

## Description Of Students' Learning Attitude Stikes Karsa Husada Garut On Hybrid Learning

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### ABSTRACT

Covid-19 which has had a huge impact on education in Indonesia, lessons that were originally face-to-face between teachers and students turned into online learning, in order to minimize the spread of the covid-19 virus. When the covid virus can be handled, the education level changes in learning itself into hybrid learning where hybrid learning itself is to minimize the spread of covid-19. Hybrid learning is a learning model that involves two learning methods, namely online and face-to-face, where each class is divided into two in conducting hybrid learning. Attitude is the tendency to act, perceive, think, and feel in the face of objects, ideas, situations or values. A very positive attitude from students is one of the keys to the implementation of the learning process. The purpose of this study is to describe the learning attitudes of STIKes Karsa Husada Garut students in hybrid learning. The research method used in this research is using a cross sectional research design with a random sampling technique using the Stratified Random Sampling method as many as 95 respondents. The data were collected using a questionnaire statement of student learning attitudes and the results showed that students' learning attitudes with good categories were 46 respondents (48.6%) and 49 respondents (51.6%).

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### 1. INTRODUCTION

The Covid-19 pandemic that entered in 2019 shocked the world. Corona virus infection or called Covid-19 (Corona Virus Disease 2019) was first discovered in the city of Wuhan, China at the end of December 2019. This virus spread very quickly, including Indonesia in just a few months. The World Health Organization (WHO) revealed that Covid-19 is an infectious disease caused by a new type of corona virus with common symptoms of fever, cough and shortness of breath.(Repici et al., 2020). This virus can move quickly from human to human through direct contact(Rothe et al., 2020).

The Covid-19 pandemic that entered Indonesia on March 2 2020 had a huge impact, one of which was the world of education. Initially face-to-face learning between teachers and students turned into hybrid learning to minimize the spread of the Covid-19 virus. By using this hybrid learning system, sometimes various problems are faced by students and teachers, such as subject matter that has not been delivered by the teacher and then the teacher replaces it with other assignments. This is a complaint for students because the assignments given by the teacher are more. The Ministry of Education under the leadership of Minister Nadiem Makarim, echoes the spirit of increasing productivity for students to increase job opportunities when they become graduates of a school or university, Based on the monitoring results of the Federation of Indonesian Teachers' Union (FSGI) in a number of areas, it can be concluded that students experience boredom in undergoing distance learning programs (PJJ). The teachers also reported a decrease in the quality of student learning because the material could not be delivered properly. Therefore, the government designed a hybrid learning model to replace online learning.

*Hybrid learning* is a learning model that involves two learning methods, namely online and face-to-face. Online learning itself refers to learning activities that utilize the use of an internet connection and flexible media, such as laptops, smartphones or other media. Hybrid learning was designed by the government as a learning model to completely replace online learning during a pandemic. This model has a number of advantages compared to full online learning, which makes students not focus on learning, due to limitations in media interaction. Even though they still use online methods, hybrid

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learning is considered superior because it combines the two learning methods. This can make the teaching and learning process more effective for students and teachers. sDuring the process, the hybrid learning model has a certain application method, namely the rotation system. In other words, the hybrid learning method is carried out alternately.

In one week, each class is given a different schedule for face-to-face learning. Students in each class are divided into two groups with different entry hours and learning methods. When a group attends face-to-face learning, other groups carry out online learning. During hybrid learning, there are special media that must be used to support hybrid learning such as laptops, smartphones or other electronic media. The applications used during hybrid learning are in the form of video conference meetings, such as Zoom or Google Meet for students who study online. Meanwhile, students who come to campus can bring media that is commonly used during face-to-face teaching and learning activities, for example notebooks, stationery, and others. On campus, projectors are used which are also connected to student groups who study online, so that all students can receive material simultaneously.

Attitude is a tendency to act, perceive, think, and feel in dealing with objects, ideas, situations or values (Wiwik, 2019). Attitude has three main components, namely, the cognitive component, this component consists of consumer beliefs and knowledge about objects. Beliefs about objects are usually evaluated in a natural way. The more positive the belief and knowledge of the object, the more it will support the overall cognitive component of the attitude towards the object. Effective components, feelings and emotional reactions to an object, then this is the result of emotion or effective evaluation of a product. A very positive attitude from students is one of the keys to implementing the learning process (Aswar, 2019). The emergence of student learning behavior certainly does not just happen, including coming from the attitude of something that is considered to be positive and negative. Factors based on student learning behavior can come from within (internal) and from outside (external). Many factors underlie this behavior, but surely there are factors that are the most determinant. One of the factors that have a determinant effect on learning behavior is school. This shows behavior based on the percentage of learning received during the learning (Atini and Mulyati, 2021) One of the factors that have a determinant effect on learning behavior is school. This shows behavior based on the percentage of learning received during the learning (Atini and Mulyati, 2021) One of the factors that have a determinant effect on learning behavior is school. This shows behavior based on the percentage of learning received during the learning (Atini and Mulyati, 2021)

Preliminary studies conducted by research by conducting interviews with 10 students of STIKes Karsa Husada Garut representing various study programs on February 10-16 2022, for 7 students almost the same answers in conducting hybrid learning like to feel bored, and the internet network is unstable, unsupportive environment, while 3 other students answered that they had no complaints with hybrid learning with high desires and aspirations to be achieved in each of them.

## 2. LITERATURE REVIEW

### Hybrid Learning

*Hybrid learning* is to combine face-to-face learning activities with computer and internet technology-based learning. Hybrid learning facilitates students to get materials for learning activities via the internet. Teachers can also monitor student activities via the internet. hybrid learning is a learning model designed to combine face-to-face learning with computer and internet technology. Hybrid learning is not fully learning carried out online which replaces face-to-face learning in class, but to complement and overcome material that has not been conveyed in in-class learning. Hybrid learning makes it easier for students to gain knowledge from various sources and get detailed feedback from the teacher.

*Hybrid learning* emerged as a result of the use of internet-based technology in the field of education. The internet promises ease and capability in presenting material, the internet is able to offer information acquisition quickly. However, these technologies cannot foster attitudes, model good behavior or develop creative potential, to overcome these deficiencies, direct instructional processes for instructors are needed. Teachers or teachers are able to provide examples or foster creativity that is not offered by internet technology.

In order to carry out the hybrid learning model, there are 3 parts of support that education must pay attention to when using hybrid learning, namely:

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- a. *Face to face*, teaching and learning activities in the form of a process of direct interaction between students and educators.
- b. *e-learning*, internet technology-based learning activities in the process of interaction between students and educators.
- c. *M-learning*, enable the use of handheld and mobile information technology devices, such as mobile phones, laptops and tablet PCs, in teaching and learning.

### **Learning Attitude Concept**

Attitude is a tendency to act, perceive, think, and feel in dealing with objects, ideas, situations or values (Wiwik, 2019). Attitude has three main components, namely, the cognitive component, this component consists of consumer beliefs and knowledge about objects. Beliefs about objects are usually evaluated in a natural way. The more positive the belief and knowledge of the object, the more it will support the overall cognitive component of the attitude towards the object. Effective components, feelings and emotional reactions to an object, then this is the result of emotion or effective evaluation of a product. A very positive attitude from students is one of the keys to implementing the learning process (Aswar, 2019).

Ideally, with the age of entering early adulthood, students have maturity in thinking and acting. Also can make decisions according to circumstances. In learning, students are expected not only to be able to memorize theory, but also to learn and understand learning concepts and can be applied in real life. The emergence of student learning behavior or attitudes certainly does not just happen, some of which come from attitudes towards something that is considered positive and negative.

### **Student Learning Behavior Patterns**

Student learning behavior patterns lead to negative learning activities. Negative learning activities that often occur in students are often not focused during the learning process in lectures. Chatting with friends next door, falling asleep in class, some being silent because they don't understand at all and don't dare to ask questions, playing mobile phones such as texting (Short Message Services), surfing the internet, facebook, twitter, etc. Besides that, the most dominant is cheating during exams and plagiarism of papers. Because even without studying, students think they can achieve satisfactory academic achievement. The perpetrators of educational cheating are called "cheaters". Rettinger & Jordan, (2018) mentions Cheating, as the recent literature indicates, is on the rise internationally, with estimates of around 70% of college students admitting to having cheated during their career. Aspects of the potential cheating context including a school's cheating culture, honor codes, sanctions, and surveillance have all been demonstrated to influence students' integrity decisions.

### **Motives To Learn**

Motive is something that encourages individuals to behave which directly causes the emergence of learning behavior. Giving enthusiasm and direction in learning is a function of motive. Motives are desires that will be fulfilled or satisfied, so they arise when there is a stimulus, either because of a need or interest in something. Students who have stepped on to adulthood have already formed a personality and can determine what they want or aspire to. These things give rise to motivation to learn. Motivation can arise because of internal and external stimuli that encourage student learning behavior.

### **Factors Underlying Student Learning Behavior**

#### 1. intrinsic

Attitudes or motives that are active and functioning do not require external stimulation, because within each individual there is an urge to do something. This attitude arises from oneself to achieve its goals, namely:

- encouragement to achieve something, a condition in which individuals want to strive for something to improve and meet the standards or criteria to be achieved.
- Commitment, one of the aspects that is quite important in the process of learning attitudes, is the commitment of individuals who have a commitment to process student learning attitudes to be able to balance which one must take precedence
- Initiative, readiness to act or do something based on the opportunities or opportunities that exist

- Optimist, a persistent attitude in pursuing goals regardless of failures and setbacks. Individuals who have an optimistic attitude will not give up when facing difficulties in learning, for example interference with the internet network.
- 2. extrinsic  
Motives that are active and functioning because of external stimuli. In teaching activities it may be important for students in a dynamic state, while the components are:
  - Family factors, in the learning process parents are expected to participate in the learning process of their children to form character in their children to learn and learn attitudes.
  - Environment, the place where a person lives, the environment can influence a person to be motivated to do something other than family. In a friendly and open environment, a high sense of solidarity will emerge.
  - Rewards, a person can be motivated in behavior or learning behavior there is a reward so that person wants to do something.

### 3. METHOD

The research method used by researchers is a descriptive method, which aims to describe the research problem, namely the description of learning attitudes of STIKes Karsa Husada Garut students in hybrid learning (Notoatmodjo, 2012). The variables in this study use a single variable, namely learning attitudes.

Table 1. Operational definition Description of Learning Attitudes of STIKes Karsa Husada Garut Students in Hybrid Learning

Variables	Definition	Measuring instrument	Results Measure	Scale
Attitude Learning motivation	The encouragement felt by students so that students are moved to carry out the learning process, whether it is encouragement that arises from within themselves or intrinsic (interest in learning, talents, aspirations and aspirations) or from outside themselves or extrinsic (family, faculty and environmental factors).	Questionnaire	1. $OK \leq$ Median/Mean 2. $Bad \geq$ Median/Mean	Ordinal

The population used in this study were STIKes Karsa Husada Garut students, totaling 1,672 students (BAAK STIKes KHG, 2022).

The sampling technique was chosen by Random Sampling with the Stratified Random Sampling method, meaning that the population is divided into several strata and then the sampling is carried out in each stratum (study program). Thus the number of samples is 95 respondents divided by 6 study programs. To determine the sample size for each stratum, you can use calculations with the following formula: (Riduwan, 2018):

$$n_i = \frac{N_i}{N} \times n$$

Information:

$N_i$  = Total population of each group

$N$  = total population

$n$  = Number of samples taken

Based on the sampling formula above, the study program samples in this study were:

Table 2 Sampling Based on Per Study Program

No	Study Program Name	Description	Results
1	D3 Nursing	$n_i = \frac{396}{1.672} \times 95$	23 students
2	S1 Nursing	$n_i = \frac{540}{1.672} \times 95$	29 students
3	Nurse Profession	$n_i = \frac{103}{1.672} \times 95$	6 students
4	D3 Midwifery	$n_i = \frac{250}{1.672} \times 95$	14 students
5	D3 Health Analyst	$n_i = \frac{250}{1.672} \times 95$	13 students
6	D3 Pharmacy	$n_i = \frac{163}{1.672} \times 95$	10 students
<b>Total</b>		<b>1,672 students</b>	<b>95 students</b>

The determination of the sample is based on the criteria of the sample or research subjects used in this study consisting of inclusion criteria and exclusion criteria. Inclusion criteria are criteria or characteristics that need to be met by each member of the population that can be taken as a sample (Notoatmodjo, 2018). The inclusion criteria in this study are:

1. STIKes Karsa Husada Garut student
2. Students who actively participate in lectures
3. Students who are willing to be respondents

While the exclusion criteria are the characteristics of members of the population that cannot be taken as a sample (Notoatmodjo, 2012). The exclusion criteria in this study were:

1. STIKes Karsa Husada Garut students who are on leave
2. STIKes Karsa Husada Garut student who is sick

### Research Data Collection Techniques

Data collection was obtained from primary data and secondary data. Primary data is data that is directly obtained from data sources or respondents, while secondary data is data that is not directly obtained from data sources but through intermediaries, for example through other people or through documents. (Sugiyono, 2019).

The data collection technique that will be used in this study uses the technique of collecting answers from questionnaire sheets. The researcher gave informed consent to the respondent as a sign of approval that the respondent was willing to be a research respondent. The research will be conducted by distributing questionnaires to respondents. The questionnaire sheet was filled in by the patient who was the respondent.

Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. Questionnaires are an efficient data collection technique when the researcher knows exactly the variable to be measured and knows what can be expected from the respondent. In addition, the questionnaire is also suitable for use when the number of respondents is quite large and spread over a large area.

Questionnaires can be in the form of closed or open-ended questions, can be given to respondents directly or sent via the internet (Sugiyono, 2019).

The types of questions in this study were in the form of questionnaires about demographic data including: respondent's identity, age, gender. While the questionnaire compiled by the author, this questionnaire is to find out student learning motivation in online learning consisting of 20 items consisting of intrinsic motivation and extrinsic motivation. Filling in the questionnaire using a check list using a Likert Scale. The scale is determined so that the value of the variable can be measured using numbers. The scale used in this questionnaire is the Likert Scale which consists of 4 gradations of

answers, namely Always (SL), Rarely (J), Sometimes (KK), Never (TP). The range of numbers in the gradation can be seen in the table below.

Table 3 Gradation Value of the Learning Attitudes Questionnaire

Gradation of Answers	Gradation Value	
	Positive	Negative
Always	4	1
Seldom	3	2
Sometimes	2	3
Never	1	4

While the scale for the questionnaire adding the value minus the eye uses a scaleGutmanwith two gradations of answers namely "Yes" and "No". The use of the Guttman Scale is expected to get a clearer answer.

This research uses primary data and secondary data. Primary data was obtained through interviews and using a questionnaire that has been provided, while secondary data was taken through existing documentation at STIKes Karsa Husada Garut.

After the data needed in this study was collected, the data processing stage was carried out. Data processing for research with a quantitative approach is a process of obtaining summary data using certain methods or formulas(Siregar, 2015). Data processing includes the following activities:

**1. Editing**

*Editing* is the process of checking or examining data that has been successfully collected from the field, because there is a possibility that the data that has been entered does not meet the requirements or is not needed. The purpose of editing is to correct errors and lack of data contained in field notes. On this occasion, data errors can be corrected and data deficiencies completed by repeating data collection, or by inserting data (interpolation).

**2. coding**

*coding* is the activity of giving a certain code to each data that belongs to the same category. Code is a sign made in the form of numbers or letters to distinguish between data or the identity of the data to be analyzed.

**3. processing**

Is the stage of entering data into a computer program. In this study the researcher entered data, namely the answers from each respondent in the form of a code (numbers or letters) entered into a computer program or software.

**4. Cleaning**

In this study, the existing data was checked again by the researcher to avoid data errors.

**Instrument Validity and Reliability**

**Research Instruments**

The research instrument is a tool used to measure observed natural or social phenomena, specifically all of these phenomena are referred to as research variables(Sugiyono, 2019). The instrument used in this study was a questionnaire regarding learning motivation. Before being distributed to respondents, validity and reliability tests were first carried out.

**Validity test**

Validity is an index that shows the measuring instrument actually measures what is being measured. To find out whether the questionnaire that the author compiled was able to measure what was to be measured, it is necessary to test the correlation between the score of each item and the total score of the questionnaire. If all the questions have a meaningful correlation (construct validity). If the questionnaire already has construct validity, it means that all the question items in the questionnaire measure the concept being measured(Notoatmodjo, 2012).

The correlation technique used is the Product Moment correlation technique with Pearson, namely by first setting a score for each question item, then the score of each item is correlated with the total score(Arikunto, 2013). The validity test aims to determine the extent to which a measure or value

indicates the level of reliability or validity of a measuring instrument by measuring the correlation between variables in the validity analysis by looking at the value of the corrected item total correlation  $> r_{table}$  (at a significance level of 5%), then it is declared valid or invalid. Before the instrument was used, trials were carried out on students on campus who had almost the same characteristics as the campus where the research was conducted. The questionnaire was structured and self-made by the researcher based on the theoretical concept with a total of 20 questions for the variable student learning motivation.

Measurement of whether or not a question is valid is seen from  $t_{count} > t_{table}$ , namely by comparing the value of  $t_{count}$  to the value of  $t_{table}$  with the following eligibility criteria (Hidayat, 2015).

If the  $t_{count} > t_{table}$  = valid

If the value of  $t_{count} < t_{table}$  = invalid

Test the validity of this study using the help of a computer device, namely SPSS, where the validity test is needed in determining whether the instrument can be used to measure what is being measured, this validity test is based on data obtained from respondents. The validity test was carried out on students at STIKes Muhammadiyah Ciamis with a total of 20 respondents and the results of the validity test were obtained from 23 question items, 20 questions were declared valid with a  $t$  value  $> 0.444$

Table 4. Instrument Validity Test Results

No.	Validity test		Information
	$r_{hitung}$	$r_{tabel}$	
1	0.531	0.444	Valid
2	0.531	0.444	Valid
3	0.526	0.444	Valid
4	0.570	0.444	Valid
5	0.668	0.444	Valid
6	0.554	0.444	Valid
7	0.537	0.444	Valid
8	0.687	0.444	Valid
9	0.627	0.444	Valid
10	0.687	0.444	Valid
11	0.687	0.444	Valid
12	0.586	0.444	Valid
13	0.687	0.444	Valid
14	0.526	0.444	Valid
15	0.535	0.444	Valid
16	0.535	0.444	Valid
17	0.535	0.444	Valid
18	0.687	0.444	Valid
19	0.535	0.444	Valid
20	0.687	0.444	Valid

Seen from  $r_{hitung}$  at a significance level of 5% with 20 respondents known ( $r_{tabel} 0.444$ ) thus can be known below ( $r_{hitung} > r_{tabel} 0.444$ ), then the statement is declared invalid. As for it is greater than or equal to ( $r_{hitung} > r_{tabel} 0.444$ ) then it is stated that 20 statements/questions are valid.

If the value of  $r_{count} > r_{table}$  → valid

If the value of  $r_{count} < r_{table}$  → invalid

### Reliability Test

Reliability is an index that shows the extent to which a measuring device can be trusted or relied on. This means showing the extent to which the measurement results remain consistent or fixed when the measurement is carried out twice or more for the same symptoms, using the same measuring instrument. (Notoatmodjo, 2012).

Measuring whether or not a question is reliable is seen from  $r_{11} > r$  table, namely by comparing the value of  $r_{11}$  to the value of  $r$  table with the following eligibility criteria (Hidayat, 2017). The reliability test has been carried out with the results of Cronbach's Alpha value of  $0.901 > 0.60$  so that  $H_0$  is rejected and  $H_1$  is accepted, it is stated that the variables in the student learning attitude questionnaire are reliable.

If the p-value  $< 0.60$  then the data is not reliable

If the p-value  $> 0.60$  then the data is reliable

### Reliability Test

Table 5. Case Processing Summary

		Case Processing Summary	
		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Table 6. Case Processing Summary

Reliability Statistics	
Cronbach's Alpha	N of Items
0.901	20

Hypothesis:

$H_0$  : Unreliable data

$H_1$  : Reliable data

By using parameter 0.6, then

If the p-value  $< 0.60$  then the data is not reliable

If the p-value  $> 0.60$  then the data is reliable

Based on the results of the reliability test it is known that the p-value is  $0.901 > 0.60$  so that  $H_0$  is rejected and  $H_1$  is accepted, it is stated that the variables in the student learning attitude questionnaire are reliable.

### Research Data Results Analysis Design

The type of analysis in this study only used univariate analysis. Univariate analysis has a goal to determine the characteristics of the respondents. Univariate analysis can also be used to describe the learning motivation experienced by respondents based on 2 types of learning motivation, namely intrinsic and extrinsic.

For the next data generated from the percentage is presented with the following interpretation:

- 1) 0% : None of the respondents
- 2) 1% - 19% : Very few of the respondents
- 3) 20% - 39% : A small portion of the respondents
- 4) 40% - 59% : Most of the respondents
- 5) 60% - 79% : Most of the respondents
- 6) 80% - 99% : Almost all of the respondents
- 7) 100% : All respondents

### Research Steps

Data collection is the stage of the process of approaching the subject and the process of collecting the characteristics of the subject needed in research. The stages of data research depend on the technique used and the research design (Nursalam, 2020). The steps taken in data collection are as follows:

1. Choosing research land, in this case the researcher chose STIKes Karsa Husada Garut.

2. Approaching STIKes Karsa Husada Garut to obtain research materials.
3. Conducted a preliminary study to determine the research problem and obtained the research theme, namely about the learning attitudes of STIKes Karsa Husada Garu students in Hybrid Learning.
4. Literature study through literature books and journals.
5. Develop research proposals.
6. Compile instruments and repair instruments.
7. Research proposal seminar regarding adolescent knowledge about the risks of pregnancy out of wedlock and attitudes of premarital sexual activity

#### Preparation phase

1. Choosing research land, in this case the researcher chose STIKes Karsa Husada Garut.
2. Approaching STIKes Karsa Husada Garut to obtain research materials.
3. Conducted a preliminary study to determine the research problem and obtained the research theme, namely about the learning attitudes of STIKes Karsa Husada Garut students in Hybrid Learning
4. Literature study through literature books and journals.
5. Develop research proposals.
6. Compile instruments and repair instruments.

#### Implementation Stage

1. Conducting instrument trials, namely validity tests and reliability tests
2. Make observations using a questionnaire sheet
3. Checking research results
4. Data processing using SPSS
5. Discussion of research results

#### Final Stage

Preparation of research reports

This research will be carried out at STIKes Karsa Husada Garut. This research was conducted by starting the preparation of proposals in January to June 22

## 4. RESULTS AND DISCUSSION

### Research result

#### Characteristics of Respondents

This analysis aims to explain or describe the characteristics of each research variable in the frequency distribution and presentation of each variable.

#### Frequency Distribution of Respondent Characteristics Including Gender, Age, Study Program and Level of STIKes Karsa Husada Garut Students

Variable Characteristics of the respondents in this study were divided into six, namely the distribution of gender, age, study program and level. The frequency distribution table is as follows:

Table 7 Frequency Distribution of Respondent Characteristics Based on Gender of STIKes Karsa Husada Garut Students

Respondent Gender Classification	Frequency (n)	Percentage (%)
Man	17	17,9
Woman	78	82,1
Total	95	100

Based on the table above, it shows the characteristics of the majority of respondents who were female, totaling 78 people (82.1%), and the rest were male, totaling 17 people (17.9%).

Table 8 Frequency Distribution of Respondent Characteristics Based on Age of STIKes Karsa Husada Garut Students

Respondent Age Classification (Years)	Frequency (n)	Percentage (%)
18	2	2,1
19	9	9,5
20	19	20
21	32	33,7
22	23	24,2
23	8	8,4
24	2	2,1
<b>Total</b>	<b>95</b>	<b>100</b>

Based on the table above, it shows that at the age of 18 there were 2 respondents (2.1%), at 19 years there were 9 respondents (9.5%), at 20 years there were 19 respondents (20%), at 21 years as many as 32 respondents (33.7%), at the age of 22 years there were 23 respondents (24.2%), at the age of 23 there were 8 respondents (8.4%) and at the age of 24 years there were 2 respondents (2.1%) .

Table 9 Frequency Distribution of Respondent Characteristics Based on Student Study Program STIKes Karsa Husada Garut

Respondent Study Program Classification	Frequency (n)	Percentage (%)
Bachelor of Nursing	29	30.5
D-3 Nursing	23	24,2
D-3 Midwifery	14	14,7
D-3 Pharmacy	10	10.5
Nurse Profession	6	6,3
D-3 Health Analyst	13	13,7
<b>Total</b>	<b>95</b>	<b>100</b>

Based on the table above, it shows that in the Bachelor of Nursing study program there were 29 respondents (30.5%), in the D-3 Nursing study program there were 23 respondents (24.2%), in the D-3 Midwifery study program there were 14 respondents (14.7%), in the D-3 Pharmacy study program there were 10 respondents (10.5%), in the Nursing Profession study program there were 6 respondents (6.3%) and in the D-3 Health Analyst study program there were 13 respondents (13.7%) .

Table 10 Frequency Distribution of Respondent Characteristics Based on Student Levels of STIKes Karsa Husada Garut

Respondent Level Classification	Frequency (n)	Percentage (%)
Level 1	10	10.5
Level 2	16	16,8
Level 3	40	42,1
Level 4	23	24,2
Profession	6	6,3
<b>Total</b>	<b>95</b>	<b>100</b>

Based on the table above, it shows that at level 1 there were 10 respondents (10.5%), at level 2 there were 16 respondents (16.8%), at level 3 there were 40 respondents (42.1%), at level 4 there were 23 respondents (24.2%) and in the profession as many as 6 respondents (6.3%).

### Univariate analysis

Learning motivation variables in STIKes Karsa Husada Garut students in this study were divided into two, namely good and bad. The frequency distribution table is as follows:

Table 11 Frequency Distribution of Learning Attitudes Description of STIKes Karsa Husada Garut Students in Hybrid Learning

Motivation to learn	Frequency (n)	Percentage (%)
Good	46	48,4
Bad	39	51,6
Total	95	100

Based on the results of the analysis in table 11, it shows that 46 respondents (48.4%) have good learning motivation and 49 respondents (51.6%) have poor learning motivation.

## Discussion

### Characteristics of Respondents

#### a. Gender

This study includes student characteristics in the learning motivation of STIKes Karsa Husada Garut students in hybrid learning. The results of analysis 4.1 show that the characteristics of the respondents are almost all female respondents totaling 78 people (82.1%), and very few of the male respondents totaling 17 people (17.9%). This shows that, in high schools of health sciences there tend to be more women than men, from the start of STIKes Karsa Husada Garut until now the majority are mostly women than men. Therefore it can be said that the comparison of women and men is not balanced (BAAK STIKes Karsa Husada Garut 2022).

According to (sousa, 2018) that girls prefer to spend time indoors. In structured rooms girls are more exposed to language through radio and television and they are more aware of time because there are clocks, media and other family members outside the home. On the other hand boys prefer to spend time outside unstructured, they are more dependent on space than time. They design their own games, while playing boys use visual skills more than verbal skills, and their use of language is limited to getting work done. This behavior enhances visual, special and temporary abilities.

These results are in line with research conducted by the results of the study that the average learning motivation of male students (Studies at SMAN 1 Bayang) for the 2017/2018 Academic Year was 88,613. Meanwhile, the average learning motivation of female students (Studies at SMAN 1 Bayang) for the 2017/2018 Academic Year was 94,493. The statistical test results using the t test (independent sample t test) obtained a value of  $p = 0.001$  ( $p < 0.005$ ). states that there is a significant difference in learning motivation between male and female students, where women have a higher learning motivation than male students.

#### b. Age

The results of the analysis in table 4.2 show that a small proportion of respondents aged 18 were 2 respondents (2.1%), at the age of 19 there were 9 respondents (9.5%), at the age of 20 there were 19 respondents (20%), at the age of 21 years as many as 32 respondents (33.7%), at 22 years old there were 23 respondents (24.2%), at 23 years old there were 8 respondents (8.4%) and at 24 years old there were 2 respondents (2, 1%).

This is because respondents from STIKes Karsa Husada Garut students filled out the research questionnaire.

#### c. study program

The results of the research in table 4.3 show that in the Bachelor of Nursing study program there were 29 respondents (30.5%), in the D-3 Nursing study program there were 23 respondents (24.2%), in the D-3 Midwifery study program there were 14 respondents (14.7%), in the D-3 Pharmacy study program there were 10 respondents (10.5%), in the Nursing Profession study program there were 6 respondents (6.3%) and in the D-3 Health Analyst study program there were 13 respondents (13.7%). This is because the research problem is in the Karsa Husada Garut STIKes campus so that the respondents are students.

#### d. Level

The results of the research in table 4.4 show that at level 1 there were 10 respondents (10.5%), at level 2 there were 16 respondents (16.8%), at level 3 there were 40 respondents (42.1%), at level 4 there were 23 respondents (24.2%) and in the profession as many as 6 respondents (6.3%). This is because the research was conducted on the Karsa Husada Garut STIKes campus and the respondents or research samples were all STIKes Karsa Husada Garut students.

#### e. Learning Motivation of STIKes Karsa Husada Garut Students in Hybrid Learning

*Hybrid learning* is a learning model that involves two learning methods, namely online and face-to-face. Online learning itself refers to learning activities that utilize the use of an internet connection and flexible media, such as laptops, smartphones or other media. Hybrid learning was designed by the government as a learning model to completely replace online learning during a pandemic. This model has a number of advantages compared to full online learning, which makes students not focus on learning, due to limitations in media interaction. Even though they still use online methods, hybrid learning is considered superior because it combines the two learning methods. This can make the teaching and learning process more effective for students and teachers. During the process the hybrid learning model has a certain application method, namely the rotation system. In other words, the hybrid learning method is carried out alternately.

In one week, each class is given a different schedule for face-to-face learning. Students in each class are divided into two groups with different entry hours and learning methods. When a group attends face-to-face learning, other groups carry out online learning. During hybrid learning, there are special media that must be used to support hybrid learning such as laptops, smartphones or other electronic media. The applications used during hybrid learning are in the form of video conference meetings, such as Zoom or Google Meet for students who study online. Meanwhile, students who come to campus can bring media that is commonly used during face-to-face teaching and learning activities, for example notebooks, stationery, and others. On campus, projectors are used which are also connected to student groups who study online, so that all students can receive material simultaneously.

Based on the results of the analysis in table 4.5, it shows that 46 respondents (48.4%) have good learning motivation and 49 respondents (51.6%) have poor learning motivation.

Learning motivation is a mover or driving force that makes someone interested in learning so that they will learn continuously. Motivation provides impetus for purposeful action in the desired direction both physically and mentally, so that activity becomes a very important part of motivation (Lee & Martin, 2020). Motivation is a change in energy within a person which can be seen through reactions to the effort put into achieving a goal (Maryam, 2019).

The objectives of hybrid learning according to Husmanah (2018) are as follows, Helping students to develop better in the learning process according to learning styles and preferences in learning, Providing very practical, realistic opportunities for teachers and students to learn independently, useful and continue to grow, and Improved flexible scheduling for students, by combining the best aspects of face-to-face and online learning.

## 5. CONCLUSION

The results of the research that was carried out on the Karsa Husada Garut STIKes campus in students with 95 respondents with the results showed that learning motivation was in the good category, some of the respondents were 46 respondents (48.6%) and in the learning motivation in the bad category, some of the respondents were 49 respondents (51.6%).

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