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THE RELATIONSHIP OF MOTIVATION FOR ENTERING THE FACULTY OF MEDICINE AND DENTISTRY ON STUDENTS' ACADEMIC ACHIEVEMENT

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Abstract

Education is essential in modern society, both politically and economically. Medical training plays a critical role in producing qualified doctors. Competent doctors, the result of training provided by quality medical education institutions, provide quality health services to the community. Motivation is significant in determining learning success. This research aims to determine the relationship between motivation for entering medical and dental faculties and student's academic achievement. An online survey was used to collect data for this research. The sample population of the research was medical and dental students from Prima Indonesia University. The strength of the Motivation for Medical Students (SMMS) instrument, translated into Indonesian, was used to collect data for student motivation. 123 out of 493 medical and dental students participated in this research. Survey results show that suitability and interest are why students enter medical and dental faculties. The Spearman's rho correlation test shows no significant relationship between motivation variables and GPA, with Sig. (2-tailed) of 0.303 where $p > 0.05$. The Mann-Whitney test shows no statistically significant difference between the two genders with Sig. (2-tailed) of 0.558 where $p > 0.05$. This study shows that although there are various reasons and motivations for entering medical and dental faculties, there is no relationship between the above and academic achievement.

Keywords: Motivation, Medical and Dental Students, Academic Achievement.

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Introduction

Education is essential in modern society, politically and economically (Ainiyah, 2017). Medical training plays a vital role in becoming a qualified doctor. Competent doctors provide quality health services to the community, and these doctors result from training provided by quality medical education institutions (Widyawati, 2021). Three main factors are involved in learning: input, process, and output. In the learning process, there are reciprocal influences such as studying materials, methods, equipment, and materials (Indriyani, 2019). The learning process includes four supporting elements: External factors, including environmental and instrumental factors, and internal factors, including physiological and psychological factors (Faradila, Pramono, & Firmansyah, 2020).

Medical training programs are organized to produce qualified primary care physicians, and medical training is viewed as the foundation of higher education (Jannah, Syamsu, Irwan, Fattah, & Mokhtar, 2020).

The following are influencing factors preference somebody that is:

a. Please get to know someone about enjoyable activity for them.
b. Observation, that is, delivery of messages or information to the brain.
c. Perception, including the delivery of messages or information to the brain.
d. Attitude is the behavior of somebody in response to something object.
e. Bait feedback, i.e., suggestions made moment replace comments (Faradila et al., 2020).

Motivation is an urge that occurs within a person, either consciously or unconsciously, to carry out an activity for a particular purpose (Emda, 2018). Motivation is significant, especially

in determining the success of a lesson (Supriani, Ulfah, & Arifudin, 2020). Motivation is divided into two parts: intrinsic motivation and activities from a person's genuine interest. In contrast, extrinsic motivation is activities that can be seen due to external factors (Sembiring & Nura, 2022). Medical students need high motivation from themselves, their families, and their environment because they need much time to complete their study program (Novianti & Widjaja, 2022).

Academic achievement is a change in behavior or ability that can increase over time due to learning conditions, so it is evidence of student effort. Factors that influence learning success are internal and external. Internal factors come from the student's side, learning motivation, interests, learning style, health, intelligence, and talent. For example, external factors originate from support from parents, the community, the surrounding environment, resource factors, reading materials, curriculum, school facilities, and infrastructure. (Kapitan, Kareri, & Amat, 2021). Based on the background description above and previous research results, the researcher is interested in conducting research titled "**Relationships Motivation to Enter Faculty Medicine And Dentistry Against Student Academic Achievement.**"

Research methods

Study This was done through observational use type analytical cross-sectional non-experimental research. The study was conducted on students of the Medical Education Study Program at the Faculty of Medicine and Dentistry, Prima Indonesia University, in September 2023. Internal engineering takes samples in research. It uses non-probability sampling with a total sampling method. Study This used a questionnaire, and 123 people participated in the study. Deep method samples were used in research using techniques, viz the convenience sampling technique.

The data collection process in this research must be carried out directly at a specific time. The method for collecting student data is pre-filled informed consent, which explains the purpose of the research and the nature of the research to participants voluntarily. The participants then had 10 minutes to fill in the questionnaire data. Participants were required to complete informed consent prior to data collection. Respondent requested to fill in the electronic questionnaire for Strength Motivation Faculty Medicine (SMMS). Participants were also asked questions regarding the respondent's data in gender, semester, major, reason for studying medical education, and academic achievement index. The technique for collecting reasons why students choose medical study programs is obtained from surveys from several studies based on systematic reviews.

All analyses were performed using IBM SPSS Statistics, and two-tailed $p < 0.05$ was considered statistically significant. Cronbach's alpha was used to assess the dependability of measurement reliability. First, it was analyzed using standard deviation to describe the frequency and percentage distribution of the characteristics of medical and dental students. Second, the Spearman rho correlation test was carried out to test the relationship between motivation and achievement of medical and dental students, and the Mann-Whitney test to determine differences between genders in the motivation of medical and dental students.

Results and Discussion

Distribution of Respondent Characteristics

Table 1
Distribution of Respondent Characteristics

Characteristics Respondent	*N*	%
Gender		
Man	33	26.8
Woman	90	73.2
Total	**123**	**100**
Semester		
3	37	30.1
5	37	30.1
7	49	39.8
Total	**123**	**100**

Major		
Medical	102	82.9
dentistry	21	17.1
Total	**123**	**100**

Table 1 shows the results of the characteristics of respondents. Of the total 123 people recorded, 33 (26.8%) were men, and the remaining 90 (73.2%) were women. So, in conclusion, the majority of respondents are women. It can be seen from the semester that there are 37 people (30.1%) who are in semester 3, there are 37 people (30.1%) who are also in semester 5, and the remaining 49 people (39.8%) are in semester 7. So, in conclusion, the majority of respondents are in semester 7. It can be seen from the majors that 102 people (82) chose the medical major, and the remaining people (17.1%) chose the dental major. So, in conclusion, the majority of respondents chose the medical major.

Results Frequency Distribution of Reasons for Studying Medical Education

Table 2
Distribution Frequency of Reasons for Studying Medical Education

Reasons for Studying Medical Education	*n*	%
Compatibility And Attraction	71	57.7
Parental Support	43	35.0
Guarantee Work	4	3.3
Achievement / Support School	5	4.1
Peer Influence	-	-
Other	-	-

In table 2, respondents were asked about their reasons for choosing medical education; they were given several options, which included suitability and interest, parental support, job security, and academic achievement or school support. Of the total respondents, suitability and interest (*n* = 71; 57.7%), parental support (*n* = 43; 35%), job security (*n* = 4; 3.3%), and academic achievement or school support (*n* = 5; 4.1%). Of the total of 123 people recorded, it is known that the majority of respondents (71 people, 57.7%) had the reason to enter medical education because of their suitability and interest.

Distribution Results Frequency of Respondents' GPA

Table 3
Frequency Distribution of Respondents' GPA

GPA	Frequency	Percentage (%)
4.00 – 3.51	14	11.4
3.50 – 3.00	91	74.0
2.99 – 2.00	18	14.6
1.00	-	-
Total	**123**	**100**

Table 3 shows that of the total of 123 people recorded, 14 people (11.4%) got a GPA of satisfactory status (4.00 – 3.51). There were 18 people (14.6%) who got a GPA of satisfactory status (2.99). – 2.00), and the remaining 91 people (74.0%) received a very satisfactory GPA status (3.50 – 3.00). So, in conclusion, most respondents received a very satisfactory GPA (3.50 – 3.00).

Multivariate Analysis Results

Table 4
Spearman's rho correlation matrix in the study of motivation to enter medicine

			GPA	MOTIVATION
Spearman's rho	**GPA**	**r_s**	1,000	,094
		Sig. (2-tailed)		,303
	MOTIVATION	**r_s**	,094	1,000
		Sig. (2-tailed)	,303	

Notes . r_s = Spearman's rho correlation coefficient; * = correlation is significant at the 0.05 level (2-tailed).

Based on Table 4, the significance value or Sig is known. (2-tailed) of 0.303. Because of the Sig value. (2-tailed) 0.303 *p* > greater than 0.05 means no significant relationship between the GPA variable and motivation.

Table 5
Test Results of Different Respondent Characteristics on Motivation

Variable	Group	*N*	*Mean Rank*	*Asymp. Sig (2-tailed)*
Gender _	Man _	33	58.89	,558
	Woman	90	63.14	

A Mann-Whitney U analysis was also carried out to determine whether or not there were differences between male (*n* = 33, mean rank = 58.89) and female (*n* = 90, mean rank = 63.14) students in their motivation to enter medical school. And dentistry. The Mann-Whitney U test results show no statistically significant difference between the two sexes, *p* = 0.558, U = 1382.500, and Z = -0.586. (Table 5).

Discussion

The Relationship between Motivation and Academic Achievement of Medical and Dental Students at Prima Indonesia University.

Based on the research results, it is known that there is no correlation between motivation and GPA, *p* = 0.63 (*p* > 0.05). This is because academic achievement is not directly influenced by several factors that play a role in each person, such as learning strategies and learning efforts, support from family and friends may also be a supporting factor. (Isik, Wouters, Ter Wee, Croiset, & Kusurkar, 2017).

The results of the Spearman rho test analysis of learning motivation and academic achievement show *p* = 0.109, so it can be concluded that there is no significant relationship between learning motivation and student academic achievement. The correlation coefficient for this research is 0.216, so a weak correlation is obtained, or it can be concluded that there is no relationship because the correlation is weak (Kapitan et al., 2021).

The statistical analysis results of this research show no relationship between learning motivation and learning outcomes (*p* = 0.227). This research's results align with Hsar Doe Doh's research on 192 students in Burma, Thailand, which did not find a significant relationship between learning motivation and learning outcomes. This is also in line with the results of Lisiswant's research. Study et al. involving 169 Faculty of Medicine, University of Lampung students. The research results show no significant relationship between learning motivation and learning outcomes (Ompusunggu, 2020).

The analysis of learning motivation and success using Fhiser's Exact test gives a *p-value* of 0.000. This means that *p* is more minor than α (0.05), so it can be said that Ho is rejected and Ha is accepted, which means there is a relationship between student learning motivation and the academic achievement of the nursing program faculty. in Medicine from Sam Ratulang University Manado in 2017 (Umboh, Kepel, & Hamel, 2017).

Based on research conducted on FKM Unsrat students class of 2017, it was found that there was a relationship between learning motivation and academic success, $p = 0.001$. The research results show that several factors cause the relationship between learning motivation and academic success. Individual characteristics play an essential role in this learning motivation. These individual characteristics determine student boredom. This condition often weakens students' learning motivation (Lase, 2016). Research shows that low learning motivation causes good learning outcomes (Gunawan, 2018). This research is the same as research conducted by Umboh et al. (2017), which found a relationship between learning motivation and academic achievement. This research shows that learning motivation is significant in achieving good learning results because learning motivation is an essential factor if it is a condition that motivates a student to learn (Welong, Manampiring, & Posangi, 2020).

Conclusion

This study investigates the relationship between students' motivation to enter medical and dental school and their academic achievement. By using an analytical approach, this research shows that motivation plays an important role in determining student academic success. Students who have intrinsic motivation, such as a desire to help others and an interest in medical science, tend to achieve higher academic achievement. In contrast, extrinsic motivation, such as parental pressure or social expectations, may not have as strong an influence on academic achievement. The results of this study highlight the importance of understanding and supporting students' intrinsic motivation to improve their academic performance in medical and dental schools.

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