



EFFECT OF TIME MANAGEMENT, MOTIVATION AND SELF-EFFICACY ON THE LEARNING ACHIEVEMENT OF NURSING STUDENTS

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Abstract

Objective: Identify influence of time management, motivation and self-efficacy on learning achievement of nursing students at USU. **Method:** Quantitative, analytical descriptive method, from January–August 2020 at Faculty of Nursing. Population 179 with total sampling, used google form contain time management, motivation, self-efficacy and learning achievement questionnaire. **Validity** 0.79, **reability** 0.87. Analyzed with chi-square statistic $\alpha=0.05$. Approval from USU Nursing Health Research Ethics Commission and informed consent from each respondent. **Result:** Good time management 107 (59.5%), bad time management 72 (40.5%). High intrinsic motivation 177 (99.05%), medium 2 (0.95%). High extrinsic 148 (82.86%), medium 31 (17.14%). High self-efficacy 32 (18%), medium 147 (82%), no low self-efficacy. Good time management was 107 (59.5%). High intrinsic motivation was 177 (99.05%). High extrinsic motivation was 148 (82.86%). High self-efficacy was 32 (18%), medium 147 (82%). **Achievement:** very satisfied was 60 (33.3%), satisfied was 102 (57.1%), less was 17 (9.6%). **Correlation** between management, self-efficacy on learning achievement ($p=0.0001$) and correlation between intrinsic, extrinsic motivation on learning achievement ($p=0.466$), ($p=0.085$). **Conclusion:** Time management and self-efficacy had influence learning achievement, while motivation had no effect learning achievement.

Keywords: Learning Achievement, Motivation, Self-Efficacy, Students, Time Management

Introduction

After completing high school or vocational high school education, students are often faced with very difficulties choices, especially while determining the next educational path. However, having dreams does not necessarily guarantee continuing education to higher education, but must have adequate intellectual abilities and supported by adequate financial capabilities as well. The Nursing Science program is one of the professional education pathways in health sector estimated to have a large audience in the 1980s to 2000s¹.

Nursing was recognized by the government in accordance with the provisions of laws and regulations. agreement stipulating the acceptance of nursing as a professional service. In addition, nursing education is attributed as a professional education².

This program has significantly progressed in Indonesia. People who become nurses in Indonesia is increasing. This is considered to be a huge leap forward, triggered by an

The students were required to master the new environment during this transitional period. Moreover, an individual's adjustment was influenced by the factor of self-efficacy³. Also, adequate time management between studying and adapting to growth implementations as well as task development was essential. Nursing care is in the form of a process for setting and achieving goals, disciplining oneself, reducing stress levels and making time management⁴.

The possession of time management skills is very effective in academic success⁵. This transitional period features the need for



motivation, especially through college. Therefore, a higher supply of inspiration towards a field is theoretically expected to produce satisfactory learning achievements⁶.

The motivation concept comprises an individual's willingness to engage in learning activities for self-interest without expecting a return⁷. However, highly ambitious people are potentially unable to attain a satisfactory learning achievement index under some conditions⁸.

These specific circumstances are appealing to researchers interested in understanding the effect of time management, motivation and self-efficacy on the learning achievements of Nursing students.

Method

This research was a quantitative research, using an analytical descriptive method conducted from January to August 2020 in Faculty of Nursing Sumatera Utara, Medan. Used total sampling technique was 179 students from Faculty of Nursing in 2019. In addition, data was collected used google forms containing time management, motivation, self-efficacy and learning achievement questionnaire and was distributed via WhatsApp group and personal chats. Validity was 0.79 and reability was 0.87. This research was analysed with chi-square statistic $\alpha = 0.05$ was applied in analysis. This research was received approval from the USU Nursing Health Research Ethics Commission. And informed consent from each respondent was obtained.

Results

The students with the ability to properly manage time and demonstrate good self-efficacy have a greater tendency to produce good learning achievements. This outcome was difference from motivation, which showed an inversely proportional relationship.

Table 1
Frequency distribution of motivation, time management, self-efficacy and learning achievement.

Kategori	Category	n	%	
Time	Good	107	59.5	
Management	Bad	72	40.5	
Motivation	In	High	177	99.05
	Ex	Medium	2	0.95
		High	148	82.86
		Medium	31	17.14
Self-efficacy	High	32	18	
	Medium	147	82	
	Low	0	0	
Learning	Very	60	33.3	
	Statisfied	102	57.1	
	Achievement	Less	17	9.6

This study recognized the effect of time management on learning achievement. The results of the chi-square independence test inform that there is a significant association between time management and learning achievement. $X^2(2) = 55.221$, $p = 0.000$, $\phi^3 = 0.239$.

In addition, intrinsic and extrinsic motivation category had no effect on learning achievements. The results of the chi-square independence test inform that there is no significant association between both intrinsic and extrinsic motivation and learning achievement. $X^2(2) = 1.527$, $p = 0.466$, $\phi^3 = 0.302$.

The concept of self-efficacy affected learning achievement. The results of the chi-square independence test inform that there is a significant association between self-efficacy and learning achievement. $X^2(2) = 64.808$, $p = 0.000$, $\phi^3 = 0.250$.

Discussion

This study showed the effect of time management on student achievement. The findings were supported, where individuals with good performance reportedly have the capacity of manage time properly⁹. In addition, higher learning efforts have a direct association with greater achievements, therefore maximum output is expected. This is possibly fulfilled through various means, and curriculum learning as well as implementation was predominant. Furthermore, personal education facilitates the acquisition of



cognitive, affective, psychomotor abilities¹⁰.
The learning process in nursing involves applying both hard and soft skills¹¹.

Based on a contrast with time management, student motivation had no effect on learning achievement. This finding where no association was established in terms of learning outcomes, and the entire professional nursing journey. Furthermore, this phenomenon possibly results from other related factors, including the IQ, EQ, SQ, CQ, AQ, completeness of the body, personal interests, talents, motives, material, environment, and instruments¹².

Compared to motivation, self-efficacy is directly proportional to student achievement. This finding is higher self-confidence had a direct and positive impact on learning outcomes. However, the inverse was observed in students with low self-confidence¹³.

Conclusion

The results and discussions show the effect of time management and self-efficacy on student's learning achievement, while motivation had an inverse relationship.

Acknowledgement

The authors are grateful to the Chancellor of USU, Head of the Research Institute and to all participating respondents.

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