



THE CORRELATION OF LOW INTEREST ON LEARNING PROCESS WITH CLASS AVERAGE GRADES OF PUBLIC HEALTH STUDENTS FROM THE 2014---2017 GENERATIONS

(Korelasi Rendah Minat dalam Proses Belajar dengan Kelas Rata-rata Mahasiswa Kesehatan Masyarakat)

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Abstract

This paper presents the Correlation of Low Interest on Learning Process with Grade Averages of Public Health students from the 2014—2017 generations. In fact, many students have low interest of their study. And it will be influenced of the grade averages. This research method uses an analysis. To achieve the credibility of data for this research, the researcher uses the data of Abstract Translation from nursing students on their mini thesis / skripsi. Finally, through this paper we can prove that we can find many common mistakes of writing Abstract Translation on Nursing students at Moluccas Christian University of Indonesia. Shortly, we can conclude that the nursing students of UKIM choose to translate Abstract Translation by Google Translate, and finally we need an expert to check all the common mistakes of writing Abstract translation.

Keywords: The Correlation, Low Interest, Grade Averages.

Abstrak

Makalah ini memaparkan tentang Hubungan Minat Rendah Proses Pembelajaran dengan Nilai Rata-rata Mahasiswa Kesehatan Masyarakat angkatan 2014-2017. Faktanya, banyak siswa yang memiliki minat belajar yang rendah. Dan itu akan dipengaruhi oleh nilai rata-rata. Metode penelitian ini menggunakan analisis. Untuk mencapai kredibilitas data penelitian ini, peneliti menggunakan data Abstrak Terjemahan dari mahasiswa keperawatan pada skripsi / tesis mereka. Akhirnya melalui makalah ini dapat dibuktikan bahwa banyak kesalahan umum yang ditemukan dalam penulisan Abstrak Terjemahan pada mahasiswa Keperawatan Universitas Kristen Maluku Indonesia. Secara singkat dapat disimpulkan bahwa mahasiswa keperawatan UKIM memilih untuk menerjemahkan Terjemahan Abstrak dengan Google Translate, dan terakhir dibutuhkan seorang ahli untuk memeriksa semua kesalahan umum dalam penulisan Terjemahan Abstrak.

Kata Kunci: Korelasi, Minat rendah, kelas rata-rata

INTRODUCTION

Class average is usually obtained after the teaching and learning process really ends. That means it is very unlikely that average grade obtained at the beginning of the semester or Mid Term. At the end of the semester, ideally the subject from all the teachers and lecturers should calculate and analyze the results of the teaching and learning process to get grade average. Because by getting the score of the achievement goals on the teaching and

learning process, it will be more measurable and real. With a series of these numbers, the teachers and lecturers can compare the results of learning this class with the results of other classes (this subject with other subjects). Finally, the results of the class average will be a real benchmark to achieve the level of success of the teaching and learning process that has been carried out in one semester.

Score / grade average is not only the realization of a series of numbers. But

it can also be the result of feed back for the teachers, as the reflection of all material that has been taught. Has the objectives of the learning process been achieved?

Has the preparation of teaching materials quite relevant with the targets of the teaching and learning process? Are the teaching materials that have been delivered can fill all the needs of students in the classroom? Do they students get the knowledge proportionally?

All of these questions can be answered by obtaining a grade average and filling out by writing the class evaluation materials sheets. So the class average acquisition is very important on the teaching learning process. It is inevitable, or under estimated but must be carried out quite seriously. Every teacher and lecturer needs to take the responsible for their profession and status, should work on / calculate the grade average. Actually, the facts spoke differently, many lecturers ignored it. What is important that they have done well all the corrected daily individual assignments, group presentations, Mid Term and Final Test.

Finally, all the evaluation processes referred to the acquisition of round numbers to be determined as a standardization of student graduation levels in the form of achieving point of A / B / C or not passing D / E point. When they give the point of A / B / C on student sheets, or inputting points at online system, they often assume these tasks and obligations have been completed. Though there is still one final task that must be done with all seriousness. The task needs to calculate and analyze the class average. The class average is directly related with teaching and learning process and has been running for one semester. The class average is not the average point of a student, but the overall points that obtained of one class and is divided by the number of students in one class / in one course. The class average is directly related with

many aspects of the existence of students and teachers.

First, the continuity / presence of students for directly involve on the teaching and learning process from early up to the end of semester.

Second, the steadiness of teaching materials that have been prepared by the lecturer. Third, the perseverance of students to study and prepare daily assignment material, group presentations, mid terms and final test. Forth, the commitment of teachers for delivering all teaching material. All these aspects are interrelated and inseparable.

The class average can be influenced by some various factors. Factors such as an interest on learning, the achievement of individual assignments, group presentation, the results of Mid Terms and Final Test scores. All of these factors are interrelated and inseparable. Each factor need to be supported for the others. From all the factors above, the writer will discuss later about the interest.

LANDASAN TEORI

Learning interest aspect will be the main aspect that will be discussed on this Journal. Why this aspect is a main aspect? Because it is the basic / foundation that is very important and always become the main supporter for student to study diligently / not, eager to learn. First, we will discuss about interest.

The definition of its : an interest on something that makes an individual will tend to do / continuously do it active, without any sense of boredom / pressure, without being forced, or without any reason.

Spending of the energy and time to do the interest things / like it continuously without being told / forced. Do it with all sincerity, the highest quality that can be achieved. That is the meaning of the interest aspect.

The aspects of an interest is very individual / personally. Even the identical twins have the different interests. This aspect must be fostered and started from an early age. In fact it must always be developed up to the level of education at the Higher Education.

The definition of learning is : a process that must be passed by all the students to obtain the knowledge and expertise, special skill, and more general abilities. A learning studying process start with the first step as the condition from does not understand of anything becoming know and aware of it, from not able to be able, from being a layman become an expert in their respective fields of science.

The process must be gradual, takes a long time, it means do not pass a short time but requires an opportunity within a certain period that we need to pass it on. So the important element of learning process is dynamic. Because without the learning process, it is difficult unlikely, that the knowledge, expertise, skills and abilities aspects can be obtained or mastered at the same time.

In this digital era, most people including the students, they tend not to be patient and persevering to study seriously on the learning process. They prefer to master science, expertise, abilities, and skills quickly without a long process (direct system or instant ability). Anyway in fact, science, expertise, skills & abilities are absolutely impossible to obtain with an instant process / direct system.

But it must be obtained at the same time mastered by going through a learning process that takes a long time in a certain period and level of time. Like Elementary School takes 6 years. Middle & High Schools must be passed for three years at least.

When they gain knowledge instantly, they carry out the learning process as long as they can. One of the practical methods that can be adopted is Copy-Paste. Coping

comes from their friend, it can be written by hand, or copy through a laptop, as well as photocopy. Finally, the learning process is carried out or passed by a computer or photocopy machine. This process that related with the learning process becomes an easy and practical one. They do not exhaust themselves by reading some books because the reading process certainly requires more time and leaning energy.

Even the students do not like to read, specifically the reading process is boring learning activity for them. Actually, without reading / coping process, all learning study process becomes an easy and practical one. All of these practical learning habits, always continue from Junior High School, High School up to the Uni-versity (UKIM)-- Public Health Study Program.

Furthermore, we will discuss the correlation between low interest on learning with the average grade of Public Health students from the 2014-2017 class. The following is data at the Class Average of English Subject on Public Health students from Class 2014 up to 2017 generations which is presented on the second semester.

RESEARCH METHOD

Data collection techniques in this study were obtained through observations and field data notes, interviews, test results and notes on the results of reflections / discussions conducted by researchers and research partners. The determination of these techniques is based on the availability of facilities and infrastructure and the capabilities of the researchers and research partners. Further descriptions of the data collection techniques are as follows:

The meaning of pre-test and post-test assessments in PTS is an assessment conducted on Training and Guidance participants using a series of written questions that require written answers. The

form of the test used is multiple choice, which is a question that asks the respondent to choose the sentence or description that is closest to their opinion, feeling, assessment or position.

Observation in PTS activities is an activity of observing the activities carried out by the teacher (researcher) during carrying out teaching and learning activities in class. This activity is carried out by observers who in this case are research partners.

The form of observation activities carried out in this PTS uses an open observation model. What is meant by open observation is when the observer or observer makes his observations by recording everything that happens in class.

The results of observations from research partners were then used as field data notes. This is in accordance with the opinion of Prof. Dr. Rochiati Wiriaatmaja (2005: 125) which states: "A very important source of information in this study (PTS) is field notes made by researchers / research partners who make observations or observations".

What is meant by notes on the results of reflection are notes obtained from the results of reflections carried out through discussion activities between researchers and research partners. Apart from being used as material in the preparation of further action plans, the results of this reflection can also be used as a means of knowing whether the objectives of this research activity have been achieved.

In accordance with the data collection techniques mentioned above, the research instruments used in this PTS were pre-test questions, post-test questions, and observation guidelines.

Data analysis / discussion in PTS is carried out from the start, meaning that data analysis is carried out step by step or cycle by cycle. This is in accordance with the opinion of Miles and Huberman in

Rochiati Wiriaatmaja (2005: 139) that "... the ideal model for data collection and analysis is one that interweaves them from the beginning ". This means that the ideal model of data collection and analysis is one that alternates from the start.

Data analysis activities will be carried out referring to Rochiati Wiriaatmaja's opinion, (2005: 135-151) by taking notes on reflection, namely thoughts that arise when observing and are the result of the process of comparing, linking or linking the data displayed with previous data or with theories. which is relevant.

DISCUSSION

We will discuss the correlation between low interest on learning with the average grade of Public Health students from the 2014-2017 class. The following is data at the Class Average of English Subject on Public Health students from Class 2014 up to 2017 generations which is presented on the second semester.

TABLE 1.1. Thn/Angkatan
Jumlah siswa / rata rata kelas

	A	B
2014	45 org =	55 org =
--	67.50	58.88
2015	41 org =	39 org =
--	54.65	57.91
2016	40 org =	37 org =
--	69.92	69.59
2017	46 org =	46 org =
--	62.51	66.65
2018		

We will discuss the correlation between low interest on learning with the average grade of Public Health students from the 2014-2017 class. The following is

data at the Class Average of English Subject on Public Health students from Class 2014 up to 2017 generations which is presented on the second semester.

The low interest on learning is greatly influenced by the various factors that are related. Most students who decide to continue studying at the campus, lacking the interest of intention / desire to go to college. They are encouraged by their parents, because they think it is better to go to college rather than doing nothing at home. So going to the college, it means to fill their spare time. If they have goals and try hard to create and reaching their real dream become true, definitely they can study seriously at the University.

Beginning from this point, it can be said that they have low learning motivation which will have a direct impact of low interest on learning and be affected at the learning achievement.

Next, we will explore the last generation up to this generation.

The 2014 of generation (A class) was the first generation that the writer had taught at the Public Health Study Program after the writer finished the graduate study. This image has a special impression for myself as a teacher or a an individual, because this generation are dominated by the students who decide to go far away from their homeland to study in Ambon, meanly they really want to study further and absolutely they have strong motivation.

The names of students who showed quite high interest on learning process, they are : Lance Jutan, Dorce Londin, Gillian Kalati, Lien Tuanakota, Marina S. Untajana, Natalia C. Latumeten. And they have achieved the learning achievement / grades on English subject.

These names of the student that has directly influenced the learning competition process on A class.

In fact, the atmosphere of A class is quite full of a competition learning

atmosphere, the dynamics of the learning process are more prominent on A than B class. At the end of the semester, it occurs the different learning achievement, finally it can observed from the class average grade on A class is higher (67.50) than the class average grade of B class (58.88).

All of these average achievement scores indicate a significant correlation that a fairly high interest. Finally, it will directly have an impact with the performance of learning studying process. As matter of fact, it can show by the achievement the class average grade.

Anyway, for the 2015 generation, there is a significant decline on the value of average grade. This is the average of A class = 54.65, and B class = 57.91.

On the 2015 generation, we as the instructor aware there is little interest on learning English subject. It is proven when the English teacher corrects their Mid Term Examination papers. And the result shows the low point achievement.

At the end of the semester, the data shows all of the participants from A class (41 people), there are only 2 students who have achieved A point. While on B class (39 students) there are only 3 students who have achieved A point.

As matter of fact, the generation of 2015 are dominated by the students who continue their studies in college because of their parent's suggestion. They encourage their children to go to college for prestige rather than stay at home / doing nothing. Most of them go to college, just they are. Their performance as the student of University but does not supported by the spirit of teaching learning process.

To support the statement above, the researcher adds the other data. In brief, the researcher would like to describe vividly by perform the comparison graphic class average between 2014 and 2015 generations. It needs the comparison between two generations, meanly 2014 and 2015 generations, so it can perform clearly

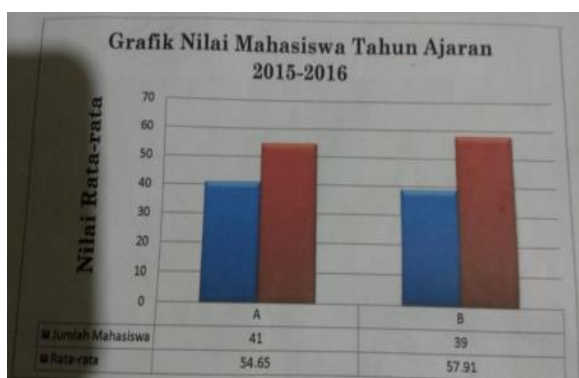
and can answer the questions of this research. Through this comparison graphic we can analyze the class average between A and B class from 2014 generations and compare with the class average between A and B class from 2015 generations. It presents by Table 1.2.

Table 1.2.



About the generations of 2015 there are another data stated, and the researcher would like to explain by perform the content of Table 1.2. Grafik Nilai Mahasiswa Tahun Ajaran 2015—2016. It performs by Table 1.3.

Table 1.3.



Finally, at the end of the semester, the learning achievement shows just what they are. It means the data shows that the low interest on learning has a direct impact on learning achievement as indicated by the average grade achievement.

As the comparison the researcher would like to describe the data of students of 2016.

Later, we will discuss about 2016 generation. On A class / 2016 generation, class average shows a number of 69.92 from 40 people. According to the data, it claim about 40 students, there are 12 students who have achieved an A in English at the end of the semester.

At the end of the semester, it confirm of B class average = 69.59 points, the class participants are 37 people. It states from 37 students, there are 10 students who have achieved A point on English subject at the end of the semester.

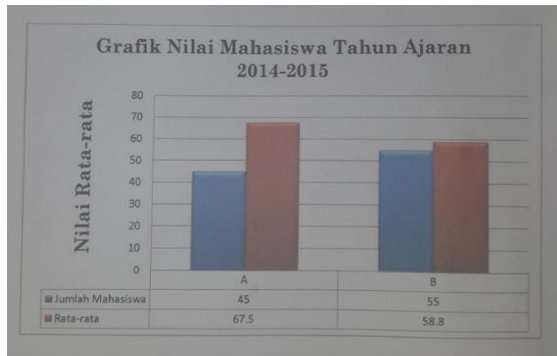
These data indicate that a high level of learning point achievement on 2016 generation is directly related with the high level of interest on English subjects. A class leader plays a significant role on improving learning achievement. Usually they encourage their friends of class / group to have high learning enthusiasm. Actually, they have higher motivation, means higher getting definitely an impact of learning studying process at the end of the semester.

Last but not the least, the 2017 generation will be discussed later. On A class, it shows that the average class reach 62.51 of the 46 students. Where as on B class it reach an average grade of 66.65 from 46 students. If we analyze the achievement of the class average from 2016 up to 2017 generation does not show a drastic decline, meanly the average point of class tends to be slightly stable.

According to the data, the comparison state what has been achieved by the 2014 generation than 2015. The achievement of the figures seen from the class average of 2014 generations can shows a significant decline point. It can show by Table 1.4.

TABLE 1.4.

	45	55 org
2014--	org =	=
2015	67.50	58.88



It have been discussed what kind of factors that influence the achievement of

CLOSING

From the list data that already explains, it can be concluded that there is a Correlation of Low Learning Interest with the Class Average Grade Achievement. Low learning interest will greatly affect the achievement of the average class. Meanwhile, the presence of high learning interest will greatly affect to the achievement of high learning interest.

In addition, strong learning motivation will affect learning achievement by proving it through the achievement of the average class. All of this is “a chain” of links that can not be separated, closely related one with another. Finally, it is proven that there is low interest on learning studying process will have an impact on the average grade achievement. On the other hand, when the students have high interest in learning (eager to learn), it will directly impact on achieving higher average grade.

Thus the content of this Journal, might be the material as a reflection and resources for all of us to review and select the most effective teaching learning methods. What kind of the methods and materials are effective enough to increase

the average class point in every class, namely from the 2014 up to 2017 generation. From the list data that already explains, it can be concluded that there is a Correlation of Low Learning Interest with the Class Average Grade Achievement. Low learning interest will greatly affect the achievement of the average class. Meanwhile, the presence of high learning interest will greatly affect to the achievement of high learning interest.

the learning interest, and all of its will give an impact for the average grade achievement at the end of semester.

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