



## Primary School Student Learning Motivation in Online Learning During the Covid-19 Pandemic

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**Abstract:** This article aims to explain the objective conditions of students' learning motivation in online learning in covid-19 pandemic conditions. This research uses a quantitative approach to survey methods. The subjects in this study were 95 grade, 5 students, at SDN 114 Bojongkoneng Cibeunying who learned to use online methods. The data collection techniques used in this study use survey techniques with a Likert scale. The research instrument used is a learning motivation questionnaire specially designed using google form. The number of statements used is 20 motivational statements learned. The data analysis technique used in this study is to calculate the percentage of each indicator, then interpret the score of the data presentation and analyze each indicator in depth. The results showed that students' motivational percentage scores in online learning in grade 5 of SDN 114 Bojongkoneng Cibeunying amounted to 80.27% in the excellent category. This research is expected to be an evaluation material, especially for education policymakers in organizing online learning in elementary schools related to motivation, and is expected to be a study material for other researchers to develop research on the motivation of learning students in online learning during the pandemic in elementary school.

**Keywords:** Online learning, Motivational learning, COVID-19 Pandemic, Elementary School.

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### INTRODUCTION

At the moment we are at the beginning of a revolution capable of changing the way of life, communication, work, and connecting. This was first mentioned by Prof. Klaus Martin Schwab, a German engineer, and economist in his book *The Fourth Industrial Revolution* (2017) (Ghufron, 2018). The industrial revolution 4.0 has changed in the perspective of educational innovation. A rapid change in knowledge has developed a new educational model for the future. To face the challenges of transforming this 4.0 industry, the institution or organization needs to have a strategy. Innovations that result in education 4.0 focused on developing education and skills that make future learning more customized, portable, hyper, intelligent, virtual, and worldwide. This change in educational flow is applied in computerized learning methods and intelligent classes, closely related to advanced skills and development in the 21st century, such as Artificial Intelligence (AI), online networking, Virtual Reality (VR) and Augmented Reality (AR) and Internet of Things (IoT) (Shahroom & Hussin, 2018).

In the 21st century, students need not only traditional academic learning, but education that can offer to learn services that can develop and improve them in communicating, collaboration, critical thinking, problem-solving, innovation, and creativity. These skills can be realized through learning that not only relies on face-to-face learning but comes with a combination of online learning (e-learning) and face to face. The development of this learning model demands optimizing the use of technology as a means and tool to produce a creative, innovative, and competitive generation in the face of the era of industrial revolution 4.0 (Kristanto, Mustaji & Mariono, 2017). In line with Lase's opinion that humans and technology are aligned to create new opportunities creatively and innovatively as the needs of the industrial revolution 4.0 (Lase, 2019). Concerning current conditions, the whole world is being hit by a coronavirus outbreak. Coronavirus Diseases 2019 (COVID-19) is a new type of disease that has never been identified before. Common symptoms for people infected with COVID-19 include acute respiratory problems such as cough, fever, and shortness



of breath (Dewi, 2020). The death toll is also increasing due to coronavirus, thus affecting policy changes and reforms, including in the world of education. The government's plan to stay at home, physical and social distancing must be done by changing the pattern of face-to-face learning online (Khasanah, Pramudibyanto, and Widuroyekti, 2020). The Minister of Education and Culture of the Republic of Indonesia issued Circular Letter No. 4 of 2020 on the Implementation of Education Policy in the Event of Coronavirus Disease (Covid-19) Emergency, the Circular Letter explains that learning activities are carried out at home through online learning that provides a meaningful learning experience for students, without burdening the demands of completing the entire curriculum achievement for class and graduation. Learning activities and learning tasks from Home may vary, tailored to each student's interests and conditions, and take into account the gaps in-home learning facilities.

Technological improvements are developing rapidly in the era of globalization, enabling students to learn more effectively, efficiently, and pleasantly. Learning resources that are easy for students to obtain and learn by utilizing internet access. During this pandemic, learning continued using 3 approaches including online distance learning, offline distance learning, and a combination of offline and online (Saifulloh & Darwis, 2020).

Online learning aims to meet educational standards by utilizing Information Technology so that the learning process can still be carried out properly, by using computer devices or gadgets that are interconnected between students and teachers (Pakpahan & Fitriani, 2020). Online learning conducted between educators and students through the same internet application or platform, will be interwoven with each other like conventional learning that is often done so far (Wijoyo & Indrawan, 2020). The atmosphere of meaningful online learning will be formed from the comfort in learning felt by two subjects, namely teachers and students (Hamdani & Priatna, 2020).

Motivation is one of the things that affect the success of student learning activities (Hamdu & Agustina, 2011). Students who have a high learning motivation towards learning, then they will be stirred to have the desire to do something that can obtain certain results or goals (Emda, 2017). The motivation contained in each student has nothing in common, because it is influenced by intrinsic factors, namely strong learning motivation and does not depend on factors outside of him. As for students with learning, motivation is extrinsic, namely the willingness to learn depending on the conditions outside of him. It is in this second factor that may occur, especially in children in the learning process (Suprihatin, 2015). Learning motivation allows students to prepare for learning, increasing attention, and absorption of new knowledge. The higher the student's learning motivation, the higher the learning outcome (Lin, Chen & Liu, 2017). As for the 6 indicators according to Hamzah B, Uno (2017) on the motivational aspects of learning used in this study, can be classified as follows: (1) the desire to learn and desire to succeed, (2) the encouragement and need in learning, (3) the future expectations and ideals, (4) the appreciation of learning, (5) the absence of interesting activities in learning, and (6) the conducive learning environment. Based on research from Fadlilah (2020) explained that through the strategies that teachers apply with the publication of student work results, it is proven to bring students learning motivation to live. In line with research from Kurnianto & Rahmawati (2020) explained that there is a positive relationship between parental guidance to the motivation of learning students in online learning at home during the Covid-19 pandemic.

This research was conducted to provide an overview of objective conditions related to the motivation of learning elementary school students in online learning during the Covid-19 Pandemic. It is expected to be the evaluation material of various parties in organizing online learning, especially in elementary schools, and can be a study material for other researchers related to the motivation of students in online learning during the Covid-19 Pandemic.



## METHOD

The type of research used is quantitative research. The quantitative approach is an approach used when data collected in the form of quantitative data or other types of data that can be quantitative zed and processed using statistical techniques (Yusuf, 2016). The method used in this study is by survey method. Survey research is a systematic investigation into collecting information related to an object of study, using questionnaires or structured question lists (Yusuf, 2016). During this pandemic with the policy of stay at home, physical and social distancing, the selection of survey methods is suitable for use by researchers in expressing perspectives on the motivation of learning students in online learning during the Covid-19 pandemic. This research was conducted in grade V of SDN 114 Bojongkoneng Cibeunying, the year 2020-2021. The subject of this study was grade V students who used online learning during the Covid-19 Pandemic at SDN 114 Bojongkoneng Cibeunying, totaling 95 students. The research instrument used is a learning motivation questionnaire designed using a google form, making it easier for students to access the questionnaire using their mobile phone. As for the number of statements used as many as 20 motivational statements learned. Assessment of students' response to the motivation of online learning during the Covid-19 Pandemic by filling out the questionnaire presented in the Likert scale table below.

**Table 1.** Likert Scale

Assessment Criteria	Assessment Scale
Strongly Agree	5
Agree	4
Enough	3
Disagree	2
Strongly Disagree	1

After the student's response results are obtained, then analyze the student's response results by looking at the

**Table 3.** Results of Student Motivation Survey on Online Learning

Indicators	Aspects	Percentage	Criteria
There is a desire to learn and a desire to succeed,	It's not easy to despair at doing tasks	66,32%	Good
	Confident with the score to get	77,68%	Good
	Responsible for carrying out learning activities	82,11%	Very Good
	Diligently completing tasks (not procrastinating on work)	73,05%	Good
	Interest in the material and subject matter presented	77,26%	Good

assessment struck by the student. The data analysis technique used in this study by calculating the percentage of the score results has been obtained using the following formula.

$$\text{Rumus: } T \times P_n$$

Description:

T = Total number of respondents who voted  
Pn = Likert score number selection

$$\text{Rumus Index \%} = \text{Total Skor} / Y \times 100$$

Description:

Y = Ideal Score

Following are the criteria for interpreting the scores based on the interval table, after the percentage results are obtained.

**Table 2.** Score Interpretation Criteria

Percentage	Description
0 % - 19,99 %	Very Poor
20 % - 39,99 %	Less Good
40 % - 59,99 %	Enough
60 % - 79,99 %	Good
80 % - 100 %	Very Good

## RESULTS AND DISCUSSION

The results of students' responses to the motivation of learning during the Covid-19 Pandemic were measured using the Likert scale. The study motivation survey was given to 95 students in grade 5 who used the online learning method, with details of 56 male and 39 female students. The total score has been obtained and interpreted into the index (%), as well as calculating the highest score on the scoring scale. It will then produce the final score and be categorized according to the criteria of the interpretation of the score. Based on the results of the questionnaire the response of students to the motivation of learning during the Covid-19 Pandemic can be seen in Table 3 as follows:



There is encouragement and need to learn,	Learn and do tasks independently	75,58%	Good
	Take the task seriously	83,58%	Very Good
	Able to do or answer well the tasks given	76,63%	Good
The hope and ideals of the future,	Want high scores, be recognized, and appreciated according to the work of each task	84,21%	Very Good
	I learned to achieve my goals	93,68%	Very Good
There is an appreciation in learning,	There is a desire to get appreciation from parents, teachers, and friends	81,26%	Very Good
	Ask questions if you do not understand the subject matter presented	81,26%	Very Good
There are interesting activities in learning	Listen carefully to each explanation of the material presented by the teacher	83,58%	Very Good
	Get excited when you take part in online learning	79,37%	Good
	Take notes on the subject matter delivered during the lesson	82,53%	Very Good
	Spirit in expressing opinions during learning	77,47%	Good
	Given a warning by parents if they do not study	85,26%	Very Good
There is a conducive learning environment.	Listen to parents' advice to always be passionate about following online learning	87,79%	Very Good
	Get reminded by the teacher to submit assignments on time	71,37%	Good
	Obey the rules that were presented during the lesson	85,47%	Very Good
Average		80,27%	Very Good

Motivation is an effort made to generate and enhance motives. The motive is the driving force for the dynamics of individual behavior in achieving goals (Surya, 2020). For students to be motivated to study more actively, the teachers and students themselves must seek various strategies so that students are encouraged to study even harder. In table 3 above shows that several aspects that are considered in seeing the desire to learn and the desire to succeed, include 1) not easily giving up on tasks with a percentage score of 66.32% including good criteria, 2) being confident with the scores that students will get with percentage score 77.68% with good criteria, 3) responsible for carrying out learning activities with a percentage score of 82.11% with very good criteria, 4) diligently completing tasks (not procrastinating on work) with a percentage score of 73.05% with good criteria, and 5) interest in the material and subject matter delivered with a percentage score of 77.26% with good criteria.

The second indicator relates to motivation and needs in learning. Based on the motivational principle that the urge to perform various actions will occur if there is a certain booster (Surya, 2020). Such boosters such as getting good grades or wanting to get awards from their parents and teachers. So, the motivation in learning will increase and students have an awareness that learning is part of their obligations as a student. The aspects studied in this indicator include 1) learning and

doing tasks independently with a percentage score of 75.58% with good criteria, 2) being able to do or answer well the tasks given, with a percentage score of 76.63% with good criteria.

The third indicator is related to future hopes and ideals. Ideals are elements that will strengthen students' learning motivation both intrinsic and extrinsic (Kompri, 2016). The aspects studied in this indicator include 1) wanting high, recognized, and rewarded scores according to the results of each task with a percentage score of 84.21% on very good criteria, and 2) I learned so that my goals are achieved with a percentage score of 93, 68% on very good criteria.

The fourth indicator relates to appreciation in learning. Awards given to students can encourage students to be more active in learning. Awards are given not only to outstanding students but also to students who have progressed in a better direction and succeeded. This extrinsic motivation, for example, by giving reasonable praise, appreciation, and giving positive comments, then the motivation of students will grow and they feel appreciated by the teacher. The aspect examined in this indicator is the desire to get appreciation from parents, teachers, and friends with a percentage score of 81.26% in very good criteria.

The fifth indicator relates to interesting activities in learning. Distance learning utilizes a variety of learning applications and platforms to support the implementation of



learning activities. The use of learning media is expected to make learning more interesting, thus encouraging students to love science and love to find their sources of science. Besides, it evokes the motivation and interest of students in learning (Abdullah, 2016). This is also true during the Covid-19 pandemic, namely the use of technology for learning activities. Aspects examined in this indicator include 1) ask if you do not understand the subject matter submitted with a percentage score of 81.26% on the criteria is very good, 2) listen well to every explanation of the material submitted by the teacher, with a percentage score of 83.58% on the criteria very good, 3) excited when participating in online learning with a percentage score of 79.37% on good criteria, 4) recorded the subject matter submitted at the time of learning with a percentage score of 82.53% on the criteria is very good, and 5) spirit in expressing opinions at the time of learning with a percentage score of 77.47% on good criteria.

The sixth last indicator relates to a conducive learning environment. The learning climate created in online learning influences learning motivation (Cahyani, Listiana, & Larasati, 2020). A conducive learning atmosphere is created from the cooperation between teachers and parents to maintain and strengthen students' learning motivation. Defined learning goals can be achieved effectively and efficiently if students have motivation in learning. The aspects studied in this indicator include 1) given a reprimand by parents if not studying, with a percentage score of 85.26% on very good criteria, 2) listening to parents' advice to always be passionate in following online learning, with a percentage score of 87.79% on very good criteria, 3) getting a warning by the teacher to collect the task on time, with a percentage score of 71.37% on the good criteria, and 4) comply with the rules submitted at the time of learning, with a percentage score of 85.47% on very good criteria.

Based on the results of the motivational analysis of elementary school students in online learning during the Covid-19 pandemic obtained from table 3 above

shows that the average overall percentage score is 80.27% with the very good category. The results can be interpreted as that elementary school students in grade 5 at SDN 114 Bojongkoneng Cibeunying who follow online learning have very high motivation. In the context of online learning, of course, appreciation deserves to be given to teachers, schools, students, and parents/guardians, because they can adapt quickly especially in the use of technology as a means of supporting online learning activities in the covid-19 pandemic (Wahyono, & Husamah, 2020). Even if you look at the impact felt on the learning process at home such as the additional cost of purchasing an internet quota (Purwanto, et al, 2020). But now there is a solution that is to provide learning quota assistance from the Ministry of Education and Culture (Kemendikbud) which is expected to help alleviate the impact of Covid-19 on the online learning process. Certainly, the various impacts given by Covid-19 on online learning, it does not hinder the motivation of students to carry out learning activities online.

## CONCLUSION

Based on data processing and analysis, it can be concluded that online learning in elementary schools during the Covid-19 pandemic influenced students' learning motivation. These results showed that student learning motivation at an average overall percentage score was 80.27% in the very good category. The results of this study are expected to be the evaluation material of various parties involved in organizing online learning in elementary schools. Besides, this study is expected to be a study material for other researchers in studying and developing the motivation of learning students in online learning during the Covid-19 pandemic. High student learning motivation will affect achieving success in learning. Therefore, the teacher's preparation must create interesting, enjoyable, and conducive learning to create greater encouragement and desire for learning.



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