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The Relationship of Willingness to Learn And Encouragement of Parents With Medical Surgical Nursing Learning Achievement in The Undergraduate Nursing Program of Nahdlatul Ulama University, Surabaya

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ABSTRACT

There are two types of elements that affect motivation: extrinsic and intrinsic factors. The challenge in this thesis is restricted to extrinsic factors—parental encouragement—and intrinsic factors—learning readiness. Based on the preliminary statistics, the average MEDICAL SURGICAL NURSING value for the previous three years was low, at 0.68%. The purpose of the study is to examine how parental support and learning readiness relate to MEDICAL SURGICAL NURSING learning achievement in UNUSA's Bachelor of Nursing programme. This study has an analytical design. There were 137 Bachelor of Nursing students in the class of 2011 during the fifth semester of the 2013–2014 academic year; 103 of them made up the sample. Proportionate stratified random sampling was employed in the sampling process. Parental encouragement and openness to learning are the independent variables. MEDICAL SURGICAL NURSING learning achievement is the dependent variable. A questionnaire was used to gather the data, which were then subjected to a univariate ANOVA test with a significance level of $\alpha < 0.05$. The study's univariate ANOVA test findings revealed that $F = 0.009$, which led to its rejection. This suggests that there was a strong correlation between MEDICAL SURGICAL NURSING learning achievement and parental encouragement and motivation to learn. The study's findings indicate that parental support and openness to learning are related to MEDICAL SURGICAL NURSING learning achievement in the UNUSA undergraduate nursing programme. Students' willingness to learn optimally must grow if they are to attain effective learning outcomes.

Keywords: will, parent encouragement, learning achievement

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INTRODUCTION

Education is an important part of development. Development is directed and aims to develop quality resources. The education process cannot be separated from the development process itself. (Agustiar, 2010). In increasingly advanced social life, a person's achievements are considered very important.

Learning achievement is a description of student abilities obtained from the results of the learning process assessment in achieving teaching objectives. According to the Millennium Indonesia Dictionary (2002) learning achievement is the result that has been achieved or done. Learning achievement is the result that has been achieved from a learning process that has been carried out, so that to know whether a job is successful or not, a measurement is needed (Hamdu, 2011). Measurement here is the

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process of determining the area or quantity of something. In measuring learning outcomes, students are faced with tasks, questions or problems that must be solved or answered. Based on the definition above, what is meant by learning achievement in writing this thesis is the result of ability or effort in learning which is seen or measured through the final semester exam.

In general, factors that influence learning achievement results are divided into two categories, namely internal factors and external factors (Winawimala, 2011). Internal factors are learning conditions that influence the individual's own learning actions, which include health and physical disabilities, intelligence, talents and interests, maturity or readiness, motivation, fatigue, behavior. External factors in learning are factors that come from outside the individual such as family, school or campus, society (Subini, 2012).

Apart from the learning factors above, the teaching and learning process also influences learning outcomes. Learning is something that is very sustainable and occurs continuously (Winawimala, 2011). The lecturer's ability to develop learning motivation and manage the learning process greatly determines student learning achievement. In delivering it, a lecturer must master the material and use appropriate learning methods.

Learning motivation is an effort based on moving, directing and maintaining a person's behavior so that he or she is encouraged to do something so as to achieve a certain result or goal (Hamdu, 2011). Learning motivation is a human psychological characteristic that contributes to a person's level of commitment (Bahtiar, 2009).

A person's introduction to learning achievement is important because by knowing the results that have been achieved, students will make more efforts to improve their learning achievement. In this way, increasing learning achievement can be more optimal because the student feels motivated to improve the learning achievement that has been achieved previously (Soemanto, 2003).

Table 1.1 Evaluation of Learning Results of MEDICAL SURGICAL NURSING Values for the Last Three Years at UNUSA

No	Category	2011	Th 2012	Th 2013
		%	%	%
1	Tall	0	0	0
2	Currently	7.14	15.78	8.63
3	Low	24.11	12.20	32.14
Total number		31.25	27.98	40.77

Sumber : PJMK MEDICAL SURGICAL NURSING UNUSA

Based on table 1.1, it can be concluded that the average low MEDICAL SURGICAL NURSING value over the last three years was 0.68%. For this reason, researchers want to approach this through the theory of willingness to learn and parental encouragement.

In terms of learning, students will be successful if within themselves there is a willingness to learn and a desire or encouragement to learn, because by increasing learning motivation, students will be moved, directed in their attitudes and behavior in

learning (Hamdu, 2011).⁸ The learning motivation that students have in every learning activity plays a very important role in improving student learning achievement in courses (Nashar, 2001). Students who are highly motivated in learning are likely to obtain high learning outcomes, meaning that the higher their motivation, the more intensity of effort and effort they make, the higher their learning achievement will be.⁶ Weak motivation or absence of motivation to learn will weaken other activities, this is what becomes an obstacle in the learning process, making it difficult for students to achieve the desired achievement results.

In the learning process there will be several obstacles that occur, including lack of internal motivation, low level of willingness to learn, teaching and learning processes that are less conducive, thus affecting learning achievement results. The best solution is to grow the level of willingness to learn from within, motivate oneself that learning is an obligation, create a conducive teaching and learning atmosphere, and always focus on the goal which is the final point for achieving needs, namely getting maximum learning achievement results.

The results of research entitled "Analysis of Student Learning Motivation Factors That Influence Passing the MEDICAL SURGICAL NURSING Course", in 2013 by Sahri Romadhoni, showed that there was no influence on passing the MEDICAL SURGICAL NURSING course. The results of Lesti Noventi's research in 2013 with the title "The Relationship Between Motivation and Diet Compliance in Type 2 Diabetes Mellitus Sufferers at the Surabaya Islamic Hospital", show that there is a relationship between motivation and Diet Compliance in Diabetes Mellitus Sufferers. In this thesis, researchers study based on motivation theory which focuses on intrinsic motivation and extrinsic motivation with the variables of willingness to learn and parental encouragement.

METHOD

This research uses analytical methods, namely research directed at explaining a condition and situation. In this case, a cross-sectional approach is used, with secondary data to determine achievement and primary data through questionnaires to determine willingness to learn and encouragement from parents (Sastroasmoro, 2010). The population in this study were all undergraduate nursing students who had taken the MEDICAL SURGICAL NURSING UAS at UNUSA, amounting to 137 students. This research will use a probability sampling technique or random sampling technique, namely that each member of the population has the same opportunity to be selected as a sample by means of proportionated stratified random sampling. So the number of respondents in this study was 103 respondents. The location of this research will be carried out in the UNUSA Campus area, Jalan SMEA No. 57 Surabaya. The independent variables in this research are the willingness to learn and parental encouragement, the dependent variable in this research is the MEDICAL SURGICAL NURSING learning achievement. The way to collect research data is by giving questionnaires to respondents along with a consent form. Then the questionnaire sheets were scored and recapitulated.

RESULT

General data

a. Respondent's gender

Table 1.2 Frequency distribution of respondents based on student gender Bachelor of Nursing UNUSA

No	Gender	f	%
1.	Man	33	32.0
2.	Woman	70	68.0
Amount		103	100

Source: Primary Data

From Table 1.2 it shows that of the 103 respondents, the majority of respondents, 68.0%, were female.

b. Respondent's age

Table 1.3 Frequency distribution of respondents based on age of UNUSA Bachelor of Nursing students

No	Age (years)	f	%
1.	19 – 20	51	49.5
2.	21 – 23	52	50.5
Amount		103	100

Source: Primary Data

Based on table 1.3 above, it can be seen that half of the respondents were 50.5% with the age range of respondents being 21-23 years.

1. Custom Data

a. Respondent's willingness to learn

Table 1.4 Frequency distribution of respondents based on the willingness to learn factor of UNUSA Bachelor of Nursing students

No.	Willingness to Learn	f	%
1.	Good	-	-
2.	Enough	34	33
3.	Not enough	69	67
Amount		103	100

Source: Primary Data

In table 1.4 it is known that the majority (67%) of students have a lack of willingness to learn.

b. Encouragement from the respondent's parents

Table 1.5 Frequency distribution of respondents based on parental encouragement factors for UNUSA Bachelor of Nursing students

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No.	Parental encouragement	F	%
1.	Good	12	11.7
2.	Enough	77	74.8
3.	Not enough	14	13.6
Amount		103	100

Source: Primary Data

Table 1.5 above shows that the majority (74.8%) received sufficient encouragement from their parents.

c. Respondents' MEDICAL SURGICAL NURSING learning achievement

Table 1.6 Frequency distribution of respondents based on MEDICAL SURGICAL NURSING learning achievement of UNUSA Nursing Undergraduate students

No.	MEDICAL SURGICAL NURSING value weight	f	%
1.	3.6 – 4	-	-
2.	3.1 – 3.5	-	-
3.	2.6 – 3	31	30.1
4.	2.1 – 2.5	38	36.9
5.	1.1 – 2	34	33.0
6.	0.1 – 1	-	-
7.	0	-	-
Amount		103	100

Source: Primary Data

Based on table 1.6, it can be seen that almost half (36.9%) of students obtained MEDICAL SURGICAL NURSING learning achievements with BC grades.

d. Analysis of willingness to learn with MEDICAL SURGICAL NURSING learning achievement

Table 1.7 Analysis of willingness to learn and MEDICAL SURGICAL NURSING learning achievement of UNUSA Nursing Undergraduate students

Variable Independent	Variable Dependent	ρ	Note
Will Study	Performance learn MEDICAL SURGICAL NURSING	0.54	There isn't any connection

Source: Primary Data

Based on table 1.7 above, it can be seen that there is no relationship between willingness to learn and MEDICAL SURGICAL NURSING learning achievement

e. Analysis of parental encouragement and MEDICAL SURGICAL NURSING learning achievement

Table 1.8 Analysis of parental encouragement and MEDICAL SURGICAL NURSING learning achievement of UNUSA 5th semester Nursing Bachelor of Science students

Variable Independent	Variable Dependent	ρ	Note
Encouragement parent	Performance learn MEDICAL SURGICAL NURSING	0.14	There isn't any connection

Source: Primary Data, March 20 23

Table 1.8 shows that there is no relationship between parental encouragement and MEDICAL SURGICAL NURSING learning achievement.

f. Analysis of willingness to learn and parental encouragement with MEDICAL SURGICAL NURSING score achievement

Table 1.9 Analysis of willingness to learn and parental encouragement on MEDICAL SURGICAL NURSING learning achievement of 5th semester UNUSA Bachelor of Nursing students

Variable Independent	Dependent variable	ρ	Note
Willingness to learn and encouragement from parents	MEDICAL SURGICAL NURSING learning achievement	0.009	There is a Relationship

Source: Primary Data

From Table 1.9 above, it can be seen that there is a relationship between willingness to learn and parental encouragement with students' MEDICAL SURGICAL NURSING learning achievement Bachelor of Nursing UNUSA. The data processing process used the *univariate ANOVA* statistical test with SPSS for Windows results obtained $p(0.009)$, when compared with $\alpha(0.009) < \alpha(0.05)$ then H_0 it p was rejected, which means there is a relationship between willingness to learn and parental encouragement with MEDICAL SURGICAL NURSING learning achievement in the study program. Bachelor of Nursing 5th semester UNUSA.

DISCUSSION

Willingness to Learn in the 5th semester of UNUSA Bachelor of Nursing students

In the research, the results showed that most of the 103 respondents (67%) had less willingness to learn. The desire to learn is one of the factors of motivation, namely intrinsic motivation, where this motivation arises from within the individual himself without any external stimulation. The age factor influences the willingness to learn. The majority of students are 21-23 years old. This phase is said to enter the early adulthood phase. At this stage a person begins to adapt to new life patterns, hopes to develop new values and traits. They are expected to get married, have children, take care of their family, career and achieve achievements (Haryanto, 2010). The change from the teenage phase to adulthood with a new environment for students will greatly influence students' willingness to learn. The campus location is close to the mall. When they feel bored with lectures on campus, they spend more of their time going with friends to the mall. The majority of respondents are women, in general women prefer to spend their time going to the mall to shop or just walking around, these activities can cause a lack of willingness to learn

Willingness to learn is a condition where a student tends to carry out an activity without any coercion. Students who are interested in the subject will appear to be motivated to continue studying diligently, in contrast to students whose attitude is only to accept the lesson. They are only motivated to want to learn but find it difficult to continue to persevere because there is no motivation. Therefore, to obtain good results in learning, a student must have a passion for the subject so that it will encourage him to continue learning (Nanda, 2011).

Encouragement from Parents of 5th Semester Students of UNUSA's Bachelor of Nursing

Based on the research results, it was found that the majority (74.8%) of students received sufficient parental encouragement. Parental encouragement is one of the factors of extrinsic motivation where this motivation arises when receiving stimulation from outside the individual (Nursalam, 2008). The majority of students prefer to study if they get encouragement to learn from outside, for example their parents. After receiving encouragement from outside, they feel motivated to achieve good achievements. At this age, they are transitioning from teenagers to adults, at college the learning system is clearly different from when they were still at school. Parents play a very important role in this transition period, for example monitoring their

learning activities, giving warnings if they get bad grades, always communicating with students about their studies.

As a parent, you must be able to help and support all efforts made by your child and be able to provide formal education to help the child's growth and development as well as to participate in or continue education in formal education programs (Denanang, 2012).

MEDICAL SURGICAL NURSING Learning Achievements of 5th Semester Students of UNUSA Bachelor of Nursing

Based on data obtained by researchers regarding MEDICAL SURGICAL NURSING learning achievement, the results showed that the majority (36.9%) of UNUSA's 5th semester undergraduate nursing students achieved BC grades. Based on table 1.6, it shows that 30.1% of students passed with a grade of B, 36.9% of students passed with a grade of BC, and 33% of students passed with a grade of C. MEDICAL SURGICAL NURSING is one of the courses with a large number of credits, namely 5 credits with a distribution 3 credits of theory and 2 credits of practice. There are also many competencies that must be achieved. Students must master nursing care for the nervous, endocrine, musculoskeletal, urinary, immune and integumentary systems. In this case, the campus has provided free wifi services to help them carry out their tasks smoothly. However, students do not make maximum use of the wifi service, they often open social media rather than looking for their assignments. They feel bored more quickly when the task they are looking for cannot be found.

This shows that student learning achievement in the MEDICAL SURGICAL NURSING course is still lacking. According to Hamzah (2007), achievement provides reinforcement for learning and can increase motivation to achieve maximum results. Grade and graduation results are influenced by the student's learning process, where the learning process will direct a student towards a level of understanding of the material and course.

The Relationship between Willingness to Learn and Learning Achievement of MEDICAL SURGICAL NURSING 5th Semester Nursing Students at UNUSA

Based on the results of the analysis of the univariate ANOVA statistical test using SPSS for Windows, the result was $p = 0.54$ when compared with α , then $p (0.54) > \alpha (0.05)$, so H_0 was accepted, which means there is no relationship between willingness to learn and MEDICAL SURGICAL NURSING learning achievement. .

Based on table 1.4, it shows Of the 103 respondents, 33% of students had sufficient willingness to learn, and 67% of students had insufficient willingness to learn. In principle, someone who has a high willingness to learn will get good learning achievements. However, when researchers gave questionnaires and tested statistics, it turned out that there was no relationship between willingness to learn and MEDICAL SURGICAL NURSING learning achievement.

Students often tend to feel bored during lectures, which tends to cause a decrease in their willingness to learn. Apart from having a desire to learn, a student must have an awareness of his obligations as a student. Awareness means being able to

provide physical reactions, interpret them and manifest them in psychological reactions (Louis, 2011).

A student can be said to have awareness of learning if the student with their own awareness learns without any coercion, students realize that learning is something important for them, and they have full awareness of learning from themselves, that by studying they get good grades, with their learning continues in school well (Graha, 2007).

So that students' willingness to learn without being followed by an awareness of learning will not realize learning activities. So the willingness to learn does not directly affect learning achievement.

The Relationship between Parental Encouragement and MEDICAL SURGICAL NURSING Learning Achievement of 5th Semester Nursing Students at UNUSA

Based on the results of the analysis of the univariate ANOVA statistical test using SPSS for Windows, the result was $p = 0.14$ when compared with α , then $p (0.14) > \alpha (0.05)$, so H_0 was accepted, which means there is no relationship between parental encouragement and learning achievement. MEDICAL SURGICAL NURSING.

Based on table 1.5, it shows that of the 103 respondents, 11.7% of students received good encouragement from their parents, 74.8% enough, and 13.6% less. In principle, high encouragement will motivate students to achieve good learning achievements. However, when researchers gave questionnaires and tested statistics, it turned out that there was no relationship between parental encouragement and student learning achievement.

Likewise with parental encouragement, encouragement will not be realized without changes in students' attitudes and behavior. Behavior is a result, meaning that changes in behavior will be seen when there are trigger factors (Nurkhairat, 2013). Behavior is a mental state of opinion, thinking, behavior, and so on which is a reflection of various aspects, both physical and non-physical. Attitude is a condition in humans that moves people to act or act in social activities with certain feelings in response to situational objects or conditions in the surrounding environment (Utami, 2014).

Several factors that influence attitudes and behavior are the environment, one's own experiences, other people who are considered important, race, gender, physical characteristics, personality, intelligence, talents (Utami, 2014).

These behaviors include: student activity in attending lectures, student diligence in completing and submitting assignments on time, good interaction between lecturers and students during the lecture process, and student readiness to attend lectures (Nanda, 2011).

So that parental encouragement does not completely influence student learning achievement. If the student has received parental encouragement to achieve good results but the student does not make changes in behavior, the achievement will not be realized.

The Relationship between Willingness to Learn and Parental Encouragement with the Learning Achievement of MEDICAL SURGICAL NURSING UNUSA Nursing Undergraduate Students

Based on the results of data processing using the univariate ANOVA statistical test with SPSS for Windows, the result was p (0.009), when compared with α then p (0.009) < α (0.05) then H_0 was rejected which means there is a relationship between willingness to learn and parental encouragement with MEDICAL SURGICAL NURSING learning achievements in UNUSA's 5th semester Nursing Undergraduate Study Program.

Based on these results, it shows that the MEDICAL SURGICAL NURSING learning achievements obtained by students are related to their willingness to learn and parental encouragement. The function of will in learning is greater as a motivating force, namely as a force that encourages students to learn. Students who are interested in the subject will appear to be motivated to continue studying diligently, in contrast to students whose attitude is only to accept the lesson. They are only motivated to want to learn but find it difficult to continue to persevere because there is no motivation. Therefore, to obtain good achievement results in learning, a student must have a high willingness to learn about subjects so that it will encourage him to continue learning (Nanda, 2011).

Apart from the willingness to learn, there must also be support from parents, both moral and material. Encouragement is the mental strength to carry out activities in order to fulfill expectations or objectives. This goal-oriented drive is the core of motivation (Nursalam, 2008). Parents are the first and foremost people responsible for the survival and education of their children. Therefore, as parents, they must be able to help and support all efforts made by their children and be able to provide formal education to help the child's growth and development (Denanang, 2012).

CONCLUSION

Most of the undergraduate nursing study program students in classes A, B, C have a lack of willingness to learn, most of them get enough encouragement from their parents, and almost half of them get a MEDICAL SURGICAL NURSING learning achievement with a BC score. There is no relationship between willingness to learn and MEDICAL SURGICAL NURSING learning achievement in the UNUSA Nursing Undergraduate Study Program. There is no relationship between parental encouragement and MEDICAL SURGICAL NURSING learning achievement in the UNUSA Nursing Undergraduate Study Program. There is a relationship between willingness to learn and parental encouragement with learning achievement in studying MEDICAL SURGICAL NURSING in UNUSA's undergraduate nursing study program.

SUGESTION

To get good learning achievements, students must increase their willingness to learn optimally. As parents, you should always provide facilities for your children to increase their willingness to learn, so that learning results will be obtained in accordance with parents' expectations. For future researchers, if they conduct the same research on student motivation, it would be better to also conduct research on the teaching and learning process, library and administrative services as well as faculty and university facilities.

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