

Abstrak

HUBUNGAN ANTARA MOTIVASI BELAJAR *BLENDED LEARNING* DENGAN HASIL BELAJAR MAHASISWA JURUSAN KEPERAWATAN UNIVERSITAS JENDERAL SOEDIRMAN

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Latar Belakang : *Blended learning* diharapkan mampu menarik perhatian dan minat mahasiswa dalam kegiatan belajar. Tujuan penelitian ini untuk mengetahui hubungan antara motivasi belajar *blended learning* dengan hasil belajar mahasiswa Jurusan Keperawatan Universitas Jenderal Soedirman.

Metode : Penelitian ini memakai desain kuantitatif dengan metode deskriptif korelatif. Pengambilan sampel acak dengan responden 97 mahasiswa. Instrumen penelitian menggunakan Kuesioner Motivasi Belajar ARCS-V (Keller 2016) dan daftar nilai UTS Sistem Informasi Keperawatan. Analisis univariat digunakan untuk mengidentifikasi karakteristik usia dan jenis kelamin, serta gambaran motivasi belajar dan hasil belajar. Analisis bivariat menggunakan Korelasi Pearson Product Moment untuk mengidentifikasi hubungan antara motivasi belajar dengan hasil belajar.

Hasil Penelitian : Responden penelitian berjumlah 97 orang yaitu 19 laki-laki (19,6%) dan 78 perempuan (80,4%). Majoritas usia responden pada rentang usia 17 – 25 tahun (remaja akhir) yaitu 78,4%. Skor rata-rata motivasi belajar mahasiswa adalah 125,46 (motivasi sedang). Nilai rata-rata hasil belajar mahasiswa sebesar 71,24. Motivasi belajar memiliki hubungan positif tingkat moderat ($r = 0,319$) dengan hasil belajar dengan nilai p -value 0,001 ($p < 0,05$).

Kesimpulan : Terdapat korelasi positif tingkat moderat yang signifikan antara motivasi belajar *blended learning* dengan hasil belajar mahasiswa Jurusan Keperawatan Universitas Jenderal Soedirman.

Kata Kunci : *Blended Learning*, Hasil Belajar, Motivasi Belajar

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Abstract

THE CORRELATION BETWEEN BLENDED LEARNING MOTIVATION WITH STUDENTS LEARNING RESULTS AT THE DEPARTMENT OF NURSING JENDERAL SOEDIRMAN UNIVERSITY

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Background : Blended learning is expected to be able to attract the attention and interest of students in learning activities. This study aims to determine the correlation between blended learning motivation with students learning results at the Department of Nursing, Jenderal Soedirman University.

Methods : This research uses a quantitative design with a descriptive correlative method. The technique of random sampling was 97 respondents. Research instruments in the form of Blended Learning ARCS-V Learning Motivation Questionnaire (Keller 2016) and a list of grades for the Midterm Examination of Nursing Information System. Univariate analysis is used to identify age and sex characteristics, and bivariate analysis uses Pearson Product Moment Correlation to identify the correlation between blended learning motivation with learning results.

Results : The research respondents were 97 people, 19 of whom were men (19,6%) and 78 were women (80,4%). The majority of respondents were in the age range of 17-25 years (late adolescent) of 78.4%. The average score of students motivation is 125.46 (medium motivation). The average value of students learning results of 71.24. The correlation between learning motivation and learning results has a moderate level of positive correlation ($r = 0.319$) with p -value 0,001 ($p < 0,05$).

Conclusion : There is a significant moderate positive correlation between blended learning motivation with students learning results at the Department of Nursing, Jenderal Soedirman University.

Keywords : Blended Learning, Learning Motivation, Learning Results

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