THE CORRELATION BETWEEN SELF-CONCEPT AND MOTIVATION TOWARDS NURSING STUDENTS' ACHIEVEMENT DURING COVID-19 PANDEMIC

Edison Kabak[1*], Nuriati Sarlota Auparai[2], Yoel Halitopo[3]

[1-3]Poltekkes Kemenkes Jayapura Nursing Dept. of Wamena

Corresponding Author: edi976kabak@gmail.com

ABSTRACT

Education is one of the sectors hardest hit during the COVID-19 pandemic. The effect is not only on the application of online learnings due to social distancing restrictions. But also on changes in the level of motivation that affect their learning achievement. In the long term, the phenomena will harm the students, lecturers, campus management, and various other parties. The objective is to examine students' self-concept and learning motivation during the Covid-19 pandemic and test whether it has a correlation with academic achievement and provide a possible solution. The method was quantitative with a descriptive-analytic design and cross-sectional approach. The main data collected was from the evaluation of 5 subjects before and during the Covid-19 pandemic and the analysis of the questionnaire. The sampling technique was non-probability sampling with a sample of nursing students in semester V, 57 respondents. Both data were collected from December 2020 to February 2021 in Wamena, Papua. The data collection tool used a standard questionnaire by Fitts designed in a Likert scale, focusing on self-concept and motivation. Data were analyzed using the application software SPSS (Statistical Package for Social Sciences) Version 25. The results were 30 respondents (52.6%) with student self-concept in the positive category and 26 respondents (45.6%) students who had achievement motivation to study in the good category with p-value = 0.000 (<0, 05) so that Ho is rejected, which means that there is a significant influence between self-concept on learning achievement motivation.

Keywords: Self-Concept, Nursing Students, Learning Motivation

INTRODUCTION

Nationally, the impact of the Covid-19 Pandemic, which began in March 2020, touched various aspects of life including the education sector (Siahaan, 2020). The rules and regulations of social distancing, wearing masks, washing hands frequently and online learning are some of the things that affect the continuity of the teaching and learning process (Setyowati et al., 2021). About 50% of Indonesian people reduced their activities outside the home (Siahaan, 2020). The majority of teaching and learning activities require leaving the house. Ideally, students and lecturers must go to campus to participate in learning activities, visit libraries and practice in laboratories (Herdiana, 2020). In previous studies, all teaching, and learning activities were mentioned to involve the correlation between self-concept and student motivation towards the achievement (Green et al., 2012). Academic motivation and self-concept encourage positive learning in student learning (Kalaivani & Rajeswari, 2016). The right motivation helps them do the best they can in their studies. Likewise, a high self-concept can easily achieve high academic achievement (Kalaivani & Rajeswari, 2016). Academic motivation and academic self-concept raise the potential for students to be successful in their academic prospects (Emda, 2018). Researchers agreed there is correlation between motivation and academic achievements. However during Covid-19 pandemic the situation and condition are different (Agustina & Kurniawan, 2020).

During the Covid-19 pandemic, at the Poltekkes campus of the Ministry of Health in the Wamena Nursing Study Program, at the end of 2020, the results of the fifth semester test showed a decline in learning achievement. Research on similar subject was conducted in tat showed correlation between motivation, self-concept and academic achievement in nursing education (Kamila, Karina Megasari Winahyu, 2018b). The study showed the influence between self-concept, learning motivation, and learning achievement. Similar study suggests achieving a good education; the individual students must possess motivation, which is influenced by the self-concept owned by the individual (Hanifah, 2019; Yurni, 2014). Therefore, in the Covid-19 era, a research is needed to support the acquisition of constructive ways to find concrete solution in dealing with the problem. This study explored the correlation between self-concept and student motivation in semester V. The objective is to find whether there is a correlation between self-concept, motivation with the academic achievement of nursing students in the Wamena Nursing Study Program and provide a possible solution. The results are expected to be used to evaluate and plan concrete steps to increase student motivation and achievement in general.

LITERATURE REVIEW

Each person's self-concept is unique, describing the uniqueness of each individual. People's self-concepts control and guide the processing of self-relevant information that enables people to define themselves across contexts and to enact certain behaviors that drive the pursuit of their goals (Katja Wehrle 2019). Self-concept helps people define themselves through specific roles, focuses their attention on the given context and allows navigation and adaptation to the environment. In order to

function effectively, people seek to fulfill their self-related motives and strive for self-verification that upholds a positive self-view and evaluates the congruence between one's self-confidence and one's behavior (Arafah 2018). While motivation is believed to have the ability to predict the level of employability of an individual company, learning motivation is a significant factor that affects the level of individual work ability (Irawati & Jonatan, 2020). In line with the opinion, a low level of learning motivation affects the level of work ability (Ballad et al., 2021). Learning motivation acts as an impetus to improve work ability by setting learning goals, standard results to be obtained, and assessment of learning outcomes (Tentama 2019).

Nursing students are human beings who need to have both self concept and motivation in order to achieve their learning objective. They will be prepared to become a ready-to-use nurses who are responsible for themselves and their profession in the nursing care practice (Patricia E 2018). Studies found there is a relationship between self-concept and learning motivation of nursing students where most of the respondents have a positive self-concept (51.8%) and good learning motivation (58.2%) (Kamila, 2018). Other research also proves that the relationship between self-concept and student achievement motivation has a direct effect on student achievement motivation and has a positive direction (Agustina & Kurniawan, 2020; Nehrir et al., 2016), so it can be concluded that the more positive the self-concept, the higher the student achievement motivation (Lisdiantini 2017).

METHODS

The method was descriptive-analytic with a cross-sectional design. The data was collected from December 2020 to February 2021 at a Government nursing college of Wamena, Papua. The study was started after receiving an approval letter from the Health Research Ethics Committee of the Poltekkes Kemenkes Jayapura No. 002/KEPK-J/IV/2021. The population in the study was nursing students of semester V, Poltekkes Jayapura, Wamena Nursing Study Program, with 57 respondents. Samples were taken using probability sampling techniques of 57 respondents. The inclusion and exclusion criteria in this study were inclusion: nursing students from the Wamena Diploma III Nursing Education program who actively participated in the lectures and exclusions were nursing students outside the Wamena Diploma III Nursing education program.

The independent variable used was self-concept, while the dependent variable was learning motivation. The evaluation material of 57 students was collected before and during Covid-19 pandemic was as the fundamental background of the study. The evaluation nursing subjects were management of nursing, family nursing, gerontic, community nursing, malaria and epidemiology. The supporting theory that was used in this research was the Social Cognitive Theory by Bandura (Basuki, 2019). This is because respondents were seen as a figure of a self-organizing, proactive, self-reflective, and self-regulating system. The data of demography, students' self-concept and motivation were obtained by using a standard questionnaire from Fitts (1971) developed by Partosuwido (Kamila, Karina Megasari Winahyu, 2018a). The self-concept is measured using the

Tennesse Self Concept Scale questionnaire which was already tested for reliability with a value of 0.955. The learning motivation was measured by a standard questionnaire developed by Kamila et al (2018) with a reliability value of 0.913. The data analysis technique consisted of univariate and bivariate.

The univariate analysis by using SPSS Version 25 that explained the distribution of each variable. In the bivariate analysis, we explained the correlation between self-concept and learning motivation of nursing students, based on all data collected and showed in tables (demography, remedial students, and the result of Chie-Square) and diagrams (self-concept and motivation). Similar study was conducted by Kamila et al. (2018), where the results of statistical tests show that there was correlation between self-concept, emotional intelligence, and learning motivation with p-value of 0.00 <(0, 01). This research is also supported by previous research (Anriani, 2020), where there was significant correlation between self-concept and learning motivation. The end analysis was based on the students' evaluation before and during Covid-19 pandemic, the self-concept and motivation.

RESULTS

Table 1: Demographic Data (n = 57)

No.	Demography Data	F	%
1.	**Ages: (Yrs)**		
	18 yrs	14	24.6
	19 yrs	9	15.8
	20 yrs	26	45.6
	21 yrs	8	14.0
2.	**Gender:**		
	Male	13	22.8
	Females	44	77.2
3.	**Semester:**		
	V (five)	57	100
	Total	**57**	**100%**

Based on table 1 above, it can be concluded that the age of the most respondents is 20 years old (26 respondents or 45.6%), the dominant gender is female (44 respondents or 77.2%), and they are the fifth-semester students of the study program of nursing of Wamena (100%).

Table 2: Number of Semester V 2020 Remedial Students.

No.	Subject	Exam Retaker in Semester IV	Exam Retaker in Semester V
1	Management of Nursing	0	6 (10.5%)
2	Family Nursing	0	11 (19.3%)
3	Gerontic Nursing	0	11 (19.3%)
4	Community Nursing	0	10 (17.5)
5	Malaria	0	14 (24.6%)
6	Epidemiology	0	8 (14%)
	Averages	0	10 (17.5%)

Source: Semester V Report 2020 Poltekkes Jayapura Wamena Nursing Study Program

From the above table, it shows an average of 10% of students had to repeat their exam.
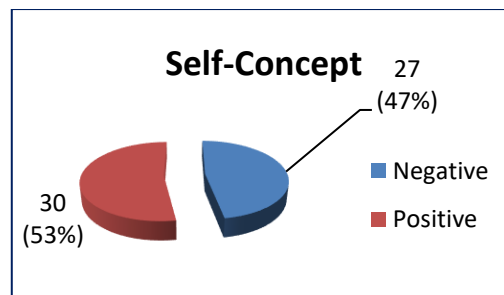

Diagram 1: Self-Concept Results (N=57)

Based on the above diagram, it can be concluded that the self-concept of semester V students of the Wamena Nursing Study Program in which 30 respondents is in a positive category (52.6%).
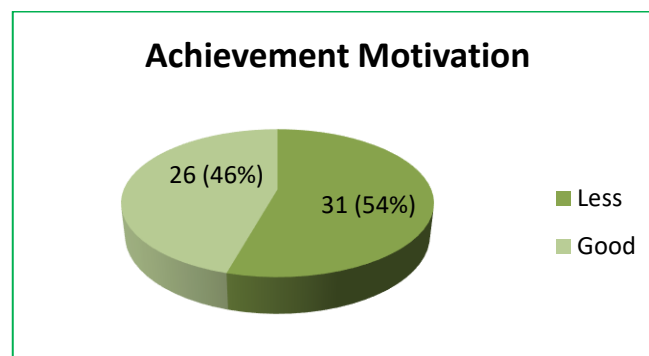

Diagram 2: Results of Achievement Motivation (N = 57)

Based on the data in table 2, it can be concluded that the learning achievement motivation of semester V

students of the Wamena Nursing Study Program is in a poor category, namely 31 respondents (54.4%).

Table 3: Results of Chi-Square Analysis (N = 57)

Self Concept	Motivation				Total		α	p-value
	Less		Good					
	f	%	f	%	f	%		
Negative	27	47.4%	0	0%	27	47.4%	0.05	0,000
Positive	4	7%	26	45.6%	30	52.6%		
Total	31	54.4%	26	45.6%	57	100%		

Based on table 3, it shows that 30 respondents (52.6%) of students' self-concept are in a positive category, and there are 26 respondents (45.6%) students who have achievement motivation to learn in a good category, and the p-value = 0.000 (<0.05) so that *Ho* is rejected, which means that there is significant influence between self-concept on learning achievement motivation in the fifth semester of the Nursing Study Program.

DISCUSSION

The research used a descriptive method with cross-sectional design. Both the method and design are widely used in health sciences where researchers conduct community-based surveys and the variables are used at one time (Notoatmodjo, 2018). The theory used was a social cognitive theory as the study's population were nursing students. It emphasizes the idea that most human learning takes place in a social environment (Yanuardianto, 2019). The theory emphasizes the observation of humans in obtaining knowledge, rules, skills, strategies, beliefs and attitudes (Yanuardianto, 2019). It was developed by Bandura hypothesizes that behavior, environment and internal events in learners that influence perception and action is an interlocking correlation (Basuki, 2019). In this study, the behavior, environment, and events that occurred, and

affected the teaching and learning process of the Wamena Nursing Study Program students were observed. The target of this research was students of the semester V nursing study program, living in a community in Wamena during Covid-19 pandemic. Their activities in the teaching, and learning process during Covid-19 were observed and evaluated. What was observed was self-concept, motivation and its correlation with learning achievement. The environment and events that occurred and affected the teaching, and learning process of the Wamena nursing study program students were also observed. The evaluation was focused on their academic achievement before and during Covid-19 pandemic. The problems that were found in this study were the students' achievement decreased during pandemic and their learning

motivation reduced that was correlated with the self-concept.

Self-Concept

A total of 27 students (47. 4%) as respondents thought in this study whose negative Self-Concept would result in a lack of motivation to learn. Out of 57 students, only 4 respondents (7%) thought that positive self-concept had something to do with learning motivation. Self-concept can be defined as a person's perceptions, beliefs, feelings or attitudes about himself (Fawaz et al., 2018). With a positive self-concept, people are open, have no barriers to talking to other people, are responsive in situations around them, believe in their ability to solve problems, feel equal to others, receive praise without shame, realize that everyone has various feelings, desires and behaviors that are not entirely approved by society, and can improve themselves (Nehrir et al., 2016). Self-concept can also be defined as the totality of a complex, organized, yet the dynamic system of attitudes, beliefs, and evaluative judgments that people hold about themselves (Wehrle et al., 2020). The finding was in line with the results of research conducted by Kamila et al (2018).

What happened to the fifth-semester students of the Nursing Study Program in Wamena during the Corona pandemic was there were changes in teaching and learning methods, maintaining distance, not leaving the house, learning only using gadgets at home, played a role in changes in their learning achievement. The findings of Agustina and Kurniawan (Agustina & Kurniawan, 2020) in their research during Coronavirus support that the change in self-concept also affects the learning motivation. The same finding was proven by Valero et al

(González-Valero et al., 2020) who analyzed changes in Self-Concept before and during Covid-19. Cimermenova (Cimermanová, 2018) mentions that several individual factors that affect academic achievement due to different specializations. Many studies have shown that the Corona pandemic which has infected millions of people makes all countries have to be prepared for the worst because of it (Tukayo et al., 2020). In the era of the Covid-19 pandemic, it must be admitted that many students who like online learning, but some don't, and both have consequences. The phenomenon taking place among nursing students in Wamena was understandable. An explanation of self-concept is needed for students, especially about understanding attitudes towards the pandemic

Motivation

In our research, it was found that students who had achievement motivation had a good self-concept, were 26 students (45.6%). This means that during Covid-19 pandemic there has been a decrease in learning motivation among Semester V students of the Wamena Nursing Study Program. Motivation is a process to achieve a goal (Fitriyani et al., 2020). Motivation to learn is the internal and external encouragement of those who are learning to make behavioral changes (Emda, 2018). According to him, the learning process places motivation as an important aspect in generating motivation to learn. According to Mc Donald in Kompri (Emda, 2018) motivation is a change in energy in a person's personality which is marked by the emergence of affective (feelings) and reactions to achieve goals. Though Corona can cause changes in student'motivation in learning achievement, good learning motivation will result in better

learning achievement (Moyano et al., 2020). Fitriyani et al (Fitriyani et al., 2020) also support this statement. Therefore, the duties and roles of nursing lecturers in providing support and motivation are very important to overcome this decline in motivation among nursing students. It must also be supported by data in order to be able to prepare appropriate strategy. If necessary, a psychologist is presented for certain students who need psychological assistance

CONCLUSION

In essence, highly motivated students to learn have a desire to get better grades for better achievements. To achieve the goal, students have to study well and diligently. The main goal is to change behavior as students that includes the cognitive, affective, and psychomotor. The behavior changes can be done through well understanding of self-concept and motivation. However, during the educational process, various internal and external factors that affect the teaching and learning process, especially during the Covid-19 era where many researchers revealed learning changes. This study seeked to explore whether the self-concept and learning motivation of the fifth semester students of the Wamena Nursing Study Program during Covid-19 has a correlation with their learning achievement. The results obtained were more or less the same as projected by previous studies. The differences are about the respondents, places, times, and eras during the studies. The result shows that self-concept and motivation have a very significant effect on student achievement during Covid-19. The weakness of this study is that the student coverage is limited and there is no follow-up on how long the

problem is going on. Therefore, further research is needed for better recommendation.

REFERENCES

Arafah, K., Arafah, A. N. B., & Arafah, B. (2020). Self-concept and self-efficacy's role in achievement motivation and physics learning outcomes. *Opcion*, *36*(SpecialEdition27), 1607–1623.

Agustina, M. T., & Kurniawan, D. A. (2020). Motivasi Belajar Mahasiswa di Masa Pandemi Covid-19. *Jurnal Psikologi Perseptual*, *5*(2), 120. https://doi.org/10.24176/perse ptual.v5i2.5168

Anriani, N. (2020). Hubungan Konsep Diri dengan Prestasi Akademik pada Mahasiwa Penerima Bidikmisi di Fakultas Keperawatan Universitas Sumatera Utara. *Skripsi*.

Ballad, C. A. C., Labrague, L. J., Cayaban, A. R. R., Turingan, O. M., & Al Balushi, S. M. (2021). Self-directed learning readiness and learning styles among Omani nursing students: Implications for online learning during the COVID-19 pandemic. *Nursing Forum*, *October*. https://doi.org/10.1111/nuf.1 2664

Basuki, K. (2019). Teori Kognitif Sosial Albert Bandura. *ISSN 2502-3632 (Online) ISSN 2356-0304 (Paper) Jurnal Online Internasional & Nasional Vol. 7 No.1, Januari – Juni 2019 Universitas 17 Agustus 1945 Jakarta*, *53*(9), 1689–1699. www.journal.uta45jakarta.ac. id

Cimermanová, I. (2018). The effect of learning styles on academic achievement in different forms

TAHUN 2022

[MANUJU: MALAHAYATI NURSING JOURNAL, ISSN CETAK: 2655-2728 ISSN ONLINE: 2655-4712, VOLUME 4 NOMOR 8 AGUSTUS 2022] HAL 1961-1971

of teaching. *International Journal of Instruction*, *11*(3), 219–232. https://doi.org/10.12973/iji.2018.11316a

Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, *5*(2), 172. https://doi.org/10.22373/lj.v5i2.2838

Fawaz, M. A., Hamdan-Mansour, A. M., & Tassi, A. (2018). Challenges facing nursing education in the advanced healthcare environment. *International Journal of Africa Nursing Sciences*, *9*(February), 105–110. https://doi.org/10.1016/j.ijans.2018.10.005

Fitriyani, Y., Fauzi, I., & Sari, M. Z. (2020). Motivasi Belajar Mahasiswa Pada Pembelajaran Daring Selama Pandemik Covid-19. *Profesi Pendidikan Dasar*, *7*(1), 121–132. https://doi.org/10.23917/ppd.v7i1.10973

González-Valero, G., Zurita-Ortega, F., Lindell-Postigo, D., Conde-Pipó, J., Grosz, W. R., & Badicu, G. (2020). Analysis of self-concept in adolescents before and during COVID-19 lockdown: Differences by gender and sports activity. *Sustainability (Switzerland)*, *12*(18). https://doi.org/10.3390/SU12187792

Green, J., Liem, G. A. D., Martin, A. J., Colmar, S., Marsh, H. W., & McInerney, D. (2012). Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective. *Journal of Adolescence*, *35*(5), 1111–1122. https://doi.org/10.1016/j.adolescence.2012.02.016

Hanifah, H. (2019). Hubungan antara Konsep Diri dengan Prestasi Akademik Mahasiswa pada Mata Kuliah Teori Grup. *Journal of Medives : Journal of Mathematics Education IKIP Veteran Semarang*, *3*(2), 217. https://doi.org/10.31331/medivesveteran.v3i2.859

Herdiana, D. (2020). Inovasi Proses Pembelajaran Daring bagi Mahasiswa Kelas Karyawan di Masa Pandemi Covid-19. *Konferensi Nasional Pendidikan I*, *June*, 129–137.

Irawati, D. Y., & Jonatan, J. (2020). Evaluasi Kualitas Pembelajaran Online Selama Pandemi Covid-19: Studi Kasus di Fakultas Teknik, Universitas Katolik Darma Cendika. *Jurnal Rekayasa Sistem Industri*, *9*(2), 135–144. https://doi.org/10.26593/jrsi.v9i2.4014.135-144

Kalaivani, M., & Rajeswari, V. (2016). the Role of Academic Motivation and Academic Self Concept in Student'S Academic Achievement. *International Journal of Research - GRANTHAALAYAH*, *4*(9(SE)), 37–49. https://doi.org/10.29121/granthaalayah.v4.i9(se).2016.2508

Kamila, Karina Megasari Winahyu, W. D. (2018a). Hubungan antara Konsep Diri dan Motivasi Belajar Mahasiswa Keperawatan Tingkat I & II di Universitas Muhammadiyah Tangerang Oleh Fakultas Ilmu Kesehatan Universitas Muhammadiyah Tangerang Kamila Jurnal JKFT. *Jurnal JKFT: Universitas Muhamadiyah Tangerang*, *2*, 1–6. file:///C:/Users/User/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/1986-

TAHUN 2022

[MANUJU: MALAHAYATI NURSING JOURNAL, ISSN CETAK: 2655-2728 ISSN ONLINE: 2655-4712, VOLUME 4 NOMOR 8 AGUSTUS 2022] HAL 1961-1971

4584-1-SM (3).pdf

Kamila, Karina Megasari Winahyu, W. D. (2018b). Jurnal JKFT : Universitas Muhamadiyah Tangerang Hubungan antara Konsep Diri dan Motivasi Belajar Mahasiswa Keperawatan Tingkat I & II di Universitas Muhammadiyah Tangerang Oleh Fakultas Ilmu Kesehatan Universitas Muhammadiyah Tangerang Kamila Jurnal JKFT. *Jurnal JKFT: Universitas Muhamadiyah Tangerang*, 2, 1–6. file:///C:/Users/User/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/1986-4584-1-SM (3).pdf

Kamila, Winahyu, K. M., & Damayanti, W. (2018). Hubungan antara Konsep Diri dan Motivasi Belajar Mahasiswa Keperawatan Tingkat I & II di Universitas Muhammadiyah Tangerang Oleh Fakultas Ilmu Kesehatan Universitas Muhammadiyah Tangerang Kamila Jurnal JKFT. *Jurnal JKFT: Universitas Muhamadiyah Tangerang*, 2, 1–6. file:///C:/Users/User/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/1986-4584-1-SM (3).pdf

Manocchi, P. E. (2017). Fostering Academic Success in Nursing Students Through Mindfulness: A Literature Review. *Teaching and Learning in Nursing*, 12(4), 298–303. https://doi.org/10.1016/j.teln.2017.05.002

Moyano, N., Quílez-Robres, A., & Pascual, A. C. (2020). Self-esteem and motivation for learning in academic achievement: The mediating role of reasoning and verbal fluidity. *Sustainability (Switzerland)*, 12(14), 1–14. https://doi.org/10.3390/su12145768

Nehrir et al. (2016). Competency in Nursing Students: A Systematic Review. *International Journal of Travel Medicine and Global Health*, 4(1), 3–11. https://doi.org/10.20286/ijtmgh-04013

Setyowati, L., Sukmawan, S., & El-Sulukkiyah, A. A. (2021). Learning from home during pandemic: A blended learning for reading to write activity in EFL setting. *JEES (Journal of English Educators Society)*, 6(1), 9–17. https://doi.org/10.21070/jees.v6i1.662

Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah*, 1(1), 73–80 https://doi.org/10.31599/jki.v1i1.265

Tentama, F., Subardjo, & Abdillah, M. H. (2019). Motivation to learn and social support determine employability among vocational high school students. *International Journal of Evaluation and Research in Education*, 8(2), 237–242. https://doi.org/10.11591/ijere.v8i2.18188

Tukayo, I. J. H., Kr Maay, J., Sirait, P., & Nugroho, H. S. W. (2020). The Stress Level and its Effect on Learning Achievements of Health Students due to Corona Pandemic in Indonesia. *Systematic Reviews in Pharmacy*, 11(12), 2375–2379.

Wehrle, K., Fasbender, U., & Contact, I. (2020). Encyclopedia of Personality and Individual Differences. *Encyclopedia of Personality and Individual Differences*,

December.
https://doi.org/10.1007/978-3-319-28099-8

Wehrle, K., & Fasbender, U. (2020). Encyclopedia of Personality and Individual Differences. *Encyclopedia of Personality and Individual Differences, December.* https://doi.org/10.1007/978-3-319-28099-8

Yanuardianto, E. (2019). Teori Kognitif Sosial Albert Bandura (Studi Kritis Dalam Menjawab Problem Pembelajaran di Mi). *Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah, 1*(2), 94–111. https://doi.org/10.36835/au.v1i2.235

Yurni. (2014). Hubungan Antara Efikasi Diri Dan Konsep Diri Akademik Dengan Prestasi Belajar Mahasiswa FKIP UNBARI. *Jurnal Ilmiah Universitas Batanghari, 14*(4), 36–