

Factors Affecting The Achievement Of The Student's Learning Outcomes Faculty Of Public Health During Online Learning During The Covid-19 Pandemic

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ABSTRACT

The COVID-19 pandemic is a global health threat with the highest number of deaths. Government efforts to disrupt the chain of transmission of Covid-19 by implementing online learning. The shift in teaching methods from face-to-face to online lectures has an impact on student performance. The study was done in a purpose to describe the factors which are relevant to student performance at the Faculty of Public Health during the online lecture since the COVID-19 pandemic happened. This study has a descriptive type of research. This research was conducted in July-August. The population used in this research were the amount of students from the Faculty of Public Health in semester IV and VI who had given face-to-face lectures as well as online lectures with a total sample of 85 people in a stratified random sample. The result showed that the learning performance of the student of faculty of public health in online lectures increased with the learning motivation of the students in the middle category namely 78 people (91.7%). The family factor for online lectures was in the middle range, namely 51 people (60%). The students learning facilities are in the high category, namely 74 people (87%), while the students with facilities in the lower category are 5 people (5.88%). Instructor suggestions can improve service quality during online lectures to improve student performance.

Keywords: learning success; learning motivation; family factors; learning facilities.

ABSTRAK

Pandemi covid-19 merupakan sebuah ancaman Kesehatan yang berskala global dengan kasus kematian tertinggi. Upaya yang dilakukan oleh pemerintah dalam pemutusan mata rantai penularan covid-19 dengan pemberlakuan pembelajaran secara daring. Perubahan metode kuliah dari tatap muka secara langsung menjadi perkuliahan daring berdampak pada prestasi belajar dari mahasiswa. Penelitian ini bertujuan untuk mengetahui gambaran faktor-faktor yang berkaitan dengan pencapaian prestasi belajar mahasiswa Fakultas Kesehatan Masyarakat saat perkuliahan daring selama pandemi covid-19. Jenis penelitian ini adalah deskriptif. Penelitian ini dilakukan pada bulan Juli-Agustus 2021. Populasi dalam penelitian ini adalah mahasiswa Fakultas Kesehatan Masyarakat semester IV dan VI prodi ilmu kesehatan masyarakat yang sudah pernah melakukan perkuliahan tatap muka secara langsung dan juga perkuliahan daring dengan jumlah sampel sebanyak 85 orang dengan teknik *stratified random sampling*. Hasil penelitian menunjukkan bahwa prestasi belajar mahasiswa Fakultas Kesehatan Masyarakat saat perkuliahan daring mengalami peningkatan dengan motivasi belajar mahasiswa berada pada kategori sedang yaitu 78 orang (91.7%). Faktor keluarga saat perkuliahan daring berada pada kategori sedang yaitu 51 orang (60%). Fasilitas belajar mahasiswa berada pada kategori tinggi yaitu 74 orang (87%), sedangkan mahasiswa dengan fasilitas dengan kategori rendah sebanyak 5 orang (5.88%). Saran bagi fakultas dapat meningkatkan mutu pelayanan saat perkuliahan daring untuk meningkatkan prestasi belajar dari mahasiswa.

Kata kunci: prestasi belajar; motivasi belajar; factor keluarga; fasilitas belajar

INTRODUCTION

Definition of health according to law No. 36 of 2009 health is a physical, mental, emotional and social state of health that enables everyone to lead a socially and economically productive life¹. The health condition of a person is not only claimed by the physical factor, mental health, spiritual factor, and even social aspects, but can also be known from the productivity they did. For someone who has not entered working age, such as a student, social productivity can be measured in college activities. Teaching and learning activities are very important activities carried out in the educational process, starting from elementary education through high school to college. Success and failure in the educational process can be seen in the performance of the students. The learning success can be seen in

the end result of the learning process. Teaching is the final grade that students receive in each course they take. The final grade achieved by the students was good, which indicates that the learning process was carried out well and the transfer of knowledge from teacher to students was successful.

The COVID-19 pandemic is a global health threat with confirmed cases and a fairly high death rate². On April 13, 2020, the President of Indonesia issued Presidential Decree (Keppres) No. 12 of 2020 designating non-natural disasters that confirm and give information about coronavirus disease 2019 (COVID-19) as a national disaster . The Indonesian government has put in place a Large Area Social Restriction (PSBB) policy and urges all people to adhere to the physical distancing policy to reduce the spread of any transmission of COVID-19. This policy has had various impacts, such as the closure of various public facilities and educational institutions. The total number of students affected by the COVID-19 pandemic reached 86,034,287 students³. Educational institutions ranging from preschool to college are temporarily closed.

The closure of colleges and schools is only physical, in the sense that school buildings and campuses are closed, but learning and other administrative activities continue to be carried out remotely (online). The online lecture method is a learning activity that uses the Internet network, uses virtual classroom technology, and its implementation requires mobile devices such as smartphones and laptops to access information while learning. The change in lecture methods from traditional and face-to-face lectures to online methods has provoked different reactions from students⁴. This change in learning methods has an impact on student performance. Factors known that can give influence in learning success are based on internal and also external factors. Internal factors are known as the factors related to physical and also psychological conditions (interest and motivation), while external factors can be from family factors, academic factors, and community factors⁵.

According to Rasyida (2020) teachers and also students should be able to adapt more kind of online learning methods, but the fact is that there are still many teachers and students who are still confused about the use of technology in online learning⁶. Various obstacles that students face lead to boredom and can affect students' motivation and success or learning outcomes⁷. Investigations by Agus et al. also found that lecturers assigned more assignments than classroom teaching, and up to 72% of students declined assignments given by instructors during online lectures⁸. According to Hilmiatussadiyah (2020) it found that the value of the final results achieved by students by the time of online learning process increased, but their ability to master the material for each subject decreased⁹.

Health students are students who study health sciences and have good health knowledge. Students in the Faculty of Public Health must have knowledge and skills such as communication skills, management, analysis, research, fast working, teamwork and leadership, the achievement of change agents to keep the community in order, educate the community and be agents of change to keep the community healthy. The number of public health graduates in Indonesia was 18,189 in 2019 and as many as 4,507 people for the East Nusa Tenggara Province alone. The Human Development Index in

East Nusa Tenggara ranks 32nd out of 34 provinces, with a human development index of 65.23% and the unemployment rate in East Nusa Tenggara of 3.35%. The number of students in the Faculty of Public Health, Public Health Study Program, Nusa Cendana University, from the 2014-2020 class was 1,902 students. The number of graduates from the Faculty of Public Health from 2014-2021 was 1227 people.

According to the results shown from social media messaging interviews with several students who experienced direct or online lectures at the Faculty of Public Health at Nusa Cendana University, the results indicated that the students experienced a decline in learning performance measured by the decline in the grade point average (GPA).) for online lectures. The aim of this study is to identify the description of motivation to learn, family factors and learning opportunities to achieve student learning performance of the Faculty of Public Health during the online lecture during the COVID-19 pandemic.

METHOD

This study was done using a descriptive research type that is examined quantitatively. This research was conducted in the Faculty of Public Health at Nusa Cendana University with the research period from July to August 2021. The target audience in this study were students in Semester IV and VI of the Public Health Study Program, Faculty of Community Health, Nusa Cendana University, 747 students who had given face-to-face and online lectures. A stratified random sample was used for sampling and a sample of 85 people was obtained, with 32 people in the fourth semester and 53 people in the sixth semester. The independent variables in this study consisted of two internal factors (motivation to learn) and external factors (family factors and learning facilities), and the dependent variable used in this research was the learning success during the online lecture.

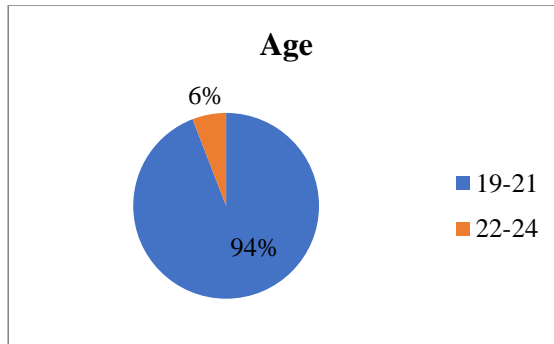
Data collection techniques using the questionnaire method. A questionnaire by the form of a Google form, which is distributed online, serves as an instrument. The data analysis in this study was done taking a univariate analysis, that is described in the form of a frequency distribution. The processed data is then interpreted and then presented in the form of tables and narratives. This research was approved by the Ethics Review Team, Faculty of Public Health, Nusa Cendana University, Ethics Number: 2021090-KEPK.

RESULT AND DISCUSSION

1. Respondent Characteristics

a. Distribution Of Respondents By Age

Diagram 1. Distribution Of Respondents By Age At FKM UNDANA In 2021



From diagram 1 it can be seen that most of the respondents were 80 people (94.1%) between the ages of 19-21 and only 5 people (5.8%) were between the ages of 22-24.

b. Distribution Of Respondents By Gender

Diagram 2. Distribution Of Respondents By Gender In The FKM UNDANA In 2021

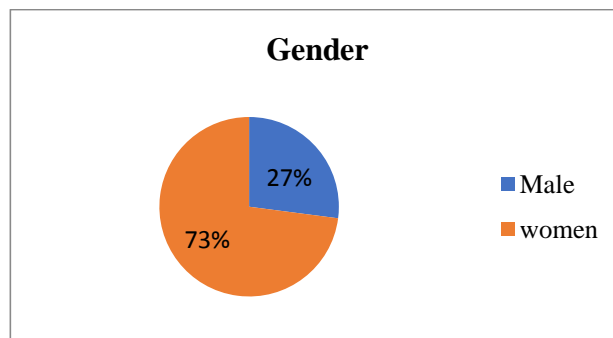


Diagram 2 shows that most of the 62 respondents (73%) were female and only 23 people (27.0%) were male.

2. Research Variable

a. Learning Achievement Variables

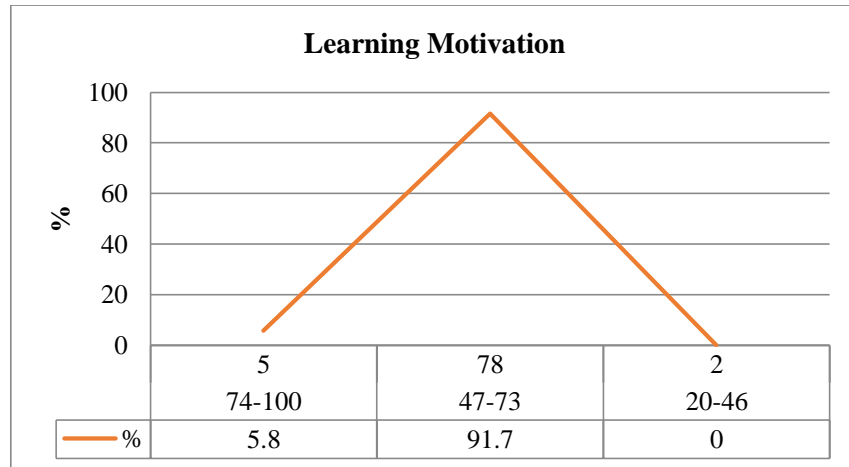
Table 1. Distribution Of Respondents By Learning Performance At FKM UNDANA In 2021

| No | Learning performance | IPK Before Online Lecture | | IPK After Online Lecture | |
|--------|----------------------|---------------------------|------------|--------------------------|------------|
| | | N | % | N | % |
| 1. | Excellent | 24 | 28.2 | 37 | 43.5 |
| 2. | Very Good | 47 | 55.2 | 35 | 41.1 |
| 3. | Good | 14 | 16.4 | 13 | 15.2 |
| Amount | | 85 | 100 | 85 | 100 |

From table 1 it can be seen that most of the learning achievements of the students in semesters IV and VI before the implementation of online lectures are very satisfactory with 47 people (55.2%), while most of the students in online lectures with distinction are 37 people (43.5%).

b. Learning Motivation Variable

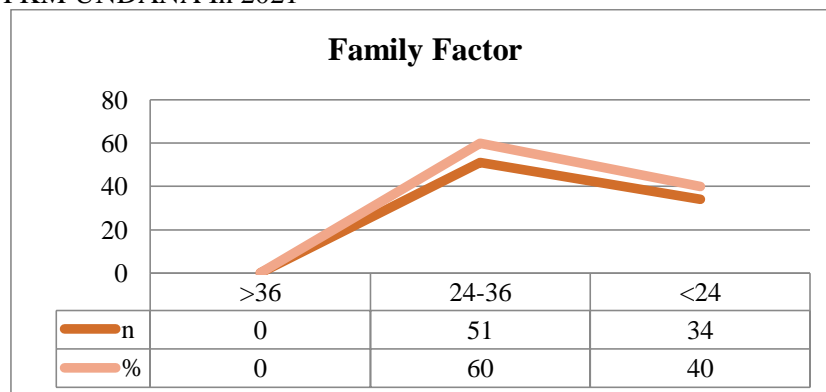
Grafik 1. Distribution Of Respondents By Motivation To Learn In Online Lectures At FKM UNDANA In 2021



Grafik 1 It can be seen that the students' motivation to learn in IV and VI. Semester is predominantly in the middle category for online lectures, namely 78 people (91.7%) and students in the low motivation category are 2 people (2.3%).

c. Family Factor Variable

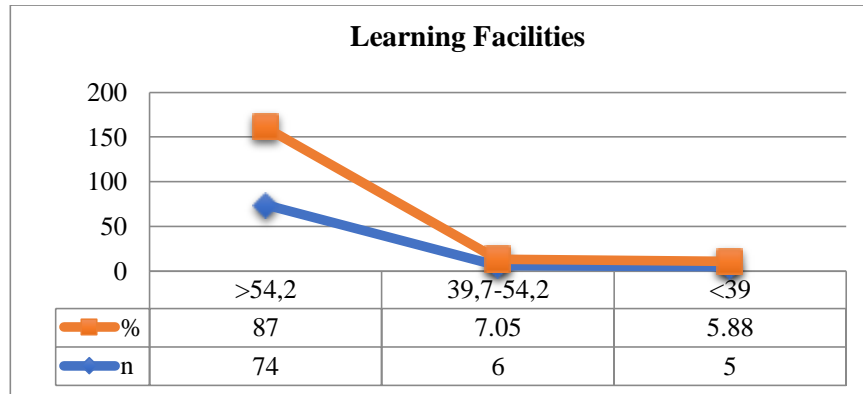
Grafik 2. Distribution Of Respondents According To Family Factors For Online Lectures At FKM UNDANA In 2021



Grafik 2 shows that most of the family factors of the students in the fourth and sixth semesters fall into the middle category for online lectures, namely 51 people (60.0%) and no students are classified as high family factors.

d. Variable Learning Facilities

Table 3. Distribution Of Respondents According To Learning Opportunities For Online Lectures At FKM UNDANA In 2021



Looking from the described data from the grafik 3, it can be known if the most of the learning facilities for students in semester IV and VI during online lectures are in the high category, namely 74 people (87.0%) and only 5 people (5.8%) students belonging to the low category.

DISCUSSIONS

Learning Motivation Variable

Motivation to learn is an impulse that can induce a student to really learn to face the lesson. Achievement motivation is one that encourages individuals to achieve the highest levels of learning achievement¹⁰. The aim of university students is to master the knowledge areas to be studied. Students are also encouraged to be good at mastering study materials, rather than just getting a pass with a very good score. Students with high motivation to learn have the desire to get good grades so that the students must study well and diligently in order to achieve the goals to be achieved. Highly motivated students also have the traits of always working hard or studying seriously, mastering the material, not being easily discouraged in the face of difficulties, and always trying to find other ways to overcome learning difficulties¹¹.

Looking from the results shown from the study, it was shown that the majority of the learning activity motivation of 85 respondents, namely students in IV. Namely 2 people (2.3%) during the online lectures by the time of Covid-19 pandemic. The motivation to learn consists of two types, namely the primary motivation and the secondary motivation. Primary motivation is the motivation that increases the inner drive to achieve goals. The primary motivation can be seen from the students' answers that up to 41.1% of the students expressly agree to the completion of tasks on time and up to 50.5% of the students try to find alternative solutions if they have difficulties studying and have not understood subjects. Secondary motivation is motivation that can be learned from social factors such as emotional aspects in the form of social motives, attitudes and emotions. Secondary motivation can be seen in student responses that up to 38.8% of students are happy and want to learn harder when their friends' test scores are higher.

According to Keller (1983), motivation is the intensity and direction of behavior and relates to the decisions a person makes to complete a task or to avoid it, and indicates the effort.

The indicators of motivation to learn consist of attention indicators, relevance indicators, confidence indicators and satisfaction indicators. The indicators of learning motivation known as the ARCS model can be read from the answers of the students, namely the attention indicator from the answers that up to 37.6% of the students agree to take small notes during the online lecture. The relevance indicator can be read from the responses that up to 40% of students are willing to ask other people if the lecture material is not understood. The confidence indicator can be read from the answers that up to 36.4% of students have doubts about having clear goals in online lectures. The satisfaction indicator can be read from the answers that up to 40% of the students strongly agree to keep a high score during the exam.

This research is claimed to be related to the study done by Saragih (2021) which says the majority of motivation to learn during the pandemic is 45% during the pandemic¹², and the results of this study also agree with opinion Azwar (2019) That many factors influence the learning success, the other is the motivation to learn¹². The motivation to learn at online lectures by the time of the Covid-19 pandemic has a major impact on the learning success that students want to achieve. Students who have a good motivation to learn can be evidenced by the enthusiasm of the students attending lectures, such as z -19 Pandemic 19. The students make various efforts to improve and maintain the good grades during the online lecture.

Family Factor Variable

The family is defined as an informal entity of education which has no less important than the formal and also non-formal institutions. The family also takes such an important part in the process of development of the children as well as in the development of learning. Family factors have a very important influence on the learning success of children¹³. Families also play a role in welcoming their children's educational achievement, especially when it comes to online learning, the role of the family is required. Families or parents can support the children in the form of physical and psychological support. The support children need by providing a comfortable learning environment, guiding children and taking into account all of the children's needs during their studies¹².

According to the results described from the study, it can be concluded that most of the family factors of 85 respondents, namely fourth and sixth semester students during the online lectures during the Covid-19 pandemic, fall into the moderate category, namely 51 people (60, 0%) and no student was classified in the high family factor category. Indicators of family factors are the upbringing of the parents, the relationships of the family members, the home atmosphere, the economic conditions of the family, the understanding of the parents and the cultural background⁵. These indicators can be seen in the students' responses to the questionnaire. The indicator for the upbringing of the parents can be seen from the answers that 36.2% of the students in online lectures always get a disciplined attitude from their parents. The indicator for the

relationship between family members can be seen from the responses that 37.6% of students frequently report difficulties in online lectures. An indicator of parental understanding can be seen in the responses that 37.6% of students always devote their full attention to online lectures. And the indicator for the economic situation of the family can be read from the answers that 49.4% of the student parents always meet the various required facilities during the online lecture. This study is also supported by the research by Saleh (2014) that familial factors give such as positive influence on learning success¹³. This research is claimed to be in line too with the research done by Saragih (2021) that the majority of support from familial factors during lectures is 43.5% during the COVID-19 pandemic¹⁴.

The family factor in online lectures plays an important role for students in getting high scores during the COVID-19 pandemic. Positive family support can consist of the family adopting a disciplined approach to learning, the family always reminding them to study, paying full attention and meeting the needs of the children during online lectures e.g. facilities during the COVID-19 pandemic are needed during the lectures.

Variable Learning Facilities

Learning institutions are educational institutions and infrastructures that help to develop a kind of smooth teaching and also process of learning¹⁴. Learning facilities also include all facilities required for the process of teaching and learning, both movable and immovable, to achieve educational purpose that can go more smoothly, regular, effective, and also efficient which can ease the students to have such optimal learning outcomes. The availability of learning facilities will facilitate learning activities so that students can achieve good learning performance¹⁵. According to Daryanto (2005), facilities are direct tools to achieve educational goals, such as smartphones, cell phones, laptops and also learning applications, while infrastructure is an indirect tool to achieve what is intended, such as money, data packets, networks, etc. Internet¹⁶.

According to the results shown of the study, it can be stated that most of the learning facilities of 85 respondents, namely semesters IV and VI during online lectures, fall into the high category, namely 74 people (87.0%), while students with low learning facilities 5 people were (5.88%). According to Yulianto and Daryanto, facilities are digital facilities and infrastructures such as virtual learning services during online learning that can provide a smooth, convenient and convenient teaching and learning process¹⁷. The lecture process can be effective if it has good learning opportunities. Learning facilities consist of various components, namely learning aids, learning devices and materials, and a learning room. When studying online, the number of students who use electronic media devices (cell phones, laptops or computers) is 98.8% of students and 4.7% of students who do not use personal electronic media. Up to 63.5% of students

use learning aids such as Google Class Meet during online lectures, and up to 70.5% of students feel comfortable with lectures from home and in boarding schools.

Online lectures can go well if the students have their own learning facilities, have no problems with internet network disruptions, and have no difficulty buying internet contingents and books for reference in lectures. The fact is, there are still students who do not have various learning opportunities and cannot meet them, so there are still students who have lower-category learning opportunities. During the Covid-19 pandemic, various difficulties encountered could affect student learning performance during online lecture.

CONCLUSION

This study found that the learning performance of students in the Faculty of Public Health at online lectures had increased during the Covid-19 pandemic, which was influenced by learning motivational factors, family factors and also learning opportunities. The limitations of this study are that it does not examine learning motivation, family factors and learning opportunities for FKM students prior to online learning, rather it focuses more on online lectures and more researchers can do qualitative research to look deeper into the problems that exist.

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