

**The Correlation of Learning Motivation with Level of Anxiety in Remedial Exam
Block of Medicine, Malahayati University Class 2019**

Dewi Lutfianawati, Tussy Triwahyuni, Sri Maria Puji Lestari, Shalsabilla Suti

Department of Psychology, Department of Biomedicine, Department of Psychology,
Medical Study Program, Faculty of Medicine, Malahayati University, Indonesia

shalsabillasuti0502@gmail.com

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Abstract

One of the stressors for the emergence of anxiety in students is when facing exams. Anxious students often reveal that during remedial exams their memory skills are lacking, exam anxiety is influenced by two factors, namely individual and environmental factors, one of the individual factors that can affect exam anxiety is learning motivation. This study was aimed at the relationship between learning Motivation and anxiety levels in facing the Medical Block Medical Block remedial exam at Malahayati University batch 2019. The type of research used is quantitative analytical method using a cross sectional design. The sample in this study were students of the Faculty of Medicine, Malahayati University batch 2019 who took the Hematology and SSO block remedial exams. The data was obtained by filling out an exam anxiety questionnaire consisting of 10 items and learning motivation questionnaire consisting of 35 items. The data analysis technique to test the hypothesis is Spearman Rank correlation. The results showed that most of the respondents had a low level of exam anxiety, as many as 79 people with a percentage (76.7%), with a high level of learning motivation as many as 67 people with a percentage (65%) and there was a significant relationship between learning motivation and the level of learning motivation. anxiety where the Spearman Rank correlation test obtained a significance level (p-value) of (0.033) with a correlation value of $r_{xy} = -0.210$. There is a relationship between learning motivation and anxiety levels in facing the 2019 Malahayati University Medical Block remedial exam.

Keywords: Test Anxiety; Learning Motivation; Remedial exam;

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Introduction

Students often face various obstacles in the educational process both from within themselves and from outside. Various obstacles or difficulties faced by students, in this case, will have an impact on delaying graduation and students are hit by anxiety if they are not able to complete education on time (Kristianto et al. 2014).

Anxiety is an unpleasant emotional state, either in the form of psychophysiological responses that arise in anticipation of an unreal danger, which can be caused by an intrapsychic conflict that is not directly realized (Dorland 2010). Meanwhile, exam anxiety is a feeling of fear and tension about something that will happen, namely exams or remedial, it can interfere with the implementation of various activities in situations and in the academic field. This anxiety refers to the disruption of things that involve thought patterns and physical and behavioral responses because of the possibility that the performance displayed by students is not well received (Ishtifa 2011).

One of the stressors for the emergence of anxiety in students is when facing exams. Anxiety can affect visceral and motor organs, but it can also affect thinking, perception, and learning. Therefore, an anxious state can inhibit cognitive function which affects the performance that is not optimal in exams which can affect the results obtained (Kaplan and Saddock 2014). Malahayati University is one of the largest private universities in Bandar Lampung. In carrying out the learning process of the Faculty of Medicine in measuring the academic achievement of its students, several exams are conducted, one of which is the block remedial exam, which is useful for correcting the failure of previous exam results, in order to be able to meet the block graduation requirements (Malahayati Profile, 2021).

Several studies that have been carried out related to anxiety in the educational process, namely research by Ping et.al (2020) stated that 93% of 86 students of the Penang Medical Faculty in Malaysia underwent clinical exams under their proper performance because students were unable to control their feelings of anxiety when the exam took place. According to Sukmana (2012) stated that 64% of 56 students of the Faculty of Medicine, University of Muhammadiyah Malang experience anxiety when facing the final block exam.

Research conducted by Chandratika, Dyah, and Susi in 2013 at the Faculty of Medicine, Udayana University concluded that the prevalence of anxiety disorders in students who face exams is 25.0% (Chandratika and Purnawati 2014). According to Fikriyani's research (2020), it was found that out of 146 respondents, namely students of the Faculty of Medicine, Malahayati University, Bandar Lampung, had moderate and high levels of anxiety, namely 71 respondents and 50 respondents, this shows that there is still anxiety in these students. Based on the data above, it shows that the tendency of a person is facing the exam will experience mental-emotional disorders in the form of anxiety has increased every year in Indonesia.

The main factor that can affect a person's learning process is motivation where non-intellectual psychic motivation can foster passion, feelings of pleasure, and enthusiasm for learning so as to reduce the anxiety that will later arise (Muwarni, 2014). Iskandar

(2009) states that learning motivation is a driving force from within the individual and from outside the individual itself and the level of self-confidence due to having a good learning motivation so that it will reduce anxiety, as expressed by Anggraini (2013) which states that high learning motivation High levels can reduce a person's level of anxiety and frustration. Seeing this, learning motivation will be associated with the level of student anxiety. In addition, anxiety is a factor that can be influenced from within the individual, such as psychological or psychological factors so the individual's level of anxiety will be associated with learning achievement in dealing with various tasks given. If the individual does not have the ability to actualize talent and has a low academic self-concept, anxiety will arise in him, so that it can cause the individual to be unable to carry out his duties in accordance with the demands in studying. Seeing this, the level of anxiety will be associated with student achievement (Santrock 2012).

Previous research that connected study motivation with exam anxiety in FK students of Malahayati University Bandar Lampung class 2018 conducted by Fikriyani (2020) obtained a P-value = 0.035 indicating that there is a relationship between learning motivation and anxiety, with a value of $r = -0.174$ or a negative correlation.

Research conducted by Agustiar and Asmi (2010) showed a negative relationship between anxiety facing exams with learning motivation in 168 students. If students have a low level of anxiety, they are able to encourage themselves to learn better. However, if the worry in him is too strong, he will tend to feel lazy to study which has an impact on the poor achievement of learning outcomes or student achievement (Widodo et al. 2017).

Research Result

The type of research used is quantitative research with analytical methods using a cross-sectional design. The sample in this study were students of the Faculty of Medicine, Malahayati University batch 2019 who took the Hematology and SSO block remedial exams. The data were obtained by filling out an exam anxiety questionnaire consisting of 10 items and a learning motivation questionnaire consisting of 35 items. The data analysis technique to test the hypothesis is Spearman Rank correlation.

Research Result

Table 1. Characteristics of Respondents

Characteristic	Respondents	Frequency	Percentage
1. Age	18	1	1,0%
	19	21	20,4%
	20	56	54,4%
	21	17	16,5%
	22	3	2,9%
	23	5	4,9%
	Amount	103	100%
2. Gender	Female	58	56,3%
	Male	45	43,7%
	Amount	103	100%

Based on the table above, it is known that most of the respondents are female, namely 58 people with a percentage (56.3%) and aged 20 years, namely 56 people with a percentage (54.4%).

Table 2. Anxiety Level

Anxiety Level	Amount	percentage
Very High	0	0%
High	0	0%
Fairly High	0	0%
Normal High	3	2,9%
Normal/Average	21	20,4%
Low	79	76,7%
Total	103	100%

Based on the table above, it is known that most of the respondents have a low level of anxiety as many as 79 people with a percentage (76.7%).

Table 3. Confidence

Confidence	Amount	percentage (%)
High	67	65%
Medium	35	34%
Low	1	1%
Total	103	100%

Based on the table above, it is known that most of the respondents have a high level of learning motivation as many as 67 people with a percentage (65%).

Table 4. Normality Test

	Kolmogorov-Smirnov ^a			
	Statistic	df	Significance Level	Description
Exam Anxiety	0,000	103	0,000 > 0,05	Abnormal
Learning Motivation	0,009	103	0,009 < 0,05	Normal

Based on Table 4 it is known that the normality test results obtained $0.000 > 0.05$ for the test anxiety variable and $0.009 < 0.05$ for the variable of learning motivation.

Table 5. The Relationship between Learning Motivation and Anxiety Levels in Facing the Medical Block Remedial Examination of Malahayati University Batch 2019

Variable	n	Median (Min-Max)	P	R
Learning Motivation	103	108 (52-140)	0,033	-0,210
Exam Anxiety	103	18 (10-37)		

Based on the table above, with the calculation of the Spearman rank correlation statistical test, it was found that the significance level (p-value) was 0.033 (smaller than the alpha value of 0.05). The value of r : -0.210, is in the interval 0.200-0.399 in the category of a weak relationship (Sugiyono, 2018) and has a negative correlation direction. This means that there is a non-unidirectional relationship between the variables of learning motivation and the level of anxiety in the students of the Faculty of Medicine, Malahayati University Class of 2019 in facing the remedial block exam, meaning that the higher the level of learning motivation, the lower the level of anxiety in facing the remedial block exam. Conversely, the lower the level of motivation to learn, the higher the level of anxiety in facing the block remedial exam.

Discussion

Based on the statistical test results of the Spearman rank correlation, a significance level (p-value) of 0.033 (smaller than the alpha value of 0.05) was obtained. The value of r : -0.210, is in the interval 0.200-0.399 in the category of a weak relationship (Sugiyono, 2018) and has a negative correlation direction. This means that there is a non-unidirectional relationship between the variables of learning motivation and the level of anxiety in the students of the Faculty of Medicine, Malahayati University Class of 2019 in facing the remedial block exam, meaning that the higher the level of learning motivation, the lower the level of anxiety in facing the remedial block exam. Conversely, the lower the level of motivation to learn, the higher the level of anxiety in facing the block remedial exam. In this case, it can be interpreted that the learning motivation possessed by students has a large enough impact on the level of student anxiety in the development process to face the medical block exam.

Implementation of the learning process of the Faculty of Medicine in measuring the academic achievement of its students, carried out several exams, one of which is the block remedial exam, which is useful for correcting the failure of previous exam results, in order to be able to meet the block graduation requirements. One of the stressors for the emergence of anxiety in students is when facing exams. Anxiety can affect visceral and motor organs, but it can also affect thinking, perception, and learning. Therefore, an anxious state can inhibit cognitive function which affects the performance that is not optimal in exams which can affect the results obtained (Kaplan and Saddock 2014).

The results of previous studies inform that anxiety can be influenced by learning motivation. Motivation is a transformation of energy that exists in a person/student person to do something in order to achieve a goal. Energy transformation in each individual can be recognized by the emergence of affection/feeling and begins with the existence of a goal (Arribathi et al. 2021).

Weiner in Murwani (2014) defines motivation as an internal condition that arouses us to act, encourages us to achieve certain goals, and keeps us interested in certain activities. Supported by Sardiman (2012) in Andriani's research (2011) suggests that in learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and which provide direction to learning activities, so that the goal what the learning subject wants can be achieved.

The results of this study are in line with research conducted by Novitarum et al (2018) which stated that there was a relationship between learning motivation and OSCE anxiety ($p = 0.038$, $r = 0.266$) with the correlation coefficient at a weak level. Supported by the results of Kumalasari's research (2011) "Students' perceptions of the implementation of the Objective Structured Clinical Examination (OSCE) evaluation method in the nursing science study program at the Hasanuddin University medical faculty" were obtained from several participants, more participants said they felt anxious before OSCE than participants who felt normal. just before the OSCE exam, then the participants' feelings when doing the OSCE found that more participants said they felt anxious during the OSCE than participants who felt normal during the OSCE exam.

According to Davidoff in Utami (2011) states students who experience anxiety often during their exams seem unable to remember any lessons that have been studied previously, anxiety can affect coding, storing, or recalling, this is certainly very unfavorable for students. because it will have an impact on student readiness to face remedial block exams which will affect exam results.

Based on these theories, the researcher concludes that the lack of motivation to study at the time of or during remedial exams affects anxiety and eventually symptoms such as nausea, excessive sweating, etc., less motivation to study in facing the exam will affect the results obtained. For example, when a person has studied and has studied mistakes during the previous exam, when he is about to take a re-examination or often known as the block exam, the level of anxiety can be suppressed, but it is different when there is no learning motivation, so preparation for facing challenges is different. exams are also less so that the opportunity to pass is lower so that it can cause or increase stress so that anxiety occurs.

Conclusion

1. Most of the respondents were female as many as 58 people with a percentage (56.3%) and aged 20 years, namely 56 people with a percentage (54.4%).
2. Most of the respondents had a low level of exam anxiety as many as 79 people with a percentage (76.7%).

3. Most of the respondents have a high level of learning motivation as many as 67 people with a percentage (65%).
4. There is a significant relationship between learning motivation and anxiety levels where the Spearman correlation test obtained a significance level (p-value) of (0.033) with a correlation value of $r_{xy} = -0.210$

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