

Students' Learning Motivation in Online Learning System During Covid-19 Pandemic

Nabella Alani¹, Wahyudin², Udin Syaefudin Saud³

^{1,2,3} Elementary Education Study Program, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Bandung, Indonesia

✉ nabella.alani@upi.edu

Abstract. This research aims to describe the learning motivation of fourth grade students during online learning. The method of this research used is descriptive qualitative with research participants are 25 students of fourth grade and several representatives of parents to be interviewed. The research instrument used was a learning motivation questionnaire and also an interview instrument. The results showed that students' learning motivation during online learning was in the middle category with a score 2.96. The results of the interview also show that parents also play an important role in the level of student learning motivation.

Keywords: Learning Motivation, Online Learning, COVID-19 Pandemic.

How to Cite: Alani, N., Wahyudin, & Saud, U. S. (2022). Students Learning Motivation in Online Learning System During Covid-19 Pandemic. *Proceeding The 4th International Conference on Elementary Education*, 4(1), 479-487.

INTRODUCTION ~ The quality of learning in this time is experiencing challenges caused by Covid-19 Virus outbreak, therefore the learning process migrates from direct / face-to-face learning to distance learning (online learning) this is based on circular letter No. 4 of 2020 regarding the Implementation of Education Policies in the future. In the emergency of the spread of the Covid-19 virus, the government urges all educational institutions not to carry out the teaching and learning process directly, but to do it indirectly or online learning. This condition is certainly very influential on students and teachers, changes in the learning climate, which initially met face to face and students interact with each other with their friends and teachers also, and this time is limited in virtual spaces (online learning). Online-based learning is one of the alternative learning methods that utilize the virtual world in the learning process (Stoetzel and Shedrow, 2020). Quoted from Pakpahan & Fitriani (2020) stated that

the purpose of online learning is to meet the educational standards that have been set by utilizing technology and information so that the learning process continues to run well, by using various devices such as computers or gadgets that can connect students and teachers. In its implementation, online learning must be created in an interestingly so that the learning process can be more meaningful and to avoid a boredom. This is in line with the opinion of Hamdani & Priatna (2020) who argues that a meaningful online learning atmosphere is formed from the convenience of learning felt by two learning subjects, they are teachers and students. However, the fact in its application of online learning is not spared from problems or weaknesses. The absence of direct interaction both between students and their teachers, resulting in boredom and also the implementation of learning that is not good and impact to learning motivation, there is one of the weaknesses of the online learning process.

Learning motivation is an important thing needed to achieve the learning objectives that have been designed. Badaruddin (2015) stated that motivation is a psychological impulse to act in achieving the goals that have been set. Motivation is one of the things that can affect the success of learning activities carried out by students (Hamdu & Agustina, 2011). Motivation to learn starts from the goals to be achieved by the individual. If the individual is determined to achieve the goals that have been set previously, then he will consciously form motivation from within him so that a sense of comfort is formed when participating in learning, he will have high enthusiasm and the ability to control his emotions when he found the difficulties in learning process. It is different with someone who does not understand the goals that he has set or even someone who does not have a clear goal, definitely there is not motivation inside him, this has an impact on the learning process he only goes according to the demands that have been given by the teacher and also the environment. Motivation in learning allows students to prepare themselves as well as possible to learn, increase attention, and absorb new knowledge. The more students have high learning motivation, the higher their learning outcomes will be (Lin, Chen & Liu, 2017). To measure how high the motivation of students is, an indicator of

learning motivation is needed as a reference in measuring that motivation. The following are indicators of learning motivation from Uno (2017) which were chosen by researchers, are (1) the desire to learn and desire to succeed, (2) the encouragement and need in learning, (3) the future expectations and ideals. Based on research conducted by Syachtiyani (2021) although learning is carried out online, the category of student motivation is still relatively high, but this is contrary to research conducted by Izzatunnisa (2021) that student learning motivation during online learning has decreased. Because of this, researchers are interested to examines the learning motivation of fourth grade elementary school students in Garut.

METHOD

This research was conducted using a qualitative descriptive method with the participants involved as many as 25 fourth grade students at SDIT PERSIS 99 Rancabango and 5 representatives parents of the students to be interviewed. The research instrument used was a student learning motivation questionnaire which was given directly to students . In questionnaire there are 15 statements of learning motivation based on indicators that had been selected using a Likert scale. Here the researcher presented the table of likert scale:

Table 1. Likert scale

Criteria	Score
Very Often (SS)	5
Frequent (S)	4
Sometimes (KK)	3
No Often (TS)	2
Strongly Often (STS)	1

The data that has been obtained from the respondents were analyzed by using

percentages and calculating the average score. After the percentage and average

score of the data are known, then they are described in the form of categories. In this study, researchers used data analysis with formulas.

$$Percentage = \frac{T}{n} \times 100$$

T = Respondent's answer on each score
n = Total respondents

The average score obtained from each indicator of learning motivation is determined by the formula

$$Mean = \frac{T \times Pn}{n}$$

T = Respondent's answer on each score
Pn = Likert scale score
n = Total respondents

Based on the calculation of the average, the criteria for each aspect can be determined with a range of values as follows.

Table 2. Assessment criteria

Mean Score (R)	Criteria
$4 \leq R \leq 5$	Very good
$3 \leq R \leq 4$	Good
$2 \leq R \leq 3$	Enough
$1 \leq R \leq 2$	Less Good
$0 \leq R < 1$	Very Poor

(Carnita,2019)

RESULTS

Based on the research that has been done, the researcher gets data on learning motivation and then up to processing

student motivation data at SDIT PERSIS 99 Rancabango. Learning motivation data taken from three indicators of learning motivation are described in the table below:

Table 3. Recapitulation of indicators the desire to learn and desire to succeed.

No	Statement	Respondent's Answer Choices					\bar{X}	Description
		1	2	3	4	5		
1	I ask parents if I have learning difficulties	2 8%	2 8%	5 20%	12 48%	4 16%	3.56	Good
2	I always pay attention to the lessons the teacher gives	0 0%	4 16%	7 28%	14 56%	0 0%	3.40	Good
3	I learned to be ordered first	5 20%	7 28%	8 32%	2 8%	3 12%	2.64	Enough
4	My parents help me in doing my homework	3 12%	9 36%	7 28%	5 20%	1 4%	2.68	Enough
5	I always read the instructions for completing and submitting	0 0%	2 8%	9 36%	9 36%	5 20%	3.68	Good

	assignments given by the teacher								
6	I am fast in answering questions given by the teacher	3 12%	4 16%	9 36%	8 32%	1 4%	3.00	Good	
7	I easily memorize / remember the subject matter that has been studied	1 4%	6 24%	8 32%	8 32%	2 8%	3.16	Good	
	Average	10 2.5%	23 5.75%	49 12.25%	68 17%	28 7%	3.16	Good	

Based on the table above, the indicators of the existence of the desire to learn and desire to succeed are obtained an overall average of 3.16 with good categories. Although in more detail there are several

sub-indicators that are in the enough category with an average less than 3, there are 2.64 and 2.68, but overall after being averaged they are in the Good category with a value of 3.16.

Table 4: Recapitulation of Indicators the encouragement and need in learning

No	Statement	Respondent's Answer Choices					\bar{x}	Description
		1	2	3	4	5		
1	I have a desire to read a book or look for information on the internet related to the material that has been explained at school	1 4%	7 28%	7 28%	4 16%	6 24%	3.28	Good
2	I always fill in my online absences on time	2 8%	3 12%	12 48%	4 16%	4 16%	3.20	Good
3	I always submit assignments on time	5 20%	5 20%	8 32%	6 24%	1 4%	2.72	Enough
4	I always do the assignments given by the teacher	3 12%	4 16%	10 40%	6 24%	2 8%	3.00	Good
5	I easily forget if given too long an explanation by the teacher	3 12%	6 24%	8 32%	6 24%	2 8%	2.92	Enough
6	I take notes on the lessons given by the teacher	3 12%	9 36%	7 28%	5 20%	1 4%	2.68	Enough
	Average	15 3.75%	33 8.25%	52 13%	34 8.5%	16 4%	2.96	Enough

Based on the table above, indicators of the encouragement and need in learning obtained an overall average of 2.96 with enough category.

Table 5. Recapitulation of Indicator the future expectations and ideals

No	Statement	Respondent's Answer Choices					\bar{X}	Description
		1	2	3	4	5		
1	I take advantage of my free time by reading textbooks	3	8	10	4	0	2.60	Enough
		12%	32%	40%	16%	0%		
2	I report the value of the results of assignments and tests to my parents	2	8	8	4	3	2.92	Enough
		8%	32%	32%	16%	23%		
	Average	5	16	18	8	3	2.76	Enough

Based on the table above, the indicators of the future expectations and ideals obtained an overall average of 2.76 with a enough category.

Table 6. Final recapitulation of the value of each indicator

No	Indicator	Score	Description
1	The desire to learn and desire to succeed	3.16	Well
2	The encouragement and need in learning	2.96	Enough
3	The future expectations and ideals	2.76	Enough
	Amount	8.88	
	Average	2.96	Enough

Based on the table above, the overall value of students' learning motivation is 8.8 and an average of 2.96 which means it is included in the enough category because it is less than 3.

DISCUSSION

Learning motivation is an encouragement in students who are motivated in doing learning activities for continuity and determination of learning direction in order to achieve learning success. Learning motivation is also a driving force in students to carry out learning activities, to increase knowledge and skills and also experience. The motivation grows and develops because of the desire to be able to know and understand something, encourage and direct students' learning interests so that they are really to learn and encouraged to achieve achievements in learning. Some indicators of learning motivation that researchers take through questionnaire instruments are: (1) The desire to learn and desire to succeed (2) The encouragement and need in learning (3) The future expectations and ideals.

The first indicator of learning motivation is the desire to learn and desire to succeed, it is the thing that concerns the desire of students to always succeed in learning. So, with the desire to learn and desire to succeed in themselves will make students strive diligently to learn without the compulsion of others (Rahiem, 2021). Based on the results of this study obtained indicators of the desire to succeed is categorized well and the score is 3.16, with the student sub-indicator asking parents if they are experiencing learning difficulties of 3.56 with a good category, students always pay attention to the lessons given by teachers of 3.40, in learning students must be ruled first by 2.64 in the category of enough, students doing tasks assisted by parents amounting to 2.68, Students always read

the instructions of workmanship and collection of tasks given by teachers of 3.00, Students are quick in answering questions given by teachers of 3.16 and students easily memorize / remember the subject matter that has been studied by 3.16, after being processed as a whole indicator of the desire of students to succeed is in a good category which means that even though learning is carried out online but students still have the desire to achieve success. This is also in line with the results of interviews to parents of students when researchers ask about parents' expectations of children in the learning process, the majority of parents interviewed they want their children to succeed, understand the material provided, they want even though learning is carried out online but can encourage children to learn independently so that learning goals can be achieved. There are not many demands that parents give to students at the time of online learning, they do not expect too much for getting a high score, with conditions like this there is a desire for students to learn has become what parents expect, students still have the willingness to learn even though learning is not face-to-face but the desire and independence to learn continues to grow. Although the results show that the desire to learn and desire to succeed are in the good category, this condition must be further improved, considering that the Covid-19 pandemic made the teaching and learning process undergo many changes. The teaching and learning process, which is usually carried out in schools face-to-face change into an online system. This online learning activity makes teachers unable to supervise students directly. Students are required to learn independently and complete

various tasks that are given by teachers. So, although through the online process it is expected that students still have high expectations and desires to succeed so that the goals of learning can be achieved.

Next the second indicator is the encouragement and need in learning. Students who have the drive and need to learn will be eager to carry out the learning process both at home and at school. Students who have a strong desire to succeed will have a great drive to learn (Muhammad, 2016). With the encouragement of student learning, the ability to connect and think critically will develop optimally (Lestari, 2014). Students realize that to achieve a success cannot be obtained instantly. Therefore, to achieve success, students must study hard. The results of this study indicate that the conditions of is the encouragement and need in learning during this pandemic are in the enough category with a score of 2.96. with the sub-indicator of students having the desire to read books or looking for information on the internet related to the material that has been explained at school by 3.28 which is in the good category, the sub-indicator of students always filling in online absences on time at 3.20 is in the good category, then students always collecting assignments on time of 2.72 are in the enough category, students always do the assignments given by the teacher at 3.00 are in the good category, students easily forget if given too long an explanation by the teacher with a value of 2.92 are in the enough category and students take notes on lessons that are given by the teacher of 2.68 is in the enough category. This shows that even though the learning process is carried out online, students still have enough

encouragement and learning needs. Limitations in the online learning process make students required to be independent in understanding lessons, for example by looking for other reference sources from the internet, being more diligent in doing exercises and homework at home. Some of these conditions indicate that students' learning needs are still in the enough category. This needs to be improved again so that students' motivation and learning needs become higher. One way is with the motivation that given by parents to support their daughter and son in the learning process. This is in line with the results of interviews conducted by researchers to parents of students, they always give encouragement to their sons so that the spirit of learning some parents give rewards and also praise to their daughter and son so that they are eager to learn. If sometime the children get a decrease in learning motivation such as lazy to do homework some parents are trying to make the learning atmosphere fun first, the mothers invited him first to do fun activities related to his hobby such as cooking, inviting shopping, giving free time first for him so that the mood is good again. In addition, there are parents who give advice and understanding to students so that they feel encouraged and return the spirit to learn, provide good learning facilities to support online learning, but not a few parents who sometimes scold their daughter or son because they lazy to learn.

The third indicator is the future expectations and ideals. Ideals are things that motivate students to be more active in learning (Widlund, et al, 2020). The future expectations and ideals that want to be realized in the future will make

students more motivated and try to do everything that can support their quality in learning such as, further improving achievement in learning, being active in doing assignments, and diligently participating in the learning process (Rahiem, 2021). The results of this study showed that the condition of expectations and future ideals of students in online learning during the Covid-19 pandemic was in the enough category with a score of 2.76, with sub-indicators students take advantage of free time by reading textbooks of 2.60 is in the enough category and students report the value of the results of assignments and tests to my parents with a value of 2.92 which is in the enough category. This shows that students have enough expectations and aspirations for the future despite experiencing changes in the learning process due to the Covid-19 pandemic. Students are expected to improve these conditions so that the spirit in learning can be maintained, considering that the Covid-19 pandemic is not yet certain when it will end.

CONCLUSION

Based on the results and discussion, it can be concluded that students' learning motivation during online learning is in the enough category with a value of 2.96, the conclusion is obtained through the final average of all indicators, where the first indicator is the desire to learn and desire to succeed with a value of 3.16 is at good category, then the encouragement and need in learning is 2.96 in the enough category and the future expectations and ideals of 2.76 in the enough category. The results of the interview show that parents also play an important role in the level of student learning motivation.

ACKNOWLEDGMENTS

Thanks to my an academic guidance lecturer Prof. Dr. H. Wahyudin, M.Pd. who has guided me in completing this article, thanks also to the SDIT PERSIS 99 Rancabango for being willing to be the research subject by the researcher.

REFERENCES

- Badaruddin, A. (2015). Peningkatan Motivasi Belajar Siswa Melalui Konseling Klasikal (1st ed.). CV Abe Kreatifindo.
- Carnita, D. R. A. (2019). Analisis Motivasi Belajar Matematika Mahasiswa Program Studi Matematika di Universitas Muhammadiyah Malang UMM.
- Hamdani, A. R., & Priatna, A. (2020). Efektifitas Implementasi Pembelajaran Daring (Full Online) dimasa Pandemi Covid-19 pada Jenjang Sekolah Dasar di Kabupaten Subang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 6(1), 1-9.
- Izzatunnisa, Lita, dkk (2021). Motivasi Belajar Siswa Selama Pandemi dalam Proses Belajar dari Rumah. *Jurnal Pendidikan*, Vol. 9, No. 2, Juli 2021. DOI: <https://doi.org/10.36232/pendidikan.v9i2.811>
- Lestari, K. E. (2014). Implementasi Brain-Based Learning untuk Meningkatkan Kemampuan Koneksi dan Kemampuan Berpikir Kritis serta Motivasi Belajar Siswa SMP. *Jurnal Pendidikan UNSIKA*, 2(1), 36-46.
- Lin, M., Chen, H., & Liu, K. (2017). A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *EURASIA Journal of Mathematics Science and Technology Education*, 13 (7), 3553 - 3564
- Muhammad, M. (2016). Pengaruh Motivasi dalam Pembelajaran. *Lantanida Journal*, 4(2), 87-97. <https://doi.org/10.22373/lj.v4i2.1881>
- Pakpahan, R., & Fitriani, Y. (2020). Analisa Pemanfaatan Teknologi Informasi dalam Pembelajaran Jarak Jauh di Tengah Pandemi Virus Corona COVID-19. *JISAMAR (Journal of Information System, Applied, Management, Accounting and Research)*, 4(2), 30-36.
- Pusdiklat Pegawai Kementerian Pendidikan dan Kebudayaan. —Surat Edaran Mendikbud No 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19),|| 24 Maret 2020.
- Rahiem, M. D. H. (2021). Children and Youth Services Review Remaining motivated despite the limitations : University students ' learning propensity during the COVID-19 pandemic. *Children and Youth Services Review*, 120(December 2020), 105802. <https://doi.org/10.1016/j.childyouth.2020.105802>
- Stoetzel, Lindsay, and Stephanie Shedrow. 2020. "Coaching Our Coaches: How Online Learning Can Address the Gap in Preparing K-12 Instructional Coaches." *Teaching and Teacher Education* 88:102959. doi:

<https://doi.org/10.1016/j.tate.2019.102959>.

Suprihatin, S. (2015). Upaya Guru dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Pendidikan Ekonomi UM Metro*, 3(1), 73-82.

Syachtiyani R.W., Trisnawati. N. (2021) Analisis Motivasi Belajar Dan Hasil Belajar Siswa Di Masa Pandemi Covid-19. *Prima Magistra: Jurnal Ilmiah Kependidikan*. Vol. 2, No. 1, hal 90-101. <https://doi.org/10.37478/jpm.v2i1.878>

Uno Hamzah, B. (2017). *Teori Motivasi dan Pengukuran Analisis di Bidang Pendidikan*. Jakarta: PT Bumi Aksara.

Widlund, A., Tuominen, H., Tapola, A., & Korhonen, J. (2020). Gendered Pathways from Academic Performance, Motivational Beliefs, and School Burnout to Adolescents' Educational and Occupational Aspirations. *Learning and Instruction*, 66, 101299. <https://doi.org/10.1016/j.learninstruc.2019.101299>

Yuliani, M., Simarmata, J., Saodah Susanti, S., Mahawati, E., Indradi Suda, R., Dwiyanto, H., Irawan, E., Putu Yudhi Ardiana, D., Muttaqin, & Yuniwati, I. (2020). *Pembelajaran Daring untuk Pendidikan Teori & Penerapan*(A. Rizki (ed.); 1st ed.). Yayasan Kita Menulis.