The Effect Of Learning Methods On Motivation And Results Of Learning Skill Lab Physical Examination Of Baby Students Midwifery

by Gempi Tri Sumini

Submission date: 16-Aug-2023 10:00PM (UTC-0700)
Submission ID: 2146926083
File name: Of_Learning_Skill_Lab_Physical_Examination_Of_Baby_Students.pdf (257.48K)
Word count: 7081
Character count: 37894

Journal of Global Research in Public Health ISSN: 2528-066X (Print), 2599-2880 (Online)
Vol. 4, No 1, April 2019, pp.36-46

The Effect Of Learning Methods On Motivation And Results Of Learning Skill Lab Physical Examination Of Baby Students Midwifery Stikes Husada Jombang

Gempi Tri Sumini[1], Indasah[2], Nurwijayanti[2]

[1]Faculty of Public Health, Stikes Surya Mitra Husada
[2]Lecturer Of Stikes Surya Mitra Husada Kediri

gempitrisumini89@gmail.com

Keywords:

learning methods,
motivation,
learning outcomes

ABSTRACT

Learning method is a presentation technique that is mastered by a teacher to present subject matter to students in the class either individually or in groups so that the subject matter can be absorbed, understood and utilized by students. The purpose of this study is to determine the effect of learning methods on motivation and learning outcomes of the skills of the midwifery student's physical examination lab. The research design used was True Experimental Design (randomized Pretest-Posttest Control Group Design.) Independent variable learning method, dependent variable motivation, learning outcomes. Dependent variable data collection using quisioner and observation. The study population was all V semester midwifery students at Stikes Husada Jombang. Simple random sampling sampling technique with a sample of 60 students. Data were analyzed using the Wilcoxon signed rank test. Based on the results of the Wilcoxon statistical test between learning motivation before and after the simulation p = 0.003 where p <α (0.05), the results of the Wilcoxon statistical test between learning outcomes before and after the method obtained p = 0,000 where p <α (0.05) , While the homogeneity test using the lavene test obtained a value of p = 0,000 <value α = 0.05, meaning that the data in the sample data group were homogeneous or had the same variant. Efforts to overcome the problematic problem in the implementation of the physical examination of the baby midwifery students of Stikes Husada Jombang who have capable quality can be overcome by demonstration learning methods, simulations and role play that lead to increased learning outcomes, ie all students in the group giving learning methods are proficient in physical examination the baby and student motivation also affect the learning outcomes of the baby's physical examination lab skills.

INTRODUCTION

The quality of education is closely related to the quality of students, because students are the central point of teaching and learning. Therefore, in improving the quality of teaching and learning followed by improving the quality of students. The ability to manage the learning process is the skill of the lecturer in creating an educative communication atmosphere between lecturers and students as well as between students and lecturers covering cognitive, affective and psychomotor aspects, Yunus, A. (2014).

Learning methods are also one of the determining indicators in achieving the success of the learning process. The laboratory learning activity is a process of learning skills that is very helpful for students in preparing themselves to carry out practice in Clinics, Hospitals, Health Centers and in Independent Practice Midwives (BPM). Learning method is one component that determines the success of students in implementing the learning system. Without the learning method, the learning process will not be able to take

place optimally because learning methods are an integral component of the learning system. Abdul, M. (2014).

The country of Indonesia is one of the developing countries with low interest in community learning, this can be seen from several results of surveys conducted by competent parties. Among the 2015 International Survey of Associations for Evaluation of Educational (IEA) mentions the learning abilities of Indonesian students ranked 29th out of 30 countries in the world. Indonesia is one level above Venezuella. From the results of the survey publicizing learning for the people of Indonesia has not made it a source for information, people prefer watching television and listening to radio rather than learning, learning has not become a priority to get new knowledge and information, learning is still a complementary need and is not used as a tradition in life. This further clarifies the interest in learning among students and society in Indonesia is very low and far behind the neighboring countries (Yusmiati, 2015). And based on the results of a preliminary study conducted on 53 students of Midwifery Diploma III Study Program at the Husada Jombang College of Health Sciences divided into 3 demonstration groups, simulations and role plays in November, it can be seen that students feel the equipment used for demonstration learning, simulation, role play is still quite limited. And complaints from students include: as many as 20 students (37%) stated that the number of phantom or equipment for demonstration learning, simulation, role play is still limited or lacking, while 35 students (60%) stated that the time for demonstration learning, simulation, role play is still lacking because each student cannot do it individually by being supervised directly by his lecturer. And student expectations are obstacles experienced by students in demonstration learning can be overcome so that good learning objectives can be achieved.

The assessment of student learning progress is carried out regularly in the midwifery D-III study program as a comprehensive examination. Practical examinations are held in the laboratory at the end of the three, four, five and six semesters. One of the competencies tested is a physical examination that leads to infant growth. (KKNI, 2017).

The problems that are often found on practical land related to laboratory learning include Abbatt (2013), which states that often doctors and health workers complain about students who have completed education, they know many theories, but cannot implement them. Midwifery Diploma III students have knowledge but they lack skills. Sudjana, N. (2015). said that D-III Midwifery students lacked sufficient ability to apply the skills acquired during lectures.

In terms of improving the quality of learning, educators must be able to find strategies or approaches to learning that are effective, fun and more empowering students' potential. Learning demonstration methods, simulations or role play is one method that can be used as a learning innovation. Many learning methods that can be done by lecturers to increase student motivation include demonstration methods, role playing, simulation and so on. Learning motivation has a very decisive role and encourages students to learn with attention and concentration in accepting lessons, so that the expected goals are achieved by students namely satisfying learning outcomes.

This can be seen from the results of the recapitulation of the V semester scores for the Midwifery Neonatal Care theory of 70 students on average obtaining a B score, but in reality after students were asked to practice physical / infant growth checks, only about 5% of 70 students could practice DDST is correct. It is that students lack sufficient ability to apply DDST / Growth and Development skills to babies which is one of the practices in the Neonatal Midwifery Care course.

In order to improve the quality in the Husada Midwifery Study Program mainly related to demonstration learning, simulation, role play, the D-III Midwifery Study Program Husada has made efforts including: increasing the budget for purchasing equipment for learning demonstrations sourced from students, provide a checklist for the procedures needed in demonstration learning and appoint several lecturers with a midwife background to administer Neonatal Midwifery Care courses that are directly related to the competencies that must be mastered by students, especially the physical examination of babies (baby growth and development).

MATERIALS AND METHODS

The research design used in this study is True Experimental Design. Independent variable learning method, dependent variable motivation, learning outcomes. The population in the study were 70th semester midwifery students of STIKES Husada Jombang. The sample in this study was part of the mid-semester midwifery students of STIKES Husada, namely 60 students, the instruments used were quisioners for

motivation and observation for the learning outcomes of the baby's physical examination lab skills. Data were analyzed using the Wilcoxon signed rank test and one way ANOVA.

RESULTS

1. Results of Bivariate Statistics Test Analysis

Tabel 1.1 Results of Analysis of Bivariate Statistics Test Effect of Learning Methods on Student Motivation in Students at Stikes Husada Jombang

Variable	Analisis	P
Motivation before * after the demonstration	Wilcoxon	0,002
Motivation before * after simulation	Wilcoxon	0,003
Motivation before * after role play	Wilcoxon	0,021
Motivation before * after control	Wilcoxon	0,003

Source: primary research data

Based on table 1.1 shows the results of the Wilcoxon statistical test between learning motivation before and after demonstration obtained p = 0.002 where p <α (0.05) so that H0 is rejected which means that there is an influence of demonstration learning methods on learning motivation on students at Stikes Husada Jombang. The changes in learning motivation, namely before giving less demonstration learning methods and after giving demonstration learning methods is sufficient. Motivation to learn before and after the simulation is obtained p = 0.003 where p <α (0.05) so that H0 is rejected which means that there is an influence of the simulation learning method on learning motivation on students at Stikes Husada Jombang. The changes in learning motivation are before giving the simulation learning method less and after giving the simulation learning method is enough. motivation to learn before with after role play obtained p = 0.021 where p <α (0.05) so that H0 is rejected which means that there is an influence of the role play learning method towards learning motivation in students at Stikes Husada Jombang. The change in learning motivation is that before giving role play learning methods is lacking and after giving role play learning methods is enough. learning motivation before and after control obtained p = 0.021 where p <α (0.05) so that H0 was rejected which means that there is an influence of the learning control method on learning motivation on students at Stikes Husada Jombang. The change in learning motivation is that before giving the control learning method is lacking and after giving the learning method the control is sufficient.

Tabel 1.2 Bivariate Statistics Test Results Effect of Learning Methods on Learning Outcomes in Students at Stikes Husada Jombang.

Variable	Analysis	P
Learning outcomes before * after the demonstration	Wilcoxon	0,000
Learning outcomes before * after simulation	Wilcoxon	0,000
Learning outcomes * after role play	Wilcoxon	0,000
Learning outcomes before * after control	Wilcoxon	1,000

Source: primary research data

Based on table 1.2. shows the results of Wilcoxon statistical test between learning outcomes before and after demonstration obtained p = 0,000 where p <α (0.05) so that H0 is rejected which means that there is an influence of demonstration learning methods, simulations and role play on student learning outcomes at Stikes Husada Jombang . The changes in learning outcomes are before

giving a capable demonstration learning method and after giving advanced demonstration learning methods.

Based on table 1.2. shows the results of the Wilcoxon statistical test between learning outcomes before and after control obtained p = 1,000 where p> α (0.05) so that H0 is rejected which means that there is no influence of the control learning method on learning outcomes in students at Stikes Husada Jombang. The change in learning outcomes is before giving the control learning method capable and after giving the control learning method is capable.

2. Multivariate Statistics Test Results

Tabel 2.1 Multivariate Statistical Test Results (Anova) Effect of Learning Methods on Learning Motivation

ANOVA

Motivation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	150.033	3	50.011	.230	.875
Within Groups	25185.133	116	217.113		
Total	25335.167	119			

Source: primary research data

Based on table 2.1 shows the results of one way ANOVA test obtained F value of 0.230 and P value = 0.875 greater than the value of α = 0.05. Based on the results of these tests, a decision can be made that there is no difference between the four treatments, namely demonstration, simulation, role play and control treatment of learning motivation in students at Stikes Husada Jombang in 2018.

Table 3.1 Multivariate Statistical Test Results (Anova) Effect of Learning Methods on Learning Outcomes

ANOVA

Learning outcomes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3909.292	3	1303.097	15.816	.000
Within Groups	9557.633	116	82.393		
Total	13466.925	119			

Based on table 3.1 shows the results of one way ANOVA test obtained F value of 15.816 and P value = 0.000 smaller than the value of α = 0.05. Based on the results of these tests, a decision can be made that there are differences between the four treatments, namely demonstration, simulation, role play and control treatment of learning motivation in students at Stikes Husada Jombang in 2018.

DISCUSSION

A. Learning outcomes of the Midwifery students' physical examination lab skills for Stikes Husada before the demonstration learning method.

The results of the study showed that before giving the learning method the demonstration of the learning outcomes of the skill category of the baby's physical examination lab was able While for the Age characteristics of 15 midwifery respondents, it was found that the average age was 20 years, for the midwifery respondents the majority came from outside the region, and for the monthly money the average half of the respondents received a monthly money of 1,500,000 / month. According to Yunus, A. (2014). "Learning is a series of activities of the body of the soul to obtain a change in behavior as a result of the experience of individuals in their interactions with their environment involving cognitive, affective, and psychomotor. To provide an understanding of learning outcomes, it will be described first in terms of language. This definition consists of two words 'results' and 'learning'. In KBBI the results have several meanings: 1) Something held by business, 2) income; acquisition; fruit. While learning is a change in behavior or responses caused by experience. The results of learning are the most important part of learning Yunus, A. (2014). In general the method is interpreted as a way of doing things. The teaching method (learning) is a method that contains standard procedures for carrying out educational activities, especially the activities of presenting learning material tostudents (Muntamah, 2013). The benefits of the demonstration method are that students' attention can be more focused. The student learning process is more focused on the material being studied.

To find out the progress to where the results have been achieved by someone in learning, an evaluation must be done. To determine the progress achieved, there must be criteria (benchmark) that refers to the objectives that have been determined so that it can be known how much influence the teaching and learning strategy has on student learning success. Student learning outcomes according to W. Winkel is the success achieved by students, namely student achievement in schools that manifest in the form of numbers.

Based on the explanation above, the physical examination of babies of midwifery students must be proficient in the skills of a baby physical examination lab, but in the field it was found to be almost entirely capable students, this was due to the lack of attention of students in receiving material about the baby's physical examination. by the shortcomings of this method, this method requires special lecturer skills, because without being supported by this, the demonstration will not be effective, facilities such as equipment such as the pantum used are not always in good condition, places of practice are not always comfortable, and costs are adequate not always available properly, demonstrations require careful preparedness and planning in addition to requiring a considerable amount of time, which may be forced to take other hours or lessons. So that in carrying out this demonstration method we need to combine with other methods so that When giving the demonstration method students are not always present in the practicum room because the time used is during the day and the reason for students is the time for rest and the weather that is less supportive for practicing. In addition to the methods that influence are areas where half of midwifery students are outside the region, they lack mastery in Indonesian because they are always in a language that reverses words, and students who come from outside the area usually they are less able to get up in the morning when scheduled for morning labors and bad habits of students who are buying time should be scheduled in the morning come past the time specified by the lecturers of each subject - each so that the provision of material is not maximal and the absorption of material is not as maximal as hurry - rush in delivery, Monthly money also affects where they have to think about the payment n boarding houses, meals and so on because students have not received transfers from their parents because the distance from the village to the city is so far that they are reluctant to come to the village in the afternoon because of the hot weather and to buy mineral water they must borrow from friends who originating from within the region. Apart from the shortcomings of students usually the class atmosphere also does not support where when demonstrations or practicums are taking place there are tools that are lacking or damaged but are still used by lecturers, So that students do not understand the intent of the lecturer lecturer, such as a physical examination of a baby checking the circumference of the head using metelin, it turns out the baby's head is damaged or torn so the student is not clear which part of the metelin is the starting point. full attention to students in improving the skills learning outcomes of the baby's physical examination lab so that students can get advanced categories in all lab work

B. The learning outcomes of the skills of the physical examination lab for midwifery students of Stikes Husada before the simulation learning method.

The results of the study showed that prior to the giving of the learning method the simulation of the learning outcomes of skills in the physical category of the baby's physical examination was capable of. While for the Age characteristics of 15 respondents aged 20 years. of the 15 midwifery respondents, almost all of them came from within the region. of the 15 midwifery respondents, half were more than 12 respondents monthly money of 1,500,000 / month. In general Abdurrahman explained that learning outcomes are abilities acquired by children after going through learning activities. According to him also students who succeed in learning are successful in achieving learning goals or instructional goals. defines that learning outcomes are a mental process that leads to mastery of knowledge, skills, and attitudes with process skills and implemented so as to lead to progressive and adaptive behavior. Simulation is a learning method that provides learning using real situations or situations, with students actively involved in the process of interacting with their environmental situation. Students apply to the knowledge and skills previously obtained in order to make decisions in carrying out nursing actions Damayanti, et al (2013).

Based on the description above, it can be seen that in the field it was found at the time of the study before giving a method of simulation of learning outcomes in capable category students. This should be an advanced category of learning outcomes because learning skills of a baby's physical examination lab must be mastered by a midwifery student. Viewed from these results for age does not affect their learning outcomes because in the group the average student age, for monthly money does not affect student learning only the results of lab work which are still unable to obtain advanced results, it can be caused by the student's own personality where laziness those who make their learning outcomes capable are not yet proficient, students also rarely visit laboratories to carry out lab work individual or group physical examinations while homeroom students have scheduled when they must visit the laboratory. Therefore, to improve learning outcomes, a learning method is needed so that students understand more quickly and are adept at practicing the material being studied. because in this simulation method has a weakness that is the effectiveness in advancing learning can not be reported by research, simulation validity can still be doubted by people, experience gained through simulation is not always fast and in accordance with reality in the field, psychological factors such as shame and fear often affect students in doing a simulation. Poor management, often simulation is used as an entertainment tool so that the learning objectives become neglected. Practically using the simulation method, students will not be able to run the method before being given a demonstration method first.

C. Learning outcomes of the Stikes Husada midwifery student physical examination lab skills before the role play learning method

The results showed that before giving the role play learning method the learning outcomes of the skills of the physical physical examination lab were able category, for the Age characteristics most of them were 19 years old, for the region most of them came from outside the region and for the monthly student fees were mostly 1,500,000-3,000 .000 / month. Learning outcomes according to Suratinah Tirtonegoro (2014: 43), the assessment of the results of learning activities expressed in the form of symbols, numbers, letters or sentences that can reflect the results achieved by loyal students in a certain period. The results of learning are the level of mastery achieved by students in participating in the teaching and learning program, according to the objectives set. According to Dimyati and Mudjiono (2013: 15), It is understandable that what is meant by learning outcomes is a process to see the extent to which students can master learning after following the activities of the teaching and learning process, or the success achieved by students after participating in learning activities marked by certain forms of numbers, letters or symbols agreed upon by the education provider. The method of role playing or role playing is one of the learning processes belonging to the simulation method of Damayanti, et al (2013). Learning experiences obtained from this method include, the ability to cooperate, communicate, and interpret an event. Through the role playing method, students try to explore relationships between humans by

demonstrating and discussing them, so that together students can explore feelings, attitudes, values, and various problem-solving strategies.

Based on the description above, it can be seen that learning outcomes depend on the relationship of learning process actions undertaken by lecturers as instructors and students as taught. Where if lecturers provide material and are considered and practiced by students then the results will increase, but if students are given material and do not pay attention to the results obtained will be the same as the beginning, namely capable. Seen from the results of general data most of the origin comes from outside the area and the same age so that in giving the material or practicum the physical examination of students is difficult in responding to the material given by the lecturer from within the region sometimes giving practicum using Javanese so that it is difficult to be understood by students from outside the area, in terms of their language not in accordance with the checklist given by the lecturer in delivering or practicing a baby's physical examination. role play is very necessary in the student's proficiency in the baby's physical examination lab skills. Because Role playing can provide a kind of hidden practice, where students subconsciously use expressions on the material they have and are learning, Role playing involves quite a large number of students, suitable for large classes, Role playing can give students fun because role playing basically it is a game. the role play method also cannot work perfectly if demonstration and simulation methods have not been given or demonstrated to students.

D. Learning outcomes of the skills of the physical examination lab for midwifery students of Stikes Husada after the demonstration learning method.

The results of the study showed that after the demonstration learning method was able to improve the learning outcomes of skills in advanced category (100%) infant physical examination labs. Analysis of statistical tests has a significant effect between learning outcomes before and after demonstration, p-value = 0,000 where p <α (0.05). Learning outcomes are the most important part of learning. Nana Sudjana (2015: 3) defines student learning outcomes in essence is changes in behavior as a result of learning in a broader sense covering the fields of cognitive, affective, and psychomotor. Damayanti, et al (2013). also mentions learning outcomes are the result of an interaction between learning and teaching. From the lecturer side, teaching action ended with the evaluation process of learning outcomes. In terms of students, learning outcomes are the end of teaching from the peak of the learning process

Learning methods can also be interpreted as a typical method or pattern in utilizing various basic principles of education as well as various other related techniques and resources so that the learning process occurs M. Hosnan. (2014). Demonstration method is a way of presenting lesson materials by demonstrating that aims to get a clear picture of things related to teaching and learning. Method is one of the strategies or methods used

Based on the description above it can be seen that with the use of the demonstration method it turns out that the learning achievements of midwifery students at Stikes Husada Jombang are better than before the demonstration method. Because the demonstration method has the principle of creating a good atmosphere and relationship with students so that there is a willingness and willingness from participants students to watch what they want to demonstrate, Make sure that the demonstration is clear to students who have not previously understood, remembering that students may not understand what is intended in the demonstration because of limited thinking power, think carefully before demonstrating a subject or a particular topic about the difficulties that will be encountered by students while thinking and looking for ways to overcome them. Students better understand the lab skills using the demonstration method because in the provision of material and practicum students can be more conscientious. entration and memvidio when the lab skills take place for home study. Students can also borrow laboratory equipment to study physical examination labs in the laboratory directly or rented by students. Lecturers in providing demonstration methods also try to get students to reach the sound or see directly practicum, the lecturer in providing demonstration practicums still supervises students who are behind themselves so that students remain concentrated in the future to see or observe the practicum so that they can practice physical examinations individually outside of study hours or outside hours of practice so as to improve skills they are to get better results than before.

E. Learning outcomes of the skills of the physical examination lab for midwifery students of Stikes Husada after the simulation learning method.

The results of the study showed that after the administration of the simulation learning method was able to improve the learning outcomes of skills in advanced category (100%) infant physical examination labs. Analysis of statistical tests has a significant effect between learning outcomes before and after the simulation obtained p-value = 0.003 where p <α (0.05). Sudjana, N. (2015). said that the simulation came from the word simulate meaning to pretend or do as if. As a teaching method, simulation can be interpreted as a way of presenting learning experiences using artificial situations to understand certain concepts, principles, or skills Damayanti, et al (2013). In the simulation method has several advantages that can benefit students including, fun, so that students are naturally encouraged to participate, does not require complicated communication skills, allows communication between students, raises a positive response from students who are slow, less capable, and less motivated , Practicing critical thinking because students are involved in process analysis, progress of simulation, Simulation can be used as a provision for students in facing the actual situation later, both in family life, society, and facing the world of work.

Based on the above description, efforts to overcome the problematic problem in the implementation of the physical examination of infant midwifery students at Stikes Husada Jombang who have capable qualities can be overcome by stimulation learning methods which lead to increased learning outcomes, ie all students in the group provide advanced simulation methods in physical examination babies with an average of 80. After scheduled individual labs as well as groups, students often visit laboratories to attend or practice themselves so that they are more fluent in their lab skills than before. And before students practice the field both in hospitals, BPM, PKM they must master all skills according to their practice land. Because during the test phase carried out before students practice field work, students first take the stage test and they do the simulation method in the test phase so that students understand the simulation method This starts from the preparation of the tools until they do the practicum without looking at the baby's physical examination checklist. With the simulation method students more explore their strengths in speaking or delivering sentences in accordance with the prepared checklist, students also understand more because they directly practice themselves not just seeing , it can improve memory so that when in the field they will explore their skills more in accordance with the material they get at the institution.

F. Learning outcomes of the Stikes Husada midwifery student physical examination lab skills after the role play learning method.

The results of the study showed that after the provision of role play learning methods were able to improve the learning outcomes of skills in advanced category (100%) infant physical examination labs. Analysis of statistical tests there is a significant effect between learning outcomes before and after role play obtained p-value = 0.021 where p <α (0.05). The role playing learning model, the pressure point lies in emotional involvement and sensory observation in a problem situation that is actually faced. Students are treated as subjects of learning, actively practicing language practices (asking questions and answering) with friends in certain situations. Effective learning starts from a student-centered environment. More principles

learning to understand freedom of organization, and respecting joint decisions, students will be more successful if they are given the opportunity to play a role in deliberation, make the most voting and accept defeat so that by doing these activities and actively participating, they will be easier to master what so they learn. So, in learning students must be active, because without activity, the learning process is not possible. The role playing learning model is also known as the role playing learning model. Organizing classes in groups, each group demonstrates / presents a scenario prepared by the teacher. Students are given the freedom to mobilize but are still within the boundaries of the scenario of the teacher. According to A.M, Sardiman (2014), the role playing method can explore the ability of students to cooperate, communicate, and socialize. The success of role playing learning activities is determined by student activity.

When students do role play learning methods, lecturers pay attention. After completion, the lecturer gives an assessment or comment with other students so that the student will be more understanding and proficient in performing role play practices. Because during the practicum the students play role-playing method without speaking. immediately practicing a baby's physical

examination, so that students do not understand which part is wrong or not correct so it needs to be evaluated so that students are more understanding and more proficient in the skills of the baby's physical examination. During the phase II exam, students also performed the role play method where they demonstrated between health workers and a patient specifically the practice of physical examination of babies where there was a baby parent midwife. So that students understood more about living and remembering the steps sequence must be carried out in accordance with the baby's physical examination checklist.

G. Effect of learning methods (demonstrations, role plays, simulations) on the skills motivation of the midwifery student's physical examination lab Stikes Husada

The results of one way ANOVA test obtained F value of 0.230 and P value = 0.875 greater than the value of α = 0.05. Based on the test results, a decision can be made that there is no difference between the four treatments namely demonstration, simulation, role play and control treatment of learning motivation in students at Stikes Husada Jombang in 2018. that each motif is closely related to a goal and ideals . The more valuable the goal is for the person concerned, the stronger the motive so that the motive is very useful for someone's actions or actions. According to Mc. Donald, quoted by Sardiman Sudjana, N. (2015). motivation is a change in energy in a person that is characterized by the emergence of "feeling" and preceded by a response to the purpose. From the understanding expressed by Mc. Donald contains three important elements, namely; (1) that motivation initiates energy changes in each individual human being, (2) motivation is characterized by the appearance of one's feelings and affections, (3) motivation will be stimulated because of a goal. There are three main components in motivation, namely: need, encouragement and aim. Needs occur when the individual feels there is an imbalance between what he has and what he expects; encouragement is the mental strength to carry out activities in order to meet expectations; while the goal is what an individual wants to achieve, meaning the goal is to direct one's behavior (Stanford, 1970). In 1943, Clark Hull stated Drive Reduction Theory which states that biological needs and satisfying biological needs are important and occupy a central position in all human activities, so that the stimulus in learning is almost always associated with biological needs, although the responses that appear may vary the form. Abdul, M. (2014).

Based on the description above that there is no difference or in other words the same four learning methods in influencing learning motivation which is the goal to improve learning outcomes. With motivation, it is expected that every learning activity carried out effectively and efficiently, because motivation will create the willingness to study regularly, therefore students must be able to take advantage of the situation as well as possible. Many students study but the results are not as expected, because it requires a spirit of motivation, with the motivation of a student to have a good way of learning. Thus the magnitude of the role of motivation in supporting the success of learning. Because of the schedule

greatly influences students to attend practicum other than pelatan, if students have very strong motivation then both the schedule in the afternoon or evening students will still be present in the skills of the baby's physical examination lab, and will not be able to give reasons that are not logical.

H. Effect of learning methods (demonstrations, role plays, simulations) on the learning outcomes of skills in the midwifery student's physical examination lab Stikes Husada

The results of one way ANOVA test obtained F value of 15.816 and P value = 0.000 smaller than the value of α = 0.05. Based on the results of the test, a decision can be made that there are differences between the four treatments, namely demonstration, simulation, role play and treatment control of learning outcomes in students at Stikes Husada Jombang in 2018. Learning methods can also be interpreted as a unique method or pattern various basic principles of education as well as various other related techniques and resources for the learning process to occur. The basic principles of learning in question include the psychological principles of education and pedagogical principles. The techniques related to learning include communication techniques and management techniques or learning management Abdul, M. (2014). There are several methods used in the practicum including demonstrations, simulations and role plays. This method is used to get a clear

picture of things related to the process of arranging something, doing something, making something, and knowing the origin of something that produces the expected skills.

Based on the description above, it can be seen from the harmonic mean values produced between the treatment groups and the control groups in different subset columns. This shows that there are significant differences between the treatment and control groups. And in the treatment group shows that the demonstration learning method has the highest mean value. This shows that the most increase in learning outcomes is the demonstration learning method. Because the demonstration method is the main method used by lecturers in providing lab skills both in class or outdoors, and students better understand what is taught by the demonstration method because other methods do not will run if the demonstration method is not given first.

CONCLUSION

1. Before giving the learning method demonstration of the learning outcomes of skills the baby's physical examination lab is in the category of capable (93.3%).
2. Before giving the learning method the simulation of learning outcomes skills in the physical category of the baby's physical examination lab was able (93.3%).
3. before giving the role play learning method the learning outcomes of the skills of the baby physical examination lab were able (93.3%).
4. After the demonstration learning method is able to improve the learning outcomes of skills in advanced category physical examination labor infants (100%).
5. After giving the simulation learning method, it is able to improve the learning outcomes of skill in advanced physical examination labs for baby categories (100%).
6. After the provision of role play learning methods are able to improve the learning outcomes of skills in advanced category physical examination labor baby (100%).
7. There is no influence between the four treatments, namely demonstration, simulation, role play and control treatment of learning motivation in students at Stikes Husada Jombang in 2018.
8. There is influence between the four treatments, namely demonstration, simulation, role play and control treatment of learning motivation in students at Stikes Husada Jombang in 2018.

SUGGESTION

1. For Researchers
   The results of the study can improve the repertoire of the knowledge of the researchers specifically the influence of learning methods and motivation on learning outcomes.
2. For Other Researchers
   The results of the study are in addition to research references on the learning outcomes of skills in the baby physical examination lab, and are expected to research and develop other more comprehensive learning models. So that learning outcomes can be increased in three aspects namely cognitive, affective, and psychomotor.
3. For Respondents
   The results of the study can improve knowledge especially about the theoretical concepts of the skill learning method of the baby's physical examination lab and the results of the study of the baby's physical examination.
4. For Institutions
5. he results of the study can be as a reference and insight in order to improve the quality of special education in improving the learning outcomes of the skills of the baby's physical examination lab.
6. For Researchers' Land
   The results of the study can be used as a reference in improving learning outcomes and improving midwifery laboratory practice learning.

REFERENCES

Yunus, A. (2014). Learning System Design in the Context of 2013 Curriculum. Bandung: Refika Aditama.
Iskandar Dadang and Narsim. (2015). Classroom Action Research and Publication. Cilacap: Ihya Media
M. Hosnan. (2014). Scientific and Contextual Approach in 21st Century Learning. Bogor: Ghalia Indonesia.
Abdul, M. (2014). Learning strategies. Bandung: PT. Teenager Rosdakarya.
Damayanti, et al (2013). Effect of Compensation and Work Motivation on the Performance of Employees of Surakarta Regional Drinking Water Companies. Jupe UNS, Vol 2 (No.1).
A.M, Sardiman. 2014. Interaction and Motivation in Teaching and Learning. Jakarta: Rajawali Press
Arikunto, Suharsimi. 2013. Research Procedure: A Practice Approach. Jakarta: PT Rineka Cipta.
Budiyono. 2015. Statistics for Research. Surakarta: UNS Press.
Sugiyono. 2014. Statistics for Research. Bandung: Alfabeta
Sudjana, N. (2015). Assessment of Teaching and Learning Results. Bandung: Teenagers
Arikunto, S. 2014. Research Procedures A Practice Approach. Jakarta: Rineka Cipta

.

The Effect Of Learning Methods On Motivation And Results Of Learning Skill Lab Physical Examination Of Baby Students Midwifery

ORIGINALITY REPORT

14%	13%	7%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	digilib.uinkhas.ac.id Internet Source	1%
2	Neni Melawati, Tresnawulan Tresnawulan. "MENINGKATKAN KEMAMPUAN INTELEKTUAL ANAK USIA DINI MELALUI PERMAINAN DOMINO STIK PADA KELOMPOK B DI TK TRIALINGGA KINDERSCHOOL KOTA CIMAHI", CERIA (Cerdas Energik Responsif Inovatif Adaptif), 2018 Publication	1%
3	journal.uinsgd.ac.id Internet Source	1%
4	ijeds.ppj.unp.ac.id Internet Source	1%
5	repository.radenintan.ac.id Internet Source	1%
6	repository.ikippgribojonegoro.ac.id Internet Source	1%

7	proceeding.tenjic.org Internet Source	1 %
8	repository.stkippgrisumenep.ac.id Internet Source	1 %
9	www.ijsr.net Internet Source	1 %
10	Asti Solihat, Ayu Rindu Astuti, Intan Satriani. "THE INFLUENCE OF ICE BREAKER TO STUDENTS' MOTIVATION IN TEACHING ENGLISH", PROJECT (Professional Journal of English Education), 2020 Publication	1 %
11	ejournal.poltekkes-smg.ac.id Internet Source	1 %
12	proceeding.poltekeskupang.ac.id Internet Source	1 %
13	Submitted to Universitas Negeri Jakarta Student Paper	1 %
14	1library.net Internet Source	1 %
15	jurnal.uns.ac.id Internet Source	1 %
16	widyasari-press.com Internet Source	1 %

Exclude quotes	On	Exclude matches	< 1%
Exclude bibliography	On		