Care

Variable Learning Outcomes	Frequency (N)	Presented (%)
Bad	7	14
Good	43	86
Total	50	100

Based on table. 3 The distribution **of learning outcomes** is divided into 2 categories, good and bad.. From the data, it

is known that as many as 7 students or (14%) who have bad learning outcomes and as many as 43 students or (86%) who have good learning outcomes.

2.) Bivariate Analysis

The statistical test used in this study is the *Fisher Exact Test.* The test is an alternative test to the *Chi-square* Test 2x2 table. The *Fisher* Test was selected after the conditions through the *Chi-square* Test were not met,

Table 4. Relationship of Interest in Learning with Learning Outcomes of Neonatal Midwifery Care

Based on the tabulation of research data, it is known that students with low **interest in learning** have bad results, by 4 (8%) and good learning outcomes are absent (0%), while in high interest in learning, bad learning outcomes are obtained by 3 (6%), and with good learning outcomes of 47 (94%). The p value obtained from *the Fisher* test for *exact sig* (*2-sided*) is 0.001. The value shows a p value ≤ 0.005 and means Ho is rejected. So it is concluded that there is a meaningful relationship between interest in learning and student learning outcomes in the Neonatal Obstetrics Care Course for infants and toddlers.

Table 5. Relationship of Ready to learn with Learning Outcomes of Neonatal Midwifery Care

Learning Readiness	Learning Outcomes				Sum		p Value
	Bad		Good				
	N	(%)	N	(%)	N	(%)	
Low	4	8	0	0	4	8	0,001
Tall	3	6	43	86	46	92	

Based on the tabulation of research data, it is known that students who have low **learning readiness** have bad learning outcomes as much as 4 (8%), and good learning outcomes are not there (0%), while based on high learning readiness students who have bad learning outcomes as many as 3 (6%) and good learning outcomes of 43 (86%). Uji *Fisher* for *exact sig* (*2-sided*) is 0.001. The value shows a p value ≤ 0.005, it is concluded that there is a meaningful relationship between learning readiness and student learning outcomes in the Neonatal Midwifery Care Teaching Course.

Discussion

Learning outcomes are the results that students achieve after carrying out the learning process. Learning

outcomes are criteria used to determine the success of a student in knowing and understanding a subject (Onainor, 2019).

One of the indicators of student success in learning activities is the high learning achievement shown by the scores in each evaluation, and in the learning process to get maximum learning results, there is a need for interest in learning in students and good learning readiness. Basically, every interest and readiness to learn is influenced by various factors both internal and external, internal factors such as interest, readiness and external factors such as teaching methods, lesson tools and the relationship between teachers and students (Slameto, 2013)

Variable Interest in Learning	Frequency (N)	Presented (%)
Low	4	8
Tall	46	92
Total	50	100

1. The Relationship between

Interest in Learning and Learning Outcomes of Neonatal Midwifery Care

Interest in learning is one of the success factors of an educational program. Educators increase students ' interest in learning through measures for class preparation, education and learning practices. The success of one's learning is inseparable from the interests of the person concerned, therefore basically interest in learning is a factor that largely determines one's learning success, Interest is a prerequisite in learning, without interest the learning outcomes achieved will not be optimal and one's own interest is an impulse that arises from within oneself or is generated by the surrounding environment (Onainor, 2019).

According to (Putri & Adirakasiwi, 2021) Interest in learning is the motivation or encouragement to grow from the student's self from the desire to improve the study habits themselves. Bivariate analysis in this study was carried out to determine the relationship between interest in learning and learning outcomes in Diploma III Midwifery students of Binawan University.based on the tabulation of research data, it is known that students with a high interest in learning obtained unfavorable learning outcomes of 3 (6%), and with good learning outcomes of 47 (94%).

It can be clearly seen that students who have a high interest in learning will have good learning outcomes . The p value obtained from *the Fisher* test for *exact sig* (*2-sided*) is 0.001. The value shows a p value ≤ 0.005, so it is concluded that there is a meaningful relationship between learning interests and student learning outcomes in the Neonatal Midwifery Care Teaching Course

This research was strengthened by research (Sidiq et al., 2020) stated that based on pearson's product moment correlation test, it was obtained that the significance value of 0.000 was then compared with a significant level of $\alpha = 0.05$. It was obtained that the significance value < the level of significance ($\frac{1}{2}$ α) which is $0.000 < 0.025$, then Ho was rejected. which means there is a significant relationship between the variable interest in learning science (X) and learning outcomes.

This research was also strengthened by research (Nurlia et al., 2017) The results of the analysis of the relationship between interest in learning and learning outcomes obtained a correlation coefficient value (r) of 0.755. Then it is known that the relationship between the two variables is in a strong category. The real relationship between interest in learning and learning outcomes is characterized by a significance value of 0.000. The value of the coefficient of determination is 57.0%, meaning that students' interest in learning contributes 57.0% to learning outcomes.

2. The Relationship between Learning Readiness and Learning Outcomes of Neonatal Midwifery Care

The learning readiness analyzed in this study includes student learning readiness inpreparing for the online learning process. The learning process that has readiness makes it easier for students to understand and accept the material presented by the lecturer and encourages them to provide positive answers, such as questions from lecturers, as well as material that has been and will be taught (Vhalery et al., 2021). According to Umam & Fakhruddin Wahyuni & Siagian, 2021) Readiness is also suspected to have an influence on student learning outcomes.

Bivariate analysis in this study was conducted to determine the relationship between interest in learning and learning outcomes in diploma III Midwifery students Class of 2018 and 2019 at Binawan University, obtained result that as many as 4 (8%) students who have low learning interests, 4 (8%) students among them have bad learning outcomes and 0 (0%) students among them have good learning outcomes. totaly 46 (92%) of the sample had a high interest in learning, 3 (6%) of them had bad learning outcomes and 43 (86%) of them had good learning outcomes. After a statistical test using a *fisher* test between interest in learning and learning outcomes, a value = 0.001 (p value <0.05), which means Ho was rejected.

So it can be concluded that there is a relationship between interest in learning and the learning outcomes of the Neonatal midwifery care in diploma III midwifery students of Binawan University.

This research is corroborated by research (Wardah et al., 2021) states that based on the spearman correlation analysis test, it produces a significance value of 0.052. These results show that the significance value < the level of significance (=10% or 0.1). Thus, it can be stated that there is a significant relationship between the Level of Readiness for Online Learning By Students to the Achievement of Student Learning Outcomes These findings indicate that online learning readiness is related to learning outcomes significantly. α

Also strengthened from the research (Pada et al., 2021) Based on the results of a simple linear regression test analysis with a calculated value of 2.527 > table 1.989 or a significance value of 0.013 < 0.05 so that it can be concluded that H0 is rejected and Ha is accepted which means that there is a significant and positive influence between the distance learning readiness variable on learning outcomes.

Conclusion (5%)

Readiness to learn and interest in learning are two things that will support learning productivity, with good learning productivity, good learning results will be obtained. The condition of the online learning method will greatly affect the readiness and interest in learning students, this will certainly be strongly supported by environmental conditions both internal and external during the learning process.

In learning with the online method, students will be faced with different situations compared to face-to-face. In terms of readiness, of course, each student must prepare a quota during the learning process, the focus on receiving the material will also be different compared to learning with the face-to-face method. The explanation of the resource persons is sometimes clearer when studying face-to-face than when studying with the online method. This can be one of the obstacles and can result in decreased interest in learning.

Especially in the practicum learning method which should be done live face-to-face, if it is carried out through tutorials via video, the results of understanding achievements will be obtained that are not optimal. Thus, in the teaching eyes, there is a practicum in it, there is a decrease in interest and readiness to learn.

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Author Profile

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