The Influence of Learning Motivation on Students Anxiety in Preparing Their Final Assignments

Latifah Mukhayyaroh[1]*, Mulya Virgonita Iswindari Winta[1]

[1]Universitas Semarang, Indonesia

Abstract

This study aims to determine the effect of learning motivation on anxiety in students who compose the final project. In this study, the population for this study were students of the Midwifery Program at Muhammadiyah University of Semarang with a total of 80 subjects using the census sampling technique. Methods of data collection using a psychological scale. The psychological scale used as a measuring tool in this study consisted of two scales, namely the scale and the scale of learning motivation. Data analysis used simple regression analysis. The value of Cronbach's alpha on the value variable is 0.828, while the Cronbach's alpha value on the motivation variable is 0.905. The results of the regression correlation test (β) are -0.075, with a significance of 0.00 (<0.05) so that the proposed hypothesis is accepted. This shows that the higher the learning motivation, the lower the level of anxiety. On the other hand, the lower the motivation, the higher the motivation.

Keywords

anxiety; learning motivation; midwifery students

***Corresponding Author**: Latifah Mukhayyaroh (E-mail: fafalatifa90@gmail.com)

Introduction

Education is a process that is very identical to the teaching and learning process. The learning process is an adaptation step in which there is individual involvement in order to understand the whole of a science. As a student, to test whether you are eligible or not, you need to be tested by making a final assignment, which is an activity to train you to create a written work that requires accountability as one of the formalities of eligibility to complete your education at college. (Astuti & Hartati, 2013). During the learning period, a person will try to adapt to changes that arise quickly and in a structured manner. This change is rapid and not accompanied by the ability to adapt well, so it can give rise to fear of failure to achieve what is expected, such as feelings of fear of failure to feelings of fear because of the possibility of not graduating, and is therefore called anxiety.(Suardana & Simarmata, 2013). On the other hand, emotional and mental conditions generally have a negative influence on a person's motivation, namely a mental condition that is directly unstable, such as fear, stress, anxiety, nervousness, trembling, and so on.(Sardiman, 2011).

According to(Kristanto, 2014)Anxiety that occurs in a person is usually due to conflict originating from within an individual and a mismatch between the desire for something to be achieved and the reality that is being faced. Anxiety is a disturbance related to feelings which are characterized by feelings of loss, fear, very deep worries, the emergence of behavior that can change but this is still within normal limits, not facing disturbances in assessing reality.(Hawari, 2011). The emergence of an individual's prolonged feelings of worry and fear without any reason, unpleasant or unusual feelings can result in symptoms such as a faster heart beat, body shaking, excessive sweating, feelings of confusion, lack of concentration, excessive panic, and so on (Taylor, 2010).

The feeling of anxiety that arises when facing a final assignment is characterized as a feeling of anxiety as an inability to face problems or a feeling of insecurity as well as a general reaction. The prolonged feelings experienced by an individual begin with worry and fear for no apparent reason, the emergence of unpleasant feelings, and so on (Taylor, 2010). Anxiety is a result obtained through physiological and psychological processes in the human body so that it can be felt as a reaction to the emergence of danger which is likely to give rise to excessive stress, especially if there is stress related to feelings or excessive stress on the soul and the person is unable to control the current situation. experienced(Hawari, 2007). Anxiety is a condition associated with negative emotions characterized by the appearance of premonitions and somatic psychological signs of tension such as sweating, difficulty breathing, fast heartbeat.(Schwartz, 2000).

Anxiety is a feeling of neurotic helplessness, immaturity, insecurity, and a tendency to be less capable when facing demands that come from the environment, feeling difficult and very stressed in living daily life.(Syamsu, 2009). Another opinion was expressed byCartono (2005)that anxiety is a form of excessive fear and lack of courage combined with feelings of worry about things that are not clear. Anxiety is an emotional condition characterized by physiological characteristics, a feeling of excessive and unpleasant tension, and a comprehensive feeling that something bad will happen.(Nevid, 2005). In line with the previous opinion,Stuart (2006) Anxiety is a feeling of worry that is unclear and widespread, and is related to feelings of helplessness and uncertainty.

(Atkinson, 2010)explains that the feeling of anxiety that arises is a mood state characterized by the emergence of negative feelings and symptoms of physical tension where a person anticipates various possibilities that will come, such as feelings of danger or misfortune in the future. Anxiety that arises can involve various bodily and physical situations that can involve behavior, feelings, as well as physiological feelings, therefore

Gazalbha (2009) explains that anxiety is a sign of an emotional reaction that originates from within a person so that it can be manifested from several processes. emotions that will mix when someone experiences strong feelings of pressure and conflict which arise due to situations that endanger humans as social creatures.Husdarta (2010)says that anxiety is a form of feeling about something, which in this case is characterized by excessive worry. This feeling of anxiety is a sign from the ego so that it can warn the individual regarding the possibility of a danger so that he can prepare an appropriate adaptive reaction. Anxiety also functions as a form of mechanism to protect the ego, which is caused by excessive anxiety giving a signal to someone that a problem or danger is coming and if they do not take appropriate action, the threat will increase until the ego is defeated.(Jiwo, 2012)states anxiety as a condition related to mental health which requires treatment.Supriyono (2016)adding that feelings of anxiety are a reaction to a form of fear towards a situation so that anxiety is considered as a feeling of excessive pressure or stress which can influence behavior.

Herdiani (2012) stated that the obstacles faced when preparing the final assignment could hinder the process of compiling the final assignment, this could be caused by the impact of anxiety, changes in behavior, stress, and even depression. The emergence of anxiety experienced by students is caused by various trigger factors, namely learning motivation. One of the factors revealed by Suardana and Simarmata (2013) regarding the causes of anxiety is a lack of motivation to learn. By having motivation to learn, a person will have a driving force that comes from within the individual to carry out learning activities in order to increase knowledge, skills and experience.(Iskandar, 2009). This is because motivation to learn grows because there is a desire to know and understand something and encourages and directs interest in learning and is motivated to achieve achievement. According to Yanti (2013), this feeling of anxiety is closely related to the motivation to learn so that it can reduce anxiety. Furthermore, this anxiety can be suppressed through internal motivation, either intrinsic motivation or extrinsic motivation(Sardiman, 2011).

Hamalik (2011)explains learning motivation as a process of changing a person's behavior which is characterized by a reaction to achieve a goal. Learning motivation is a change in energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals(Kompri, 2016).Iskandar (2009) states that learning motivation is the driving force within an individual to carry out learning activities to increase knowledge, skills and experience, where this motivation grows because there is a desire to know and understand something and encourage and direct students' interest in learning so that they are serious about learning and motivated to achieve achievement. Further,(Koeswara, 2001)Learning motivation is a concept used to explain the forces that exist and work within the organism or individual which is the driving force and direction of behavior.

There are many factors that can influence anxiety, but researchers focus on learning motivation as a variable that will be tested further to prove that there is an influence on anxiety in students who are preparing their final assignments. This is proven by several previous studies which show that these two variables have a significant relationship.(Vivin et al., 2019)With the motivation to learn you can reduce anxiety. This is supported by Asyiqi (2021) who states that a person will experience anxiety if they do not have the motivation to learn.

The importance of learning motivation in reducing anxiety needs to be tested further so that it can be proven scientifically considering the impact that can be obtained over a long period of time. Therefore, the hypothesis proposed in this research is that there is an influence of learning motivation on anxiety in final students who are preparing their final assignments. This research was conducted to find out whether learning

motivation can influence anxiety.

Methods

The subjects involved in this research were 80 Final Semester Students of the Midwifery Study Program, Muhammadiyah University, Semarang. The sampling technique used is census sampling. Census is a sampling technique that uses a population as a sample because the population is relatively small. To obtain data that is objectively relevant and can be used as a basis for the analysis process, it is necessary to collect data using the questionnaire method. There are two measuring instruments used in this research. The first measuring tool is a social support scale which is based on aspects of social support consisting of emotional support, equipment support, information support, and assessment support with a total of 32 items. The second measuring tool is an anxiety scale which is based on these aspects. anxiety which consists of physical aspects and physiological aspects with a total of 20 items.

Data collection was carried out in January 2022 starting from January 10 to January 21 2022. The distribution of the scale was given to subjects via a scale booklet. Data analysis using regression testing.

Results and Discussion

Before the analysis test is carried out, the assumptions are first tested on the two variables. In the validity test of the learning motivation variable on 30 items, validity values ranging from 0.309 to 0.744 were obtained, with a Cronbach's alpha value of 0.905. In the anxiety variable for 20 items, validity values were obtained ranging from 0.301-0.707 with a Cronbach's alpha value of 0.828

After testing the assumptions on the validity and reliability values, another assumption test is then carried out, namely the normality test. The normality test was carried out using the Kolmograph-Smirnov (KS).

Table 1. Normality test

KS-Z	Sig	P	Note
1,141	0.148	>0.05	Normal

The results of the normality test obtained a KS-Z value of = 1.141 with a significance level of 0.148 (p>0.05), which means the distribution of the research variables is normal.

Table 2. Regression Test

Hypothesis	Regression Coefficient (β)	Coefficient Determination (r^2)	Sig
Learning motivation and final semester student anxiety.	-0.075	0.113	0,000

The results of the regression analysis test show that the data has a significance level of p<0.000, with a coefficient of determination (R^2) of 0.113, which means that learning motivation has an influence on final semester student anxiety of 11.3%. The regression coefficient (β) value of -0.175 indicates that there is a negative influence of learning motivation on anxiety.

Based on the results of research conducted on 80 subjects of Final Semester Students who were preparing their Final Assignments at Muhammadiyah University Semarang. The beta significance value (β) for learning motivation was obtained at -0.175. Apart from that, looking at the significance value, the results show that learning motivation has a negative influence on anxiety of 0.000 (p<0.05) with a contribution of 11.3%. The results show that the hypothesis proposed in this research is accepted. This shows that the higher the learning motivation obtained, the lower the anxiety. Likewise, the

lower the motivation to learn, the higher the level of anxiety.

Afriani (2018) found that learning motivation has a negative relationship with anxiety, which means that learning motivation reduces anxiety levels. In line with previous research, Aufa (2021) stated that there is a relationship between learning motivation and anxiety. In line with previous research, Halmuniati (2020) conducted research related to learning motivation and anxiety, obtaining results that there was a relationship between learning motivation and anxiety. Hikmawati (2017) added that there is a relationship between learning motivation and anxiety. Novitarium (2018) revealed that there is a negative relationship between learning motivation and anxiety.

Kaplan and Sadock (2010) state that anxiety will lead a person to take the necessary steps to prevent threats or mitigate their consequences and can disrupt the implementation of the learning process. Rahman (2020) also explains that anxiety that is too high will ultimately disrupt the learning process. Santrock (2007) explains that individuals who have high learning motivation are individuals who are able to respond well to situations themselves and are able to overcome anxiety.

Conclusion

Based on the research that has been carried out and analysis tests, the results show that the hypothesis in this study is accepted, namely that there is a negative influence of learning motivation on anxiety in students who are preparing their final assignments. The higher the learning motivation obtained, the lower the anxiety, and vice versa, the lower the learning motivation obtained, the higher the anxiety. This research also shows that the influence of learning motivation on anxiety is 11.3% with a regression coefficient of -0.075.

The implication of this research is that final semester students can have high lear-

ning motivation so that they can reduce anxiety when preparing their final assignment. It is hoped that future researchers will have more theoretical references in conducting research and also explore in more depth other factors that influence anxiety such as self-confidence, modeling, past experiences, generalizations, etc. Apart from that, it is hoped to expand the scope of research subjects that will be studied further, such as for midwifery students to all health students.

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