



The Relationship between PA Lecturers' Caring Code and Students' Learning Motivation in the Level III Nursing Study Program at Santa Elisabeth Health Sciences College, Medan

***Mestiana Br. Karo*^{1*}, *Ice Septriani Saragih*², *Erliana Zebua*³**

¹Program Studi Keperawatan, Sekolah Tinggi Ilmu Kesehatan Santa Elisabeth, Medan, Indonesia

²Departemen Ilmu Keperawatan Universitas Diponegoro, Indonesia

³Program Studi Keperawatan, Sekolah Tinggi Ilmu Kesehatan Santa Elisabeth, Medan, Indonesia

Corresponding Email: * felicbaroes@gmail.com

About the Author

1st Author : Mestiana Br Karo, S.Kep.,Ns.,M.Kep.,DNSc
Affiliation : Sekolah Tinggi Ilmu Kesehatan Santa Elisabeth, Medan
Mailing Address : Jl. Bunga Terompet No.118, Sempakata, Kec. Medan Selayang, Kota Medan, Sumatera Utara 20131
Email of Author : felicbaroes@gmail.com
Orcid ID : <https://orcid.org/0000-0002-3633-5692>
Google Scholar URL: <https://scholar.google.com/citations?user=cLinQv8AAAAJ&hl=en>
Phone Number : 085270651756

2nd Author : Ice Septriani Saragih S.Kep.Ns.,M.Kep
Affiliation : Departemen Ilmu Keperawatan Universitas Diponegoro, Indonesia
Mailing Address : Jl. Prof. Soedarto Gedung F, FK, Tembalang, Kec. Tembalang, Kota Semarang, Jawa Tengah 50275
Email of Author : iceseptriani.saragih@gmail.com
Orcid ID : <https://orcid.org/0000-0001-9721-378X>
Google Scholar URL: <https://scholar.google.com/citations?user=ncyq69IAAAAJ&hl=id>
Phone Number : 085277757435

3rd Author : Erliana Zebua
Affiliation : Sekolah Tinggi Ilmu Kesehatan Santa Elisabeth, Medan
Mailing Address : Jl. Bunga Terompet No.118, Sempakata, Kec. Medan Selayang, Kota Medan, Sumatera Utara 20131
Email of Author : erlin01zebua@gmail.com
Orcid ID : -
Google Scholar URL : -
Phone Number : -

ABSTRACT

Learning motivation is essential in the learning process, as it contributes to the achievement of educational objectives. One strategy to enhance students' learning motivation is the implementation of the academic advisor (PA) lecturer's caring code. This study aimed to analyze the relationship between the PA lecturer's caring code and students' learning motivation in the Level III Nursing Study Program at Santa Elisabeth Health Sciences College, Medan. This study employed a quantitative research design with a cross-sectional correlational approach. The population and sample consisted of 97 students selected using a total sampling technique. Data were collected using a structured questionnaire and analyzed using the Spearman rank correlation test. The results indicated that the PA lecturer's caring code was predominantly categorized as good, with 65 respondents (67%). Most students demonstrated high learning motivation, with 78 respondents (80.4%). Statistical analysis revealed a significant relationship between the PA lecturer's caring code and students' learning motivation ($p = 0.001$; $p < 0.05$), with a correlation coefficient (ρ) of 0.338. This finding indicates a weak but positive and unidirectional relationship, suggesting that an increase in the PA lecturer's caring code is associated with an increase in students' learning motivation, and vice versa. The findings suggest that maintaining and strengthening the PA lecturer's caring code may contribute to sustaining and enhancing students' learning motivation.

Keywords: Caring Code Lecturer PA; With Learning Motivation; Nursing Study Program Level III

ABSTRAK

Motivasi belajar merupakan hal yang sangat penting dalam proses pembelajaran karena berkontribusi terhadap pencapaian tujuan pendidikan. Salah satu strategi untuk meningkatkan motivasi belajar mahasiswa adalah melalui penerapan caring code dosen Pembimbing Akademik (PA). Penelitian ini bertujuan untuk menganalisis hubungan antara caring code dosen PA dengan motivasi belajar mahasiswa tingkat III Program Studi Keperawatan di Sekolah Tinggi Ilmu Kesehatan Santa Elisabeth Medan. Penelitian ini menggunakan desain penelitian kuantitatif dengan pendekatan korelasional cross-sectional. Populasi dan sampel penelitian berjumlah 97 mahasiswa yang dipilih menggunakan teknik total sampling. Pengumpulan data dilakukan menggunakan kuesioner terstruktur dan dianalisis menggunakan uji korelasi Spearman Rank. Hasil penelitian menunjukkan bahwa caring code dosen PA sebagian besar berada pada kategori baik, yaitu sebanyak 65 responden (67%). Sebagian besar mahasiswa memiliki motivasi belajar tinggi, yaitu sebanyak 78 responden (80,4%). Hasil analisis statistik menunjukkan adanya hubungan yang signifikan antara caring code dosen PA dengan motivasi belajar mahasiswa ($p = 0,001$; $p < 0,05$), dengan nilai koefisien korelasi (ρ) sebesar 0,338. Temuan ini menunjukkan adanya hubungan yang lemah namun positif dan searah, yang berarti bahwa semakin baik caring code dosen PA, maka semakin tinggi motivasi belajar mahasiswa, dan sebaliknya. Hasil penelitian ini menunjukkan bahwa mempertahankan dan memperkuat caring code dosen PA dapat berkontribusi dalam menjaga serta meningkatkan motivasi belajar mahasiswa.

Kata kunci: Caring Code Dosen PA; Dengan Motivasi Belajar; Prodi Ners Tingkat III

INTRODUCTION

Learning motivation is a key psychological driver that influences students' engagement, persistence, and success in the learning process. Motivated students are more willing to invest time, energy, and effort to achieve optimal learning outcomes (Sartika, 2022). High learning motivation encourages diligence, perseverance, and active participation, whereas low motivation is often associated with poor engagement and declining academic performance (Jones, 2018).

However, empirical evidence indicates that learning motivation among higher education students remains a concern. An initial survey conducted in the Level III D3 Nursing Program at Santa Elisabeth Health Sciences College Medan revealed that 70% of students had moderate learning motivation, while 30% demonstrated low motivation. Previous studies have identified several contributing factors to low motivation, including unengaging learning materials, excessive academic workload, inadequate facilities, and ineffective instructional delivery (Agustina and Kurniawan, 2020). Students with decreased motivation tend to exhibit poor discipline, minimal classroom

participation, and limited responsiveness during learning activities (Damanhuri, 2020), which ultimately affects learning outcomes (Sartika, 2022).

Lecturers play a critical role in fostering students' learning motivation by creating supportive learning environments, stimulating intrinsic motivation, and promoting meaningful interaction (Borah, 2021). While various strategies such as innovative learning models, augmented reality applications, and parental communication have been shown to enhance motivation (Khan, Johnston, and Ophoff 2019), these approaches often emphasize instructional methods or external support systems rather than the quality of lecturer student relationships.

In particular, limited attention has been given to the role of the academic advisor's *caring code* in influencing student learning motivation, especially in nursing education contexts. The caring code emphasizes empathy, trust, openness, and supportive communication between lecturers and students, which may contribute to a more comfortable learning atmosphere and increased student motivation (Islam et al., 2018). However, empirical studies examining the relationship between academic advisors' caring behaviors and students' learning motivation remain scarce.

Therefore, this study aims to examine the relationship between the PA lecturer's caring code and student learning motivation among Level III Nursing students at Santa Elisabeth Health Sciences College Medan in 2024. This research is expected to fill the existing gap by providing empirical evidence on how caring-based academic guidance contributes to student learning motivation in higher education.

METHOD

Research Design

This type of research is quantitative, using numbers and statistics to collect and analyze measurable data. The cross-sectional approach involves observing and measuring independent and dependent variables simultaneously. Therefore, this thesis will use a correlation design with a cross-sectional approach to collect data from both variables simultaneously (Edmonds and Kennedy 2017).

Finding the level of relationship between two or more variables without changing the variables themselves is the goal of research using correlation design (Ibrahim, 2018). The author will use this research design to collect data using a questionnaire with a cross-sectional method, namely, data on the independent variable caring code of PA lecturers and the dependent variable learning motivation at the same time.

Research Population and Sample

Population

Population is all groups of people or objects that researchers will see before starting research (V. Munot, 2019). This study's population was 97 third-year nursing students.

Sample

A sample is a portion of a large population that is used as a sample for a study or research (Hu et al., 2021)—the use of total sampling technique in this study is a sampling technique in all populations. The sample in this study amounted to 97 people based on the number of populations. Because the population is less than a hundred people, the author uses the total sampling technique. According to

(V.Munot, 2019), if the population is very small, then all of them will be used as samples; the larger the number of samples, the more accurate the results obtained.

Inclusion criteria

The inclusion criteria define the type of research subjects from the target population that can be studied (Nursalam, 2020). The inclusion criteria for this thesis are:

1. Level III nursing study program students who have studied the lecturer caring code
2. Students who are actively studying in the level III nursing study program

Research Variables and Operational Definitions

Research variables

Independent (free) variable

The independent variable has the power to influence the dependent or bound variable (Mackey & Gass, 2016). In this study, the independent variable is the PA lecturer's caring code.

Dependent variable (bound)

The variable measured to see the effect of the independent variable is called the dependent variable (Mackey & Gass, 2016). The dependent variable in this study is student learning motivation.

Operational definition

An operational definition is a measurement of something or an event that can be imitated by others (Hu et al., 2021).

Table 1. Operational Definition of the Relationship between PA Lecturer Caring Code and Student Learning Motivation in the Level III Nursing Study Program, Santa Elisabeth Health Sciences College, Medan, in 2024

Variable	Definition	Indicator	Measuring instrument	Scale	Score
Independent Caring code for PA lecturers	The PA lecturer's caring code is a guideline developed by an institution for lecturers to implement caring behavior.	1. Understand needs	Kuesioner <i>caring code</i>	O	Very good: 114-136 Good: 86-113 Fair: 60-85 Poor: 34-59
		2. Empathy	dosen dengan	R	
		3. Creativity	34 pertanyaan yang	D	
		4. Value	menyatakan jawaban	I	
		5. Patience	4= Sangat	N	
		6. Objective assessment	string	N	
		7. Support and	3= serving	A	
		8. Protection	2= kadang-Padang	TI	
		9. Communication	1= tidak pernah	O	
		10. Privacy		N	
		11. Problem-solving process			

Dependent Student learning motivation	Student learning motivation is a desire or wish from within the student to achieve a goal, namely the hope of achieving the desired ideals.	1. There is a desire and passion to learn. 2. There is a need and motivation to learn. 3. There are ideals and hopes. 4. There is a good learning environment. 5. There are interesting learning activities.	The questionnaire consists of 13 questions stating 1= yes 0= no	O R D I N A T I O N	Height: 9-13 Medium: 5-8 Low: 0-4
---------------------------------------	---	--	---	--	---

Research Instrument

Five types of instruments can be used: measurement, physiology, observation, interviews, questionnaires, and scales (Hu et al., 2021). The instrument to be used is a questionnaire consisting of a lecturer caring code questionnaire and student learning motivation.

The PA lecturer caring code instrument was adopted from the STIKes Santa Elisabeth Medan lecturer caring code with the SK number. NO: 396B / STIKes / SK-C.CODE / III / 2021. This questionnaire consists of 34 questions with 4 answer choices, namely: very often (4), often (3), sometimes (2), and never (1). Statements from 1-4 are statements of understanding needs. Statements 5-9 are included in empathy statements, statements 10-13 on creativity, statements 14-16 on appreciation, statements 17-19 on patience, statements 20-21 on objective assessment, statements 22-24 on support and protection, statements 25-29 on communication, statements 30-31 on privacy, statements 32-34 on the problem-solving process. The value is determined using a statistical formula.

$$P = \frac{\text{Highest value value}}{\text{Lots of classes}}$$

$$P = \frac{136 - 34}{4}$$

$$P = \frac{102}{4}$$

$$P = 25,5 \text{ (26)}$$

Where P = class length with a range of 102 and has 4 classes (very good, good, sufficient, lacking), the class length is 26. So, the PA lecturer caring code interval value is obtained with the following categories:

Very good = 114-136

Good = 86-113

Fair = 60-85

Poor = 34-59

The student learning motivation instrument was adopted from Nursalam's (2020) book *Nursing Science Research Methodology*, 5th Edition. The questionnaire consists of 13 questions with answer choices of Yes (1) or No (0). Statements 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 are included in intrinsic motivation, and statements 2 and 13 are included in extrinsic motivation. The value is determined using a statistical formula.

$$P = \frac{\text{Highest value} - \text{Lowest value}}{\text{Lots of classes}}$$

$$P = \frac{13 - 0}{3}$$

$$P = \frac{13}{3}$$

$$P = 4,3 (5)$$

Where P = class length with a range of 13 and has 3 classes (high, medium, low), the class length is 5. Then, the learning motivation interval value is obtained with the following categories:

High = 9-13

Medium = 5-8

Low = 0-4

Location and Time of Research

Research location

This research was conducted at the Santa Elisabeth Medan Health Science College, located on Jalan Bunga Terompet No.118 in Sempakata Village, Medan Selayang. The researcher chose this location because the institution has a large number of student samples. In addition, the respondents have a place of residence that is easily accessible to the author, which facilitates the author's research.

Research Time

The research was conducted on April 19-April 26, 2024

Data Retrieval and Collection Procedures

Data retrieval

One of the processes needed to collect subject characteristics and subject approaches in a study is data collection (Mengiste et al., 2021). Data is collected by contracting student time, after the introduction of the author's identity, then an explanation of the research and the purpose of the research, distributing the consent form to become a respondent to students. If they agree to become respondents, the questionnaire will be distributed directly to the respondents.

Data collection technique

This study collected primary data, namely collecting data directly from subjects based on gender, age, and length of service through questionnaires (Jepkosgei et al., 2022).

Data collection was carried out by:

1. Obtaining research permits from STIKes Santa Elisabeth Medan.
2. Asking for students' time and asking if they are willing to be respondents.
3. Explaining the purpose of the research.
4. Providing informed consent sheets to students.
5. Providing research questionnaires to students.
6. Collecting questionnaires.

Validity and reliability test

Validity

The validity of an instrument is the ability to measure what it is designed to measure (Corcoran et al., 2023). No validity test was conducted in this thesis because the independent variable questionnaire used was a standard questionnaire adopted from the caring code of the Santa Elisabeth Medan Health Sciences College. The dependent variable questionnaire was also a standard questionnaire adopted from Nursalam's book (2020).

Reliability

Reliability is the level of accuracy or precision in measurements carried out by a research instrument (Corcoran et al., 2023). No reliability test was conducted in this thesis because the independent variable questionnaire, which is a standard questionnaire adopted from the caring code of the Santa Elisabeth Medan Health Sciences College, and the dependent variable questionnaire, which is a standard questionnaire adopted from Nursalam's book (2020).

RESULTS AND DISCUSSION

Demographic data of students of level III nursing study program at Santa Elisabeth Health Sciences College Medan in 2024

Table 2. Distribution of Respondents Based on Demographic Data on Level III Nursing Study Program Students at the Santa Elisabeth Health Sciences College, Medan, in 2024. (n=97)

Characteristics	f	%
Gender		
Woman	87	89,7
Man	10	10,3
Total	97	100
Age		

17-25 Years	95	97,9	
26-35 Years	2	2,1	
Total	97	100	
Religion			
Christian Protestant	70	72,2	
Catholic Christian	26	26,8	
Islam	1	1,0	
Total	97	100	Based on table 2. the data
Ethnic group			
Toba Batak	38	39,2	
Nias	25	25,8	
Batak	24	24,7	
Karo	6	6,2	
Pakpak	2	2,1	
Java	2	2,1	
Total	97	100	

obtained is from 97 respondents; the majority of respondents are female, amounting to 87 respondents (89.7%), and the minority of respondents are male, amounting to 10 respondents (10.3%). Based on age, the majority of respondents are in the age range of 21-25 years, amounting to 95 people (97.9%), and the minority are in the age range of 26-35, amounting to 2 people (2.1%). Based on religion, the majority of respondents are Christian Protestant, amounting to 70 people (72.2%), and the minority is Muslim, amounting to 1 person (1.0%). Based on ethnicity, the majority of respondents are Batak Toba, amounting to 38 people (39%), and the minority are Javanese, amounting to 2 people (2.1%).

Table 3. Distribution of PA Lecturer Caring Codes for Level III Nursing Study Program Students at the Santa Elisabeth Health Sciences College, Medan, in 2024. (=97)

<i>Caring code</i>	F	%
Very good	25	25,8
Good	65	67
Enough	7	7,2
Not enough	0	0

Total	97	100
--------------	-----------	------------

Based on Table 5.3, the frequency distribution of the PA lecturer's caring code from 97 respondents, the majority who assessed it in the good category were 65 respondents (67%), and the minority who assessed it in the sufficient category were 7 respondents (7.2%).

Table 4. Distribution of Learning Motivation in Level III Nursing Study Program Students at the Santa Elisabeth Health Sciences College, Medan, in 2024. (n=97)

Motivation to learn	F	%
Tall	78	80,4
Currently	17	17,5
Low	2	2,1
Total	97	100

Based on Table 4, the

frequency distribution of students' learning motivation from 97 respondents, the majority are in the high motivation category, as many as 78 respondents (80.4%), and the minority are in the low motivation category, as many as 2 respondents (2.1%).

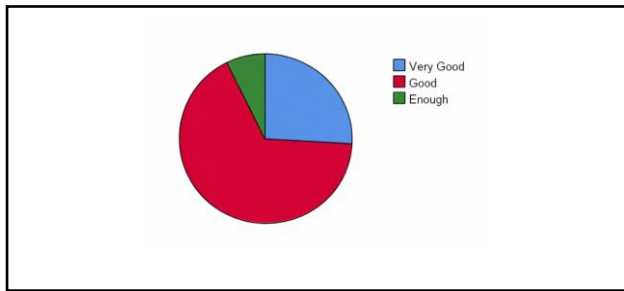
Table 5. Cross Tabulation Results Between the Relationship between PA Lecturer Caring Code and Student Learning Motivation in the Level III Nursing Study Program, Santa Elisabeth Health Sciences College, Medan, in 2024. (n=97)

Caring Code for PA Lecturer	Student Learning Motivation								μ	p-value
	Tall		Currently		Low		Total			
	F	%	F	%	F	%	F	%		
Very good	23	23,7	2	2,1	0	0	25	25,8	0,338	0,001
Good	54	55,7	10	10,3	1	1	65	67		
Enough	1	1	5	5,2	1	1	7	7,2		
Not enough	0	0	0	0	0	0	0	0		
Total	78	80,4	17	17,5	2	2,1	97	100		

Based on Table 5.5 using the Spearman Rank statistical test, a p-value of 0.001 ($p < 0.05$) and a correlation (μ) of 0.338 were obtained, so it can be concluded that there is a relationship between the PA lecturer's caring code and student learning motivation in the Level III Nursing Study Program, Santa Elisabeth Health Sciences College, Medan in 2024, with the meaning of a low/weak correlation value (μ), positive or in the same direction, which means that the higher the PA lecturer's caring code, the more student learning motivation will increase, or vice versa.

Caring code for PA lecturers for level III nursing study program students at the Santa Elisabeth Health Sciences College, Medan, in 2024

Diagram 1. Distribution of PA Lecturer Caring Codes for Level III Nursing Study Program Students at the Santa Elisabeth Health Sciences College, Medan, in 2024



Based on diagram 1, the results of the study show that the caring code of PA lecturers from 97 respondents, the majority of whom assessed it in the good category, 65 respondents (67%), and the minority assessed it in the sufficient category, 7 respondents (7.2%).

The author assumes that most students feel the caring code of the PA lecturer is in a good category because the PA lecturer always provides good guidance to his students. The PA lecturer provides direction in simple language that students can understand, shows empathy to his students, gives his students the opportunity to play a more active role in learning, provides support and protection, appreciates students for doing something new to support learning, and provides solutions to every problem faced by students, especially academic problems.

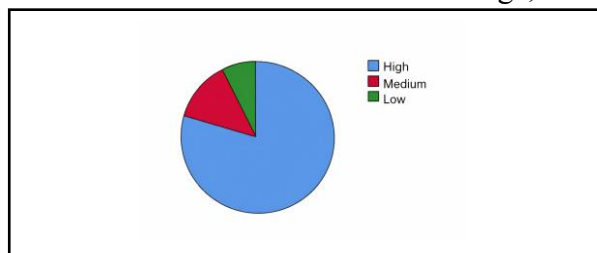
The PA lecturer also gives objective grades, does not show favoritism, and becomes a good role model for students. A small number of students also feel that the PA lecturer's caring code is in the sufficient category because students feel that some lecturers do not have the same perception among lecturers in teaching. Sometimes, students do not provide guidance to the PA lecturers, so the relationship between students and PA lecturers is not well established.

This assumption is supported by Jin & Ruan (2023), stating that during the lecture period, the PA lecturer gives appreciation to students, is fair to them, and takes time for the students he supervises. The PA lecturer also acts as a teacher in class so that he can find out the academics of his students. This assumption is supported by Treifeldt et al. (2024), stating that the PA lecturer encourages and directs students to achieve the desired targets. The PA lecturer's concern for students is very much needed in the learning process; students will feel ignored when the lecturer does not pay attention to them.

This assumption is supported by (Eliza et al., 2024), stating that communication and interpersonal relationships between PA lecturers and students are very important. This shows that effective academic guidance and counseling can have a positive impact on students' academic achievement. This assumption is supported by (Nurochim, 2021), stating that academic guidance is an effort to increase perseverance and motivation, reduce obstacles, as a means of information and a sense of belonging for students so that it is hoped that students can graduate on time and have optimal academic and non-academic achievements.

Learning motivation in third-year nursing study program students at the Santa Elisabeth Health Sciences College, Medan, in 2024

Diagram 2. Distribution of Learning Motivation in Level III Nursing Study Program Students at the Santa Elisabeth Health Sciences College, Medan, in 2024



Based on diagram 2, the study's results show that the learning motivation of students from 97 respondents is mostly in the high motivation category, namely 78 respondents (80.4%), and the minority is in the low motivation category, namely 2 respondents (2.1%).

The author assumes that most students have high learning motivation because students are often active in learning, prepare themselves before the lecture begins, re-study the courses that the lecturer has taught, get feedback from the lecturer, do individual and group assignments well, and dare to provide arguments during discussions. Some students have low motivation because of students' indifference to learning and not guiding the PA lecturer. There are even students who do not want to meet the PA lecturer for counseling regarding the academic problems they face. Moreover, they do not get motivation from the people around them.

This assumption is supported by (Tampubolon, 2020), stating that high learning motivation can arise because students continue to try to improve themselves and maintain a positive attitude towards themselves. Students also receive input from people around them, including PA lecturers, so that students will continue to try to improve the shortcomings found in themselves. This assumption is supported by (Tanja & Mathias, 2024), stating that students' learning motivation can decrease due to factors from themselves who do not want to try to study the material given by the lecturer. Students also sometimes underestimate the assignments given by the lecturer, delaying the time to study.

This assumption is supported by (MUSTAKIM 2021), stating that several factors, including family, campus environment, interests, and learning methods, influence students' learning motivation. Students who are diligent, persistent, persistent, and disciplined are more motivated to learn. Support from PA lecturers is also expected to make students more motivated. This assumption is supported by (Alzubi Nazim, 2024), stating that students' learning motivation can decrease when students have no interest in learning. With interest, students will try harder to achieve the desired results during the lecture process.

The relationship between the caring code of PA lecturers and student learning motivation in the Level III Nursing Study Program, Santa Elisabeth Health Sciences College, Medan, in 2024

Based on the results of a study of 97 respondents regarding the relationship between the PA lecturer's caring code and student learning motivation in the Level III Nursing Study Program, Santa Elisabeth Health Sciences College, Medan, in 2024, based on the results of the Spearman rank test, a p-value of 0.001 ($p < 0.05$) was obtained, meaning that there is a relationship between the PA lecturer's caring code and student learning motivation. Based on the results of the closeness of the relationship, a value of 0.338 was obtained with the meaning of a low/weak correlation value (μ), a positive or

unidirectional direction, which means that the more the PA lecturer's caring code increases, the student's learning motivation will also increase, or vice versa.

The author assumes that the results of this study show that students have high learning motivation when the PA lecturer pays attention to and guides them well. This makes students more motivated to learn, and support from the PA lecturer is needed during the student's education process. The role of the PA lecturer is very important in the success of students in lectures where students will be more active in learning when the lecturer treats them well. However, all of this must also be accompanied by the willingness and self-awareness of students to learn. If lecturers provide motivation and try their best for their students, but the students have no intention and interest in achieving success in learning, it will not produce good results.

The results of this study are supported by (Noori et al., 2020), stating that there is a significant relationship between the behavior of PA lecturers and student learning motivation. The behavior of PA lecturers is the way lecturers treat and interact with students. PA lecturers who provide advice to students regarding academic problems experienced by students, provide effective learning, are fair in treating their students, communicate well with students, are good listeners, and guide wholeheartedly; this is what can increase student learning motivation. Students are more motivated during lectures and can achieve their desired targets.

CONCLUSIONS

The relationship between the PA lecturer's caring code and student learning motivation in the Level III Nursing Study Program, Santa Elisabeth Health Sciences College, Medan, in 2024 can be concluded:

1. The PA lecturer's caring code is in the good category for 65 respondents (67%) out of 97 respondents.
2. 78 (80.4%) of the 97 respondents rated student learning motivation as high.
3. There is a significant relationship between the PA lecturer's caring code and student learning motivation in the Level III Nursing Study Program at Santa Elisabeth Health Sciences College, Medan, in 2024.

REFERENCES

- Agustina, Menik Tetha, and Danang Afi Kurniawan. 2020. "Motivasi Belajar Mahasiswa Di Masa Pandemi Covid-19." *Jurnal Psikologi Perseptual* 5(2):120. doi:10.24176/perseptual.v5i2.5168.
- Alzubi, A. A. F., & Mohd Nazim. (2024). "Students' Intrinsic Motivation in EFL Academic Writing: Topic-Based Interest in Focus." *Heliyon* 10(1):e24169. doi:10.1016/j.heliyon.2024.e24169.
- Amin, Alfauzan, Alimni Alimni, Dwi Agus Kurniawan, Miftahul Zannah Azzahra, and Sabila Eka Septi. 2021. "Parental Communication Increases Student Learning Motivation in Elementary Schools." *International Journal of Elementary Education* 5(4):622. doi:10.23887/ijee.v5i4.39910.
- Ananda, Rusydi, and Fitri Hayati. 2020. *Variabel Belajar: Kompilasi Konsep*.
- Borah, M. (2021). "Journal of Critical Reviews Motivation in Learning." *Journal of Critical Review* 8(02):550–52.
- Corcoran, M. A., Karla Thornton, B. S., Philippa Easterbrook, & John D. Scott. (2023). "Training the Healthcare Workforce: The Global Experience with Telementorship for

- Hepatitis B and Hepatitis C." *BMC Health Services Research* 23(1). doi:10.1186/s12913-023-09849-y.
- Damanhuri. (2020). "Student Learning Motivation in the Pandemic Time Covid-19." *Prosiding Seminar Nasional Pendidikan FKIP Universitas Sultan Ageng Tirtayasa* 3(1):351–54.
- Edmonds, A. W., & Thomas D. Kennedy. (2017). *An Applied Guide to Research Designs Quantitative, Qualitative, and Mixed Methods* (Edmonds, W. Alex Kennedy, Thomas D.) (z-Lib.Org).Pdf.
- Eliza, F., Mudjiran, N., Herman Nirwana, J. S., & Habibullah. (2024). "Kepuasan Mahasiswa Terhadap Bimbingan Dan Konseling Akademik Secara Daring Oleh Dosen Pembimbing Akademik." *Jurnal Inovasi Pendidikan Dan Teknologi Informasi (JIPTI)* 5(1):199–205. doi:10.52060/jipti.v5i1.1970.
- Hu, An qun, Qian Ying Cai, Miao Zhang, Hai yan Liu, Tian Lei Wang, Wen hui Han, Qing Li, Wei Fan, Yi jie Li, Yi ning He, and Ying jie Zheng. 2021. "Overt and Occult Hepatitis B Infection after Neonatal Vaccination: Mother-to-Infant Transmission and HBV Vaccine Effectiveness." *International Journal of Infectious Diseases* 104:601–9. doi:10.1016/j.ijid.2021.01.045.
- Ibrahim, Andi. 2018. "Metodologi Penelitian."
- Islam, Syaiful, Hasan Baharun, Chusnul Muali, Moh Idil Ghufron, Mushfi El Iq Bali, Muallim Wijaya, and Ismail Marzuki. 2018. "To Boost Students' Motivation and Achievement through Blended Learning." *Journal of Physics: Conference Series* 1114(1). doi:10.1088/1742-6596/1114/1/012046.
- Jepkosgei, J., Mike English, M. B. Adam, & Jacinta Nzinga. (2022). "Understanding Intra- and Interprofessional Team and Teamwork Processes by Exploring Facility-Based Neonatal Care in Kenyan Hospitals." *BMC Health Services Research* 22(1). doi:10.1186/s12913-022-08039-6.
- Jones, B. D. (2018). "Motivating Students by Design: Practical Strategies for Professors." 238.
- Karo, M. (2023). "Gambaran Pelaksanaan Caring Code Pada Dosen Di STIKes Santa Elisabeth Medan." 24(1):111–20.
- Khan, T., Kevin Johnston, & Jacques Ophoff. (2019). "The Impact of an Augmented Reality Application on Learning Motivation of Students." *Advances in Human-Computer Interaction* 2019. doi:10.1155/2019/7208494.
- Mackey, A., & Susan M. Gass. (2016). *Second Language Research: Methodology And Design by Alison Mackey And Susan M. Gass*.
- Mengiste, Degu Abate, Abebe Tolera Dirbsa, Behailu Hawulte Ayele, and Tewodros Tesfa Hailegiyorgis. 2021. "Hepatitis B Virus Infection and Its Associated Factors among Medical Waste Collectors at Public Health Facilities in Eastern Ethiopia: A Facility-Based Cross-Sectional Study." *BMC Infectious Diseases* 21(1). doi:10.1186/s12879-021-05918-x.
- MUSTAKIM, ILHAM. (2021). "Reslaj : Religion Education Social Laa Roiba Jurnal Reslaj : Religion Education Social Laa Roiba Jurnal Pengaruh Kompetensi Dosen, Kurikulum Dan Motivasi Terhadap Prestasi Belajar Mahasiswa." *Reslaj: Religion Education Social Laa Roiba Jurnal* 3(1):14–22.
- Noori, A. Q., Hamdan Said, F. M. N., & Faizah Abd Ghani. (2020). "The Relationship between University Lecturers' Behaviour and Students' Motivation." *Universal Journal of Educational Research* 8(11):15–22. doi:10.13189/ujer.2020.082303.
- Nurochim, N. (2021). "Dinamika Keberfungsian Dosen Penasehat Akademik Bagi Mahasiswa." *JPPI (Jurnal Penelitian Pendidikan Indonesia)* 7(1):1–7. doi:10.29210/02021732.
- Nursalam, (2020). 2020. *Metodologi Penelitian*.

- Sartika, Septi Budi. 2022. *Buku Ajar Belajar Dan Pembelajaran*.
- Tampubolon, Budiman. 2020. "Motivasi Belajar Dan Tingkat Belajar Mandiri Dalam Kaitannya Dengan Prestasi Belajar Mahasiswa." *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)* 5(2):34. doi:10.26737/jpipi.v5i2.1920.
- Tanja, Held, & Meje Mathias. (2024). "Students' Motivational Trajectories in Vocational Education: Effects of a Self-Regulated Learning Environment." *Heliyon* 10(8):e29526. doi:10.1016/j.heliyon.2024.e29526.
- V.Munot, Vinayak bairagi &. Mousami. 2019. *Research Methodology: A Practical and Scientific Approach*.