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The Relationship between iPad Usage and Learning Motivation of Faculty of Medicine Students of Universitas Pasundan

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Abstract

Education can be achieved optimally if a learning process is carried out and given effectively and efficiently. The use of gadgets among students is a habit or a necessity to have, such as cellphones, tablets, and various other types of gadgets. The purpose of this study was to determine the relationship between the use of gadgets and the learning motivation of students at the Faculty of Medicine, Universitas Pasundan. This research is a quantitative research. The sample in this study were 138 students of the Faculty of Medicine, Universitas Pasundan. The sample technique used is nonprobability sampling. The data analysis used was univariate and bivariate analysis. The results of the study show that the relationship between iPad use and learning motivation has a significant relationship with a significance value of >0.05. This is evidenced in the chi-square ($\chi 2$) calculation results with a probability value (p-value) that is 0.001 less than 0.05. Thus it can be concluded that there is a relationship between the use of iPAD and student learning motivation at the Faculty of Medicine Universitas Pasundan.

Keywords: iPAD, gadgets, education.

INTRODUCTION

Education can be achieved optimally if a learning process is carried out and provided effectively and efficiently, supported by technological developments that continue to develop, thereby creating new methods in education (Susanti HD, 2017). Various information technologies are developing rapidly and quickly, this affects every aspect of human life (Ciampa, 2014). The use of gadgets among students is a habit or a necessity to have them, for example cell phones, tablets, laptops and various other types of gadgets (Harfiyanto D, 2015).

The education system that is currently developing requires using something to achieve a standard (Mango O, 2015). Society is becoming more technologically advanced, students and teachers are required to follow current trends. As is known, students are more interested in digital devices and find it interesting to study with these devices (Marpaung J, 2018). Using electronic gadgets involves all learning styles with audio, video, digital cameras, security devices, etc (Kalpana Priyadharshini T, 2016).

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According to a survey conducted by the Ministry of Communication and Information of the Republic of Indonesia in 2017 regarding the use of Technology, Information and Communication (ICT), the use of gadgets in Indonesia in the form of smartphones is 66.36 percent of the total population of Indonesia, and among children and teenagers is ranked third use of gadgets in the form of smartphones (65.34%) (KOMINFO, 2017).

One of the gadgets that is currently widely used is the iPAD. This gadget has benefits for various ages, one of which is motivation to learn (Ardyansyah SS, 2019). Motivation can be interpreted as a component that can move individuals to initiate and control individual behavior towards certain tasks (Budiman & Cipta, 2021; Kaur DP, 2020). With motivation, it is hoped that someone can understand the purpose of a learning process (Budi et al., 2021; Hudaya, 2018). Success in the learning process is also influenced by the facilities a school or university has, because adequate facilities will influence a person's enthusiasm for learning (Palittin ID, 2019).

All students at the Faculty of Medicine, Universitas Pasundan receive facilities in the form of iPADs from the Faculty. This aims to support the learning process and also to become more enthusiastic about learning. This research was conducted to determine the relationship between gadget use and learning motivation among students and to evaluate the relationship between gadget use and learning motivation among students at the Faculty of Medicine, Universitas Pasundan.

METHOD

This research is a descriptive analytical quantitative research with a research designcross-sectional/cross section. The population in this study were students at the Faculty of Medicine, Pasundan University count 138 students. Data collection uses a questionnaire research instrument with quantitative/statistical data analysis which aims to test the established hypothesis. The sampling technique used is nonprobability sampling by taking total sampling data, the entire population is sampled. The analysis used to see the results of the relationship between these two variables uses chi square (X^2) test.

RESULT AND DISCUSSION

Result

The results of this research were analyzed based on data obtained during the research period. The variables studied consisted of iPAD use and learning motivation.

Table 1. Category Range Guidelines

iPAD Usage Score	Learning Motivation Score	Category
10 s.d 23.3	18 s.d 42	Low
23.3 s.d 36.7	42 s.d 66	Currently
36.7 s.d 50.0	66 s.d 90	Height

Source: Researcher Process, 2022

In table 1, based on the range of categories determined in the table above, a summary of the description of iPAD use and learning motivation of students at the Faculty of Medicine, Universitas Pasundan can be summarized in the following table.

Table 2. Univariate Analysis of iPAD Use and Learning Motivation

Variable	Amount	Percentage (%)
iPad use		
Height	103	74.6%
Currently	35	25.4%
Low	0	0.0%
Motivation to learn		
Height	92	66.7%
Currently	46	33.3%
Low	0	0.0%

Source: Research Data, 2022

In table 2, the calculation results show that the majority of students using iPADs are in the high category, namely 103 students or around 74.6% and only 25.4% are in the medium category. The same thing can be seen from the categorization results for learning motivation, where the majority of students have learning motivation in the high motivation category. This indicates that high iPAD use is followed by high learning motivation as well.

Table 3. Use of iPAD and Learning Motivation by Gender

Variable	Gender		Total
	Man	Woman	
iPad use			
Height	38 (36.9%)	65 (63.1%)	103 (100.0%)
Currently	12 (34.3%)	23 (65.7%)	35 (100.0%)
Low	0 (0.0%)	0 (0.0%)	0 (0.0%)
Motivation to learn			
Height	34 (37.0%)	58 (63.0%)	92 (100.0%)
Currently	16 (34.8%)	30 (65.2%)	45 (100.0%)
Low	0 (0.0%)	0 (0.0%)	0 (0.0%)

In table 3 it is known that the use of iPAD is the highest in women compared to men. Likewise, the highest level of motivation to study is female.

Table 4. Use of iPAD and Learning Motivation by Class

Variable	Force			Total
	2019	2020	2021	
Use of iPads				
Height	32 (31.1%)	33 (32.0%)	38 (36.9%)	103 (100.0%)
Currently	12 (34.3%)	12 (34.3%)	11 (31.4%)	35 (100.0%)
Low	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Motivation to learn				
Height	23 (25.0%)	33 (35.9%)	36 (39.1%)	92 (100.0%)
Currently	21 (45.7%)	12 (26.1%)	13 (28.3%)	45 (100.0%)
Low	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

In table 4, it is known that the highest use of iPAD was more in the class of 2021 compared to the classes of 2019 and 2020. Likewise, the highest level of learning motivation was in the class of 2021.

Bivariate analysis is used to obtain the relationship between two variables (Sugiyono, 2014). In this case what will be looked for is the relationship betweenUse of iPAD with Learning Motivationstudent at the Faculty of Medicine, Pasundan University. The following are the results of the test calculations chi squareusing SPSS v25.0 which has been recapitulated.

Table 5. Relationship between iPAD use and learning motivation

iPad use		Motivation to learn			Total	P value
		Height	Currently	Low		
Height	n	80	23	23	103	0.001
	%	77.7%	22.3%	22.3%	100.0%	
Currently	n	12	23	23	35	
	%	34.3%	65.7%	65.7%	100.0%	
Less	n	0	0	0	0	
	%	0.0%	0.0%	0.0%	0.0%	
Total	n	92	46	46	138	
	%	66.7%	33.3%	33.3%	100.0%	

Sumber: Output SPSS v25.0, *chi square*(x^2)

In table 5, it can be seen that of the 103 people who had high iPAD usage, 80 people (77.7%) had high learning motivation and 23 people (22.3%) had medium learning motivation. Then of the 35 people who used IPAD in the moderate category, 12 people (34.3%) had high learning motivation and 23 people (65.7%) had medium learning motivation. The recapitulation results of the analysis of the relationship between iPAD use and learning motivation have a significant relationship if the probability value is less than 0.05. On the calculation resultschi square (x2) it can be seen that the use of iPAD has a

significant (meaningful) relationship with learning motivation. This can be seen from the probability value (p-value) which has a value of 0.001 and this value is smaller than 0.05.

Discussion

The results of the analysis show that using iPAD as a learning medium can increase student learning motivation, especially for students who are less motivated. This is proven by the results of data analysis which shows that the relationship between iPAD use and learning motivation has a score of 77.7% (80 people). These results are in accordance with research conducted by Lince L (2022), shows that the use of technology-based learning media can increase students' learning motivation so that with the help of the use of technology it can help create a more interesting and interactive learning environment.

The use of technology in learning has great development prospects with the increasing development of information and communication technology. According to Rahmawati I (2022), the use of technology in education is very important and has a significant impact on student learning motivation. So that it can increase students' interest in the material being taught to be more creative and innovate new things. According to (Iswidharmanjaya D, 2022) , In the context of online learning, technology greatly facilitates students' access to various learning resources, as well as opening up opportunities for flexible and independent learning. Therefore, the use of technology in learning, such as the use of iPADs, can be an effective solution to overcome the challenges faced in learning today (Djarwo CF, 2020).

Motivation is closely related to interest (Sulisworo D, 2014). Motivation arises because there are student needs, as well as interest, so it is appropriate that interest is the main motivational tool. According to (Pritandhari M, 2018), the learning process will run smoothly if it is accompanied by interest. Learning during college does not only require knowledge, but directs students to their interests. Interest in students can be achieved in several ways, namely by encouraging the existence of a need, connecting with problems with past experiences, providing opportunities to get good results and using various forms of teaching so that learning can attract students' interest so that strong learning motivation arises from within. yourself without any coercion or pressure.

According to Gustiani S (2020), the essence of learning motivation is internal and external encouragement for students who are learning to make changes in behavior. Factors in the use of technology-based learning media can increase student learning motivation as measured by factors such as interest in learning, self-expectations, perception of the important value of learning, self-confidence in learning abilities, enjoyment of the idea of carrying out learning activities, implementation of learning activities , personal and

environmental characteristics on the decision-making process and satisfaction with learning outcomes (Irawan J, 2013). Supporting factors can increase students' motivation and interest in learning.

CONCLUSION

Based on the results of data analysis, it can be concluded that the use of learning methods using iPAD has a positive effect on student learning motivation. This is because technology can help create a learning environment that is more interesting, interactive, and provides a more effective and efficient learning experience. From the results of the chi square calculation ($\chi 2$) it can be seen that the use of iPAD has a significant (meaningful) relationship with learning motivation. This can be seen from the probability value (p-value) which is 0.001 and this value is smaller than 0.05. Thus, the hypothesis which states that "there is a relationship between iPAD use and student learning motivation at the Faculty of Medicine, Universitas Pasundan" can be accepted.

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