

THE CORRELATION OF EMOTIONAL INTELEGENCY WITH THE MOTIVATION OF CLINICAL PRACTICE RESULT IN STIKES PATRIA HUSADA BLITAR

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ABSTRACT

The result of clinical practice is the scoring of any medical action which is done by the student during the clinical practice session. Midwifery academy is academy which used 40% theoretical and 60% practice in the lesson. Factors determine the result of the study is affected by intrinsic and extrinsic factor; emotional quotient and motivation. The objective of was this study is to investigate correlation of Emotional Quotient and Motivation with the Student Result of Clinical Practice in Asuhan Kebidanan III STIKes Patria Husada Blitar.

This study was observational analitic using cross-sectional approach. The sampel was 36 3rd grade students in D III midwifery on STIKes Patria Husada Blitar, using exhaustive sampling. The dependent variable was the students result of clinical practice in asuhan kebidanan III, while the independent variables was emotional quotient and motivation. The data was collected using two closed questionnaires which has been pretested for validity and reliability. The total item correlations were $> 0,20$ and Cronbach Alpha $> 0,60$. The data was analyzed using multiple linear regression model.

This study showed that there was a positive relation between the Student Result of Clinical Practice in Asuhan Kebidanan III and Emotional Quotient ($b = 0,27$; $p = 0,010$), and motivation ($b = 0,69$; $p = 0,001$). Emotional Quotient and motivation variables was able to explained 88,7 % of the variation in Student Result of Clinical Practice in Asuhan Kebidanan III ($R^2 = 0,887$; $p < 0,001$).

The conclusion of the research showed that there was a relation between emotional quotient and motivation with the student result of clinical practice in asuhan kebidanan III. Emotional quotient and motivation can increase student result of clinical practice in asuhan kebidanan III

Keywords: Emotional Quotient, motivation, Student Result

INTRODUCTION

An academy of midwifery education institutions that use the learning method with 40 % theory and 60 % practice , so as to determine the success of the learning process is not only of value theory but also visits of skill or clinical practice midwifery care given (Depkes RI, 2006).

Once the student has passed the learning in the classroom , the student is ready to be deployed on land practices for implementing clinical

practice . Clinical practice is a form of real experience for students to learn how to interact with clients . Because clients come from a variety of ethnic, religious and social status , it requires attention and sooth ourselves . Learning outcomes are the results that have been obtained by students from the experiences and practices are followed during learning in the form of cognitive , affective , and psychomotor (Dimiyati, 2006).

From the acquisition of learning outcomes in clinical practice STIKes Husada Patria Blitar last 2 years has decreased

Acquisition value III clinical practice of midwifery care in D III Midwifery courses begin the academic year 2007/2008 to 2009/2010 academic year , which demonstrated the value tends to decrease.

Some efforts have been made by the institutions in an effort to improve learning outcomes from the implementation of the lab skills on each - each Prasat obstetrics , test each Prasat any rate increases , debriefing before the students went to the practice field , the results are still not changed.

In midwifery education , emotional intelligence needed to prepare midwifery students in the world of work in which a midwife should have the ability to motivate and empathy toward others because of the midwifery profession is closely in contact with the public, especially women. Given the emotional intelligence , there is the ability to motivate , midwifery education in itself , serves as the driving motivation of the achievement of a student achievement obstetrics.

Motivation can determine whether or not the goals that the greater the motivation will be even greater learning success . Someone who is a big motivation will be enterprising , persistent seem unwilling to give up , keen to read books to improve his performance to solve the problem . Instead they yang motivation is weak , seemed indifferent , easily discouraged , his attention is not focused on the lesson , like disturbing the class , often leaving lessons will decline as a result of student achievement . If this is not observed , not helped , the student will fail in learning . Therefore, the teacher

as the person who membelajarkan students , should be concerned with the problem of this motivation . Teachers must be willing and able to motivate students who are low learning motivation , and increase the motivation of students who already have motivation (Friedman, 2004 : 112).

The dividing line between emotion and motivation is very thin . For example, fear (fear) is emotion , but also a motive driving behavior. Because when people are afraid that people will be encouraged to behave towards a specific goal (goal -directed) . We are goal -directed behavior is colored by emotion . Tomkins argued that the emotions it raises the energy for motivation . Further stated that the motive or impulse (drive) only provide information about temporary needs . For example impulse tells us that food was needed , as well as water and so on (Walgito, 2004 : 55).

Through a preliminary study conducted, the results of interviews on some privately practicing midwives who had been a mentor practice student midwifery STIKes Patria Husada Blitar obtained information that some students praktikan less able to provide health counseling persuasive to patients and have less desire to skillfully perform the target - target of their competence, other than that they are also less sensitive to the feelings of patients and they are less able to socialize with people around practice. From this information, it can be concluded that the majority of midwifery student lacks the ability to motivate, empathy and the ability to build social relationships well. Whereas those three things are the most important thing that must be owned by a student midwife midwifery as a candidate, because they will be the

health care community, especially women. Ability to motivate, to empathize and build social relationships with both form part of emotional intelligence in addition to the ability to recognize and control emotions. While the scope of the lecture itself, much needed motivation to learn that can be caused by emotional intelligence of each - each student. As expressed by Walgito (2004: 55), that the emotions it creates energy for motivation. And are associated with impulse (drive) is emotion, which creates energy for the boost, so that the motivational power.

In regard to the importance of emotional intelligence and motivation to learn in order to improve the learning outcomes of clinical practice and have never done the research on program studies D III Midwifery STIKes Patria Husada Blitar , the authors interested in studying " The relationship of emotional intelligence and motivation with the learning outcomes of clinical practice midwifery care III students D III STIKes Husada Patria Blitar ".

METHODS

This study is observational analytic cross sectional (cross - sectional) . This research carried out in d III Midwifery Program STIKes Husada Patria Blitar in February 2012. The sample consisted of 36 students of level III D III Midwifery Studies Program STIKes Husada Patria Blitar using exhaustive sampling . The instrument used was a questionnaire

RESULT AND ANALYSIS

A. Reliability Test Results

Based on trial results for the 25 items of the questionnaire of emotional intelligence , otherwise qualified reliability where correlations > 0.20

and Cronbach alpha > 0.60 ie 0.94 as many as 24 items . The items - items that drop is number 2.

The trial for the 20 items of the questionnaire motivation , otherwise qualified reliability which the total item correlation > 0.20 and Cronbach alpha > 0.60 ie 0.93 as many as 19 items . The items - items that drop is number 9.

Table 4.1 Reliability Test Results

The independent variable item questions	Item total Minimal	Alpha Cronbach
Kecerdasan Emosional (24 item)	$r \geq 0.42$	0.94
Motivasi (19 item)	$r \geq 0.33$	0.93

B. Description of Research Subjects

Table 1 Distribution Frequency characteristics of the respondents

Variables	Amount (n)	Percentage %
Age		
19-21 years	24	67
> 21 years	12	33
Total	36	100
Education of parents		
SD	6	16
SMP	6	16
SMA	12	34
College	12	34
Total	36	100
Residence		
Kos	12	33
Home	24	67
Total	36	100
Reasons entrance D III obstetrics		
Own desire	18	50
The desire of parents	8	22
Advice from friends or relatives	10	28
Total	36	100

(source: STIKes PHB, 2012)

Characteristics of the sample (data) on Penalitian relationship of emotional intelligence and motivation to learn the results of midwifery care III clinical practice midwifery students STIKes Husada Patria Blitar in table 2 below :

Table 2 Table sample characteristics (continuous data)

Variables	N	Mean	SD	Minimum	Maximum
Kecerdasan Emosional	36	85,75	13,82	51,00	110,00
Motivasi	36	74,34	8,62	52,00	86,00
Hasil Belajar	36	78,14	10,03	60,00	95,00

Based on research data in Table 4.3 shows that the average emotional intelligence , motivation and learning outcomes respectively (85.75) , (74.34) , (78.14) .

C. Hypothesis Testing
1. Frequency Distribution

Independent Variables	Dependent Variables	Koefisien korelasi p (pearson correlation)	p
Emotional Intelligence	Learning outcomes	0,91	< 0.001
Motivation	Learning outcomes	0,93	< 0.001

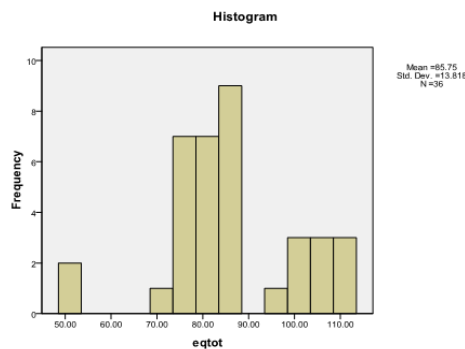


Figure 4.1 Distribusi frequency of emotional

Figure 1 shows that of the 36 subjects, the average value (mean) 85.75.

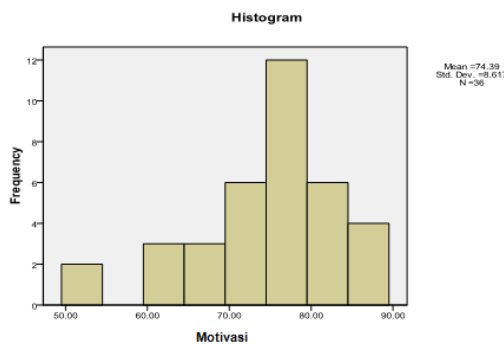


Figure 4.2 Frequency Motivation

Figure 2 shows that of the 36 subjects, the average value (mean) 74.39.

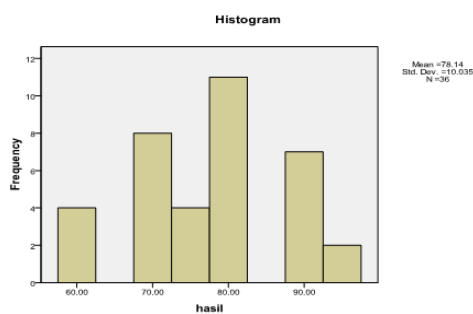


Figure 4.3 Distribution of the frequency of learning outcomes

Figure 3 shows that of the 36 subjects, the average value (mean) 78.14.

1. Analysis Bivariat

Table 3 Correlation emotional intelligence and motivation with learning outcomes

From Table 3 showed that emotional intelligence has a significant correlation with learning outcomes. It also occurred in the motivation that has significant correlation with learning outcomes.

Figure 4 presents a scatter diagram and the regression line on the relationship of emotional intelligence

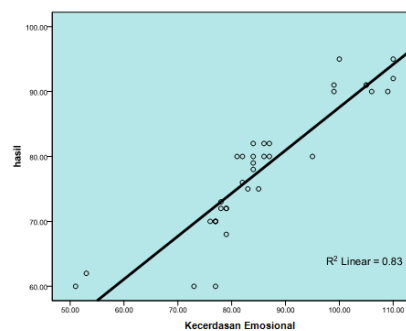


Figure 4.4 Emotional intelligence relationship with the learning outcomes

Figure 4 shows there is a positive correlation between emotional intelligence and learning results of clinical practice. Students of high emotional intelligence tend to get better learning results.

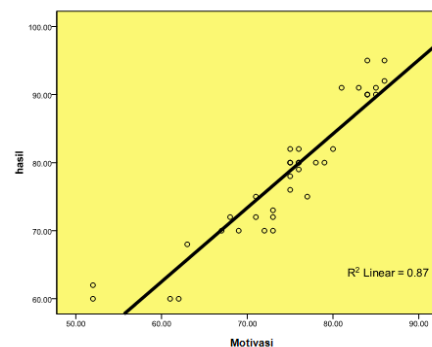


Figure 4.5 The relationship of motivation with learning outcomes

Figure 5 shows there is a positive correlation between motivation and learning outcomes of clinical practice. Students who have high motivation tend to get better learning results.

2. Analysis Multivariat

Results of the study the relationship of emotional intelligence and motivation to learn the results of midwifery care III clinical practice midwifery students STIKes Patria Blitar Husada described in Table 4. Table 4 Results of multiple linear regression analysis on emotional intelligence and motivation with learning outcomes

variables	Regression coefficient (B)	p	Confidence Interval (CI) 95%	
			Lower limit	Upper limit
Konstanta	3,37	0,339	-7,66	14,40
Emotional Intelligence	0,27	0,010	0,07	0,47
motivation	0,69	<0,001	0,38	1,02
N observation	36			
Adjusted R Square	88,7%			
p	<0,001			

Table 4 shows the results of multiple linear regression analysis linking the value of the learning outcomes of clinical practice with emotional intelligence and motivation. The analysis showed every 1 point increase emotional intelligence scores 0.27 points scores will improve learning outcomes. In other words every increase of 10 points score of emotional intelligence will improve learning outcomes 2.7 points on a scale of 100. This shows that there is a positive relationship and statistically significant on emotional intelligence by learning outcomes (b = 0.27; p = 0.010).

The analysis showed every 1 point increase motivation score will improve learning outcomes scores 0.69 points. In other words every increase of 10 points score of motivation will improve learning outcomes 6.9 points on a scale of 100. It shows there is a positive relationship and statistically significant motivation to learning outcomes (b = 0.69; p = <0.001).

Variable emotional intelligence and motivation to learn is able to explain the variations in learning outcomes of 88.7 percent (R² = 0, 887). The overall

model is statistically significant (p <0.001).

2. ANALYSIS

1. Emotional intelligence with learning outcomes clinical practice midwifery

The results are consistent with research Goleman (2009), that emotional intelligence influence on student success in learning. According to Table 4.5, each 1 point increase emotional intelligence scores 0.27 points scores will improve learning outcomes. In other words every increase of 10 points score of emotional intelligence will improve learning outcomes 2.7 points on a scale of 100. This shows that there is a positive relationship and statistically significant on emotional intelligence by learning outcomes (b = 0.27; p = 0.010).

Learning outcomes will be obtained not only pay attention to intellectual intelligence of students, but also their emotional intelligence. Intellectual intelligence alone does not give the preparation the students to face the turbulence, opportunities or difficulties - difficulties in implementing clinical practice. With emotional intelligence, the individual is able to know and respond to their own feeling well and able to read, the face of feelings - feelings of others effectively. Students with well-developed emotional intelligence, can effectively appreciate the value of the object - faced through the expression of feelings and can express it appropriately. Students will also be able to solve the problem - the problem that occurred in the area of clinical practice. For example, a student suffered severe anger or depression will still be able to get up and feel happy, if it has the form of the current

compensation - when happy (Goleman, 2009).

Emotional intelligence and are able to recognize themselves and academic social environment will affect the learning outcomes to be obtained. This is consistent with a report from the National Center for Clinical Infant Programs (1992) stated that success in school is not predicted by a collection of facts a student or her ability to read, but by the size - the size of the emotional and social themselves have an interest, know the behavior which is expected of others and how to control impulses to do bad, is able to wait, follow the instructions and referring to the teacher for help and expressing needs - needs while hanging out with friends (Goleman, 2009).

Research that is consistent about the relationship between emotional intelligence with the results of this study has been carried out by Amalia SW (2004), entitled "Relationship between Emotional Intelligence with Achievement at a second grade student SMU lab school in East Jakarta" found no relationship low between emotional intelligence and achievement the study ($r = 0.25$). Based on the results of research conducted by Qurniyawati (2009) entitled "Emotional Intelligence Relationship with Student Learning Achievement in Program D IV Midwifery Strip FK UNS Regular School Year 2008/2009", there is a significant relationship with the positive direction between emotional intelligence and learning achievement ($p < 0.05$).

Results - the results showed that children - children who are trained in the early childhood emotions - a child will be able to develop the ability of social ketrampilan future, these skills can help them in their interaction with

their surroundings. In reaching a feat, in students one of which is also affected by emotional disorders. Feelings of anxiety, anger, or depression have difficulty learning, people - people who are stuck in a state - this state also encountered difficulties with information efficiently absorb or mitigate them properly. In this sense of emotional intelligence is the primary skill, ability which deeply affects all other abilities, either facilitate or inhibit the ability - the ability (Goleman, 2009).

2. Learning Motivation And Learning Outcomes Of Clinical Practice Midwifery

Motivation can essentially help in understanding and explaining the behavior of individuals, including the behavior of individuals who are learning (Uno, 2011). The statement was supported by the results of this study. According to Table 4.5 each increase of 1 point score of motivation will improve learning outcomes scores 0.69 points. In other words every increase of 10 points score of motivation will improve learning outcomes 6.9 points on a scale of 100. It shows there is a relationship positif and statistically significant motivation to learning outcomes ($b = 0.69$; $p = < 0.001$).

From the results above, it can be explained the relationship between motivation to learn the results of clinical practice because motivation is a powerful incentive for individuals or students conducting clinical practice. The urge to learn, then the potential will obtain better results (Sardiman, 2007).

A person who entered the field of health education when coupled with high motivation will display high spirit and always prioritize its activities to

kepetingan learn so as to obtain optimal results or achievements. This is in line with what was said Sardiman (2007) that students with a strong motivation will have more energy for learning activities. Otherwise lack motivation or low then there is no or less zeal in learning activities so that the results obtained are less than the maximum.

Lack of motivation can be grown in various ways such as giving replay, adding value and giving feedback (feedback), created competition, reward (reward) or punishment (punishment).

Line research on the relationship between motivation and outcome of this study has been conducted by Dedi I (2006), entitled "Relationship Motivation and Achievement in Madrasah Aliyah Sukarame Tasikmalaya" relationship was found ($r = 0.50$). Based on the results of research conducted Nabhani (2007), entitled "Relationship Between Interest and Motivation to Learning Achievement in Students of Nursing Academy PKU Muhammadiyah Surakarta Year 2007", also stated there was a significant relationship with the positive direction between motivation and academic achievement ($r = 0.56$).

The role of positive motivation-a collection of enthusiasm, passion and confidence in achieving the feat. Motivation is the impulse contained within him and comes from outside themselves, and urge the cause, directing, and organizing behavior to do a job. People - people who are used to motivate themselves tend to be more productive and effective every mngerjakan any (Goleman, 2009).

3. Emotional intelligence and learning motivation and learning

outcomes of clinical practice midwifery

Emotional intelligence and motivation to learn simultaneously positively and significantly related to the learning outcomes of clinical practice midwifery care. Together - the same emotional intelligence and motivation to learn is able to explain the variations in learning outcomes of clinical practice midwifery.

Based on the multiple linear regression statistical calculation results of the variables emotional intelligence and motivation are able to explain variations in learning achievement of 88.7% ($R^2 = 0,887$; $p < 0.001$).

From the results it can be said that there are emotional intelligence and motivation to learn to relate to the competence of clinical practice midwifery care. Thus the simultaneous variables emotional intelligence and motivation to learn can explain the learning outcomes of clinical practice midwifery care.

Results of this study supported previous research conducted by the research of Saifuddin Z (2010) with the title "The relationship between interest, motivation and emotional intelligence with learning achievement in Student Prodi D III Physiotherapy Polytechnic Surakarta" mentioned that the relationship between the interest, motivation and emotional intelligence with student achievement, then the interest, motivation and emotional intelligence highly supportive learning achievement. It can be concluded that there is a weak correlation between interest and learning achievement ($r = 0:17$, $\rho = 0.184$). moderate correlation between motivation and learning achievement ($r = 0:34$, $\rho = 0.008$). There is a moderate correlation between emotional intelligence and

learning achievement ($r = 0.491$, $p = 0.000$).

In international research Arockiam L and Selvaraj C. (2011) A Study on the relationship between emotional quotient and Recollection and retention in e-learning provides the results of emotion and motivation is the most significant driving force behind the maximum results for students to move in a certain direction. Students who do not have the motivation to learn and the level of the relatively immature emotional intelligence might be inclined to see the results of clinical practice is negative, due to the success in this environment requires a greater degree of self-discipline, independent business, maturity, time management skills, and a positive attitude, Given the research linking emotional intelligence and motivation in clinical practice with intrinsic personal characteristics such as self-discipline, self-direction, and maturity, as well as extrinsic motivator, it becomes more important to change the power of thought which demands extra cognitive, emotional, and physical resources. Skills in this practice requires a strong sense, self-awareness and personal understanding. It also requires good problem solving, skills and confidence firm to conduct a follow up to the task. A study of the concept of emotional intelligence showed that characteristics such as self-perception, maturity, and self-actualization will motivate the forces that led to the students involved and academic success and get the appropriate assessment.

CONCLUSION

Based on the analysis and discussion that has been stated in the previous chapter, it can be concluded as follows:

1. There is a positive relationship and a statistically significant correlation between emotional intelligence and learning results of clinical practice midwifery ($b = 0.27$; $p = 0.010$)
2. There is a positive relationship and statistically significant between motivation and learning outcomes of clinical practice midwifery ($b = 0.69$; $p = 0.001$)
3. Variable emotional intelligence and motivation are able to explain variations in learning achievement of 88.7% ($R^2 = 0.887$; $p < 0.001$).

SUGGESTION

1. For Education

To manage emotional intelligence in order to improve the motivation of learners, to carry out tests of emotional intelligence and motivation to determine the extent of readiness of students in conducting clinical practice midwifery care.

The existence of a minimum value as a condition for implementing clinical practice at the practice field. With emotional intelligence and motivation to learn are both expected outcomes of clinical practice students are also increasingly baim as the results in this study.

2. for Students

To develop emotional intelligence and motivation as well as play an active role in achieving the learning outcomes of students clinical practice and develop strategies to clinical practice midwifery care. For Further Research.

3. For Further Research

Expected to conduct further research on the factors influencing

the emotional intelligence and motivation to learn because of the results of this study indicate.

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