



THE RELATIONSHIP BETWEEN MOTIVATION AND INTEREST IN ACHIEVING NON-ACADEMIC FIELDS IN NURSING STUDENT

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Research Report

ABSTRACT

Introduction: The current phenomenon is that the interest of nursing students in non-academic fields is still low. Apart from being required to complete academic assignments, nursing students are also expected to participate in organizational activities and be able to balance between the two. The purpose of this study was to determine the relationship between motivation and interest in achievement in non-academic fields among nursing students. **Methods:** This study used a correlational analytic design with a cross-sectional method using the Cluster Random Sampling technique and obtained 111 students. Research data was taken using a questionnaire to measure motivation and interest in achievement in the non-academic field. In this study, the results showed that most students had high motivation (68%) and most of the interest in achieving non-academic activities was in the high category (57%). Based on the research above, it is hoped that students will be able to develop their abilities so that they become graduates who master the branches of science and technology to fulfill national interests and increase foreign power. The analysis used was Spearman's analysis with a significance level of $\alpha < 0.05$. **Results:** The Spearman test results obtained $p = 0.008$ $r_s = 0.513$, which means there is a relationship between the motivation of semester VI nursing students and their interest in achieving non-academic fields. **Conclusions:** Based on these results, it is hoped that motivation can be used as material for student self-evaluation so that it can increase interest in achievement in non-academic fields

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INTRODUCTION

Students who are in the process of learning in higher education will not be separated from college assignments, both academic and non-academic assignments (Khotimah et al., 2022). Nursing students have many tasks that need to be completed, such as understanding learning material, completing papers, practicum in the laboratory, and practice in hospitals. Organizational activities that are attended by students so that it requires students to be able to manage both as much as possible according to the schedule that has been planned and it is hoped that students will be able to improve achievement because in reality there are many factors inhibiting students to be balanced in academic and non-academic tasks (Yuniyanti, 2021).

The decrease in interest in non-academic achievements is shown by the interest of students in participating in an event inversely proportional to the number of events that take place to

decrease achievement, both achievement and student activity in participating in events as participants (Salsabila & Puspitasari, 2020). The interest in non-academic achievements cannot be separated from the support of solid teaching and educational staff and adequate facilities. In addition, to achieve the desired goals, it is necessary to have a creative, innovative, productive idea, as well as being able to plan, implement, evaluate activities carried out to improve student non-academic achievements. With this, it can make students more active and enthusiastic in developing the abilities that exist in him and improve his achievements. Choosing non-academic because the interest in non-academic achievements is broad and the variety of non-academic achievements aims to develop students' interests and abilities (Surifah et al., 2016). Because not all students have an interest in abilities in teaching and learning activities (Sulaeman, 2017). The importance of



extracurricular activities is to explore students' talents and interests in non-academic fields (Hasanah et al., 2021). Non-academic achievement is an achievement obtained by students from an activity carried out outside the student's academic field. Then non-academic achievement can be interpreted as the ability of students to hone and develop their oft skills beyond their academic abilities (Retnowati et al., 2016).

Based on the results of research conducted by the Education Policy Institute (EPI) in England, students from Asia, especially Chinese students, who make up 0.4% of the total student population in England, have non-academic abilities far beyond their peers. This is proven through the ability of students from China who can complete the General Certificate of Secondary Education (GCSE) two years faster than other students in the world. The research in Samarinda show that the influence of non-academic achievement interest partially has a correlation contribution of 6% with non-academic achievement (Amrullah, 2018). Based on an initial survey conducted by researchers on December 20 2022 at Muhammadiyah Lamongan University with 20 students, as many as 10 students or around 60% lost interest in achieving in non-academic fields. Several reasons including 6 students saying the lack of support from institutions and 40 % of nursing students not interest with non-academic activities.

Syardiansah (2016) said that the factors that influence interest in non-academic achievements are support systems in the form of support and motivation. Implementation requires motivation from within and support from outside the student. Motivation also plays an important role in achieving someone's success or achievement in a tangible form, the role of motivation is reflected in someone while studying. This is supported by Sujatmiko & Sudewo (2021) that if someone hones their skills because they are happy and motivated, non-academic interest will arise. However, if the

object does not cause pleasure, then he will not have interest in non-academic achievement in that object. Efendi & priani Zahrah (2020) states that the impact a person has on the level of interest in non-academic achievement shows towards individual attention to interesting or pleasant objects, so someone wants to do something on their own initiative, do something diligently, accurately, have high discipline, do something according to their beliefs. it is anywhere, anytime and at the initiative of each individual itself.

According to Syardiansah (2016) said non-academic achievement interest is influenced by knowledge and experience. Motivation and interest have an interrelated relationship with a person's behavior. Increasing student motivation to increase interest in non-academic achievement can be done by providing knowledge to students, providing support to students so that the knowledge and skills that students get can be maximized. High motivation can increase student interest in achieving. in non-academic fields. This research purpose was to analyze the relationship between motivation and interest in achieving non-academic fields in nursing students.

MATERIALS AND METHODS

This type of research is correlational analytic with a cross sectional approach. The research sample consisted of 111 nursing students in the sixth semester. The sample was taken using the cluster random sampling method. Collecting data using a questionnaire in the form of a motivational questionnaire and non-academic achievement interest. The independent variable is the motivation of sixth semester nursing students and the dependent variable is the interest in achieving in non-academic fields with ordinal data scales. The analysis used was Spearman rank analysis with a significance level of <0.05.

RESULTS

Table 1. Characteristics of Respondents

Characteristics	Frequency	Percentage
Age		
18-20 years	87	78,4
>20 years	24	21,6
Sex		
Male	14	12,6
Female	97	87,4
Total	111	100%

Table 1 shows that the majority of nursing students aged 18-20 years are 78.4%, and the majority are female, 87.4%.

Table 2. Cross-tabulation of the Relationship between motivation and interest in achieving in non-academic fields

Motivation	Interest in achieving non-academic field						Total	
	High		Medium		Low		F	%
	F	%	F	%	f	%		
High	31	27,9%	34	30,6%	3	2,7%	68	100%
Medium	19	17,1%	13	11,7%	1	0,9%	33	29,7%
Low	7	6,3%	2	1,8%	1	0,9%	10	9,0%
Total	57	51,3%	49	44,1%	5	4,5%	111	100%
Spearman's rank test	p value = 0,008		(rs) = 0.513					

Table 2 show that nursing students who have high motivation were 68% , medium motivation were 29,7%, and low motivation were 9,0%. Nursing students who have high interest were 51,3% medium interest were 44,1%, and low interest 4,5 %. Based on the results of calculations using the Spearman rank test and analyzed using SPSS 22 for windows between motivation and

interest in achieving non-academic field of nursing students, the value of sig 2 tailed (p) = 0.008 is obtained where $p < 0.05$, so H1 is accepted and the Spearman correlation coefficient (rs) = 0.513 means that there is a relationship between the motivation of nursing students and the interest in achieving in non-academic fields.

DISCUSSION

Test analysis results *Spearman Rank* shows that there is a significant positive relationship between motivation of nursing students and their interest in achieving in non-academic fields. The higher the motivation, the better the interest in achieving non academic fields.

This research is in line with research conducted by (Hidayatullah & Alsa, 2019) that motivation has a relationship with interest in non-academic activities. Various ways are used to help provide maximum potential development, one of which is the development of non-academic activities carried out on campus which are usually called extracurricular activities. So non-academic achievements can also be called extracurricular achievements (Putra, 2012).

This extracurricular activity aims to develop a person's personality, talents and abilities in various fields outside of academics. With these non-academic activities, students can certainly develop their potential through various existing extracurricular activities. Apart from being able to help students develop their talents and interests, these extracurricular activities can also motivate students to be more active in learning and are also expected to be able to meet various needs that students are interested in in order to gain knowledge and experience outside the classroom which will also be useful for students in everyday life (Arif, 2018). Interest and motivation is a unit that is interrelated with the desires and achievements that one wants to aim for. It's the same as taking lessons during lectures, which must start with interest and motivation to seek and or even add knowledge. Attractive learning

can increase students' active participation during the learning process, and in the long term can have a positive impact on learning (Qowi et al., 2022) Someone carrying out an activity or activity must be preceded by high interest and motivation to carry out an activity or activity, the greater the interest and motivation possessed by members, the greater the chance of success to be achieved.

CONCLUSIONS

The conclusion of this study is that there is a relationship between the motivation of sixth semester nursing students and their interest in achieving in non-academic fields. Based on the research results, it is hoped that students will have a high interest in achieving in non-academic fields so that they can increase interest in achievement in non-academic fields, especially nursing students.

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