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An Overview of Learning Motivation Among Working Students During the Covid-19 Pandemic

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ABSTRACT

Motivation to learn is a drive within individuals which directs him or her to learn something new. Working students who study while working are required to be able to carry out their duties and responsibilities properly, starting from time management, between the time spent at the college and at the working place. This study is aimed to find out the learning motivation of the working students. This research uses criterion sampling technique in selecting four participants. The research was conducted from September 2020 to December 2020, followed by the in-depth interviews with the four participants. The results of the study indicates that all participants still have motivation to learn both intrinsically and extrinsically even though they have to strictly manage their time between working and studying, to earn a living and to master new knowledge applicable before getting a job, but one of the participants had a poor grades at college because of working.

Keywords: Working students, learning motivation

1. INTRODUCTION

The increasing needs of life make students who are currently studying have to find ways to be able to fulfil their needs for education and also for their living expenses. Some students look for a way out by working. Therefore there are many phenomena of students studying while working [1]. The phenomena of students studying while working can be found in many countries. These conditions happen both in developing countries and in developed countries that are already established economically, such as the United States where there are many students studying while working. Those students are students from Malaysia, China, India, South Korea, Ghana, Nigeria, Niger, Kenya and Jordan [2]. In United States (US) as a developed country, the number of the phenomena of students working is not small. Data published by the US Department of Education in 1998 shows the numbers are increasing from year to year [3]. Data released by King, indicates that 80% of American students worked in 1999-2000. This number increased by 8% compared with the previous decade, which was 72% of students worked [4].

Students who studying while working are required to be able to do their assignments properly and be responsible, starting from time management, which are the time spent in college and work. Going to college while working will have an effect on the student's academic achievement, seen by the dual role done [5]. The students who work are inseparable from the obstacles they face, such as the busy activities of studying and working, therefore the students who work must be able to divide their time between studying, working, learning and resting. This matter of course can affect student's academic achievement, because the students who work have a higher level of fatigue compared with the students who do not work [6].

Students have to be able to divide their time and concentration and be responsible for the commitment of both activities. This makes students spend much time, energy and power to work, makes it difficult for students to divide their time between working and studying, as a result their focus becomes divided, thus resulting in lower motivation to learn compared with the students who do not work [7]. To do a good job, it is better for a student to have motivation, as well as when a student studies in college, it also requires learning motivation. Strong learning motivation is the key to success in college. A person's success in learning is greatly influenced by one's sincerity, interest and motivation [8].

Nowadays the world is shaken by the emergence of a virus known as COVID-19 (CoronaVirus Disease 2019) which was first discovered in the city of Wuhan, China at the end of December 2019. This virus contagious so fast and has spread to almost all countries, including Indonesia. COVID-19, which has become an epidemic, has made governments in various countries implement lockdowns or quarantines. The Indonesian government has appealed to stay at home and self-isolate. The Indonesian government has also applied the regulation of PSBB (Pembatasan Sosial Berskala Besar) which means Large-Scale Social Restrictions, it is made to handle COVID-19 virus. This is done with the expectation that the virus will not spread more widely and that healing efforts can run optimally. In this social distancing effort, the Indonesian government has been limiting outdoor activities such as educational activities that have been carried out online through online learning [9].

This situation certainly has a huge impact in the field of economy, education, social, culture and so on. As an impact in the field of education, various countries have taken the same steps, this is change the regular PBM (Proses Belajar Mengajar) means Teaching and Learning Process system that is face to face (offline) into online learning system. The ministry of education and culture (Kemendikbud) issued a circular letter from The Minister of Education and Culture Number: 36962 / MPK.A / HK / 2020 dated March 17, 2020 concerning Online Learning and Working from Home as Prevention of Corona Virus Disease (COVID-19) Spreading. Of course, by applying online learning, the learning motivation of a student who is working while studying will be different from when they are still doing offline learning [10].

Prior to the COVID-19 pandemic, work was carried out using the Work From Office (WFO) system. Based on the abbreviation, WFO itself is a work-from-office system which has the disadvantage of taking up more time, such as the time spent to go to the workplace. With the current state of the pandemic, of course many students who work will carry out their work by working from home (WFH), therefore the learning motivation will be different from the one before the COVID-19 pandemic [11].

The existence of good motivation in learning will also reveal good results. In other words, with diligent effort and primarily based on motivation, someone who learns will be able to produce good achievements. The intensity of a person's motivation will greatly determine the level of their learning achievement [12]. Based on the background of the problems that have been discussed, the researcher is interested in examining the description of working students' learning motivation.

2. BACKGROUND

2.1. Learning Motivation

According to Santrock, learning motivation is an inner drive that directs him to learn [13]. Meanwhile, according to Puspitasari learning motivation is a boost from the learning process and the purpose of learning to get benefits from the learning process. Some students experience problems in learning which result in unexpected learning achievement [14].

Bandura put forward a theory about Motivational Process in learning, according to Bandura, Motivational Process is a process that provides a motive to use what has been learned. Moreover, according to Bandura, a person will also be able to learn sufficiently if he can store the process of information that he has received through a process he has gone through, and use that information as a motivation to learn something [15].

According to Muis, learning motivation is a student's internal and external boost that drives the desires, wills, needs, satisfaction, and efforts which arise to achieve personal goals [16]. Learning motivation is also a mediator between stimulation and reaction. In other words, learning motivation is individual learners about something, and a student will get different knowledge needs because each student will get a different opinion [17].

2.1.1. Dimensions learning motivation

According to Vallerand et al. the dimensions of learning motivation are divided into 2 types, those are intrinsic motivation and extrinsic motivation. Intrinsic motivation itself is divided into 3 dimensions, namely intrinsic motivation to know, intrinsic motivation toward accomplishment, and intrinsic motivation to experience stimulation. Extrinsic motivation is divided into 3 dimensions, namely external regulation, introjected regulation and identified regulation [18].

Intrinsic motivation refers to individual behavior that is carried out for the satisfaction inherent in the individual rather than for separate consequences from the individual. Intrinsic motivation to know refers to pleasure and satisfaction in doing activities of learning, exploring and understanding new things, intrinsic motivation toward accomplished things refers to individual satisfaction and pleasure when engaged in activities related to making new things or achieving a certain achievement, and intrinsic motivation to experience stimulation refers to all activities which make individuals feel a sense of pleasure and satisfaction when doing activities [19].

Extrinsic motivation is behavior based on certain consequences such as external rewards, social acceptance, avoiding punishment or accomplishment in certain achievements. Extrinsic motivation is divided into three types which form a continuum. The most basic continuum is external regulation in which there is the greatest control. External regulation is when the behavior is caused and influenced by external factors such as rewards or punishments. After that, there is a dimension of motivation called Introjected regulation which contains little concept of autonomy. In this dimension, the individual begins to carry out the internalization process therefore it does not really depend on external factors, for instance when a behavior is determined by the pressure imposed on oneself due to avoid the feelings of guilt. The type which mostly contains the concept of autonomy is identified regulation. Identified regulation refers to a deeper level of internalization of a behavior, in which the value and importance of the behavior is felt by the individual [19].

2.2. Work

In general, work is defined as spending energy through a series of coordinated activities that are intended to produce something useful. It can be pleasant or unpleasant, and can be associated with economic exchange [20].

According to Dr. Fránz Von Magnis, work is an activity that is planned. Work is an activity in order to achieve the goals it achieves. Work in a broad sense is the main activity carried out by humans. In a narrow sense, the term work is used for a task that makes someone money. Whereas workers consist of individuals who carry out a task or job to fulfill certain purposes or needs [21].

According to the Big Indonesian Dictionary, work means an activity to carry out an act or action. Work is an activity to fulfil needs by doing and completing something and then getting a reward or payment. Meanwhile, Ndraha argues that work is a process of creating new values in a resource by adding or modifying a value to existing needs [22].

2.2.1. Working students

A student is anyone who legally enrolls in one of the study programs at a university. Every person who is registered as a student has an obligation that must be obeyed. The main obligation as a student is to learn in order to develop and improve knowledge in the academic field such as following lectures well. A student is also required to complete assignments given by the lecturer and follow [23].

The phenomenon of students working is not something new. Many of these students are looking for additional income to meet their increasingly mounting college needs. Studying while working is no longer something that is rare and is only done by students who are weak in the economy, because in fact the cost of daily living is often not comparable to the allowance given by parents [24].

Based on the Manpower Act, the definition of labor is anyone who is able to do work to produce goods or services both to meet their own needs and for the community. Further explained in Chapter III Article 5, every worker has the same opportunity without discrimination to get a job. In this case, students are among the individuals who have the right to work and earn a decent income [25].

According to Andi, working has a positive impact on students, such as earning extra income, training time management, adding experience and expanding connections in the world of work. In addition, working students can also learn new things so that they become versatile individuals and practice their skills before getting a permanent job [26].

3. METHODS

This research is a qualitative study, using a narrative approach method. In this approach, the procedure used is to retell individual experiences, by retelling individual experiences, it is expected to know the learning motivation of the working students. The data collection techniques used were in-depth interview techniques. The sampling technique used in this study is criterion sampling. In this technique, researchers look for participants who match the predetermined research participants' criteria.

Participants used in this study were two male students and two female students, who were studying while working, and willing to be interviewed by the researcher. Participants in this study were four private university students in Jakarta and Tangerang aged 19-21 years who were working offline during the COVID 19 pandemic. Participants are stayed in Jakarta and Tangerang.

4. FINDINGS AND DISCUSSIONS

Table 1 Participants' personal data

Personal Data	Participant 1 (H)	Participant 2 (V)	Participant 3 (CJ)	Participant 4 (FM)
Initial	H	V	CJ	FM
Age	21	20	19	21
Sex	Male	Female	Male	Female
Residence	South Jakarta	South Tangerang	Tangerang	Tangerang
Last Education	Senior High School	Senior High School	Senior High School	Senior High School
University	Private	Private	Private	Private
Semester	7th	5th	3rd	7th
Jobs	Human Resources Intern and local business	Social Media Administrator Freelancer	Private Tutor	Barista

The four participants who are students studying while working in this study can be said to have learning motivation. This can be marked by participant H who wants to graduate quickly because it is his responsibility, participant V who wants to have the degree immediately after graduating to get a good career path and always prepares for her learning activities in advance, participant CJ who wants to make his parents proud and can focus on learning without other activities, and finally participant FM who wants to give the best for her parents who have paid for her study.

Those four participants in this study also have intrinsic motivation. According to Ryan and Deci, Intrinsic motivation refers to individual behavior that is carried out for the satisfaction inherent in the individual rather than for the consequences that are separate from the individual. Intrinsic motivation itself is divided into three parts, namely intrinsic motivation to know, intrinsic motivation toward accomplished things, and intrinsic motivation to experience stimulation. The first type is intrinsic motivation to know. Like what H always does, he wants to learn new things in order to know his potential, V who has a very high curiosity so that V always wants to learn new things, CJ who wants to improve his soft skills by studying, and FM who learns new things to know her field of work after FM graduate from college. This reveals that each participant has the first type of intrinsic motivation.

The second type is intrinsic motivation toward accomplished things. Participant H is not easily satisfied with an achievement, especially with grades, V is easily satisfied with something, but for grades, V is not easily satisfied, CJ is just like V who is not easily satisfied with

his grades, FM is also the same as other participants who says that she is not easily satisfied when the learning outcomes are poor. This shows that each participant has the second type of intrinsic motivation, with the same dissatisfaction in grades. The third type is intrinsic motivation to experience stimulation. Participant H feels happy with his current activities which makes him become productive, V feels happy if what she has learned can be practiced, CJ likes studying numbers, and FM who feels happy while learning, she can talk to other people and get new knowledge. This shows that each participant in this study has the third type of intrinsic motivation that is happy to learn.

The four participants in this study also have extrinsic motivation. According to Ryan and Deci, extrinsic motivation is behavior that is based on certain consequences such as external rewards, social acceptance, avoiding punishment or accomplishment in certain achievements. Extrinsic motivation is divided into three types, namely External regulation, Introjected regulation, and Identified regulation. The first type is External regulation. Participant H gave a reward in the form of food he liked in order to improve his learning mood, CJ also gave rewards to himself in the form of playing games, FM gave rewards for a walk after studying well. In contrast to other participants, V did not reward herself for being motivated to learn or after completing her learning activities well, but V felt compelled to learn if there was a punishment in her, that is bad grades. This shows that each participant has the first type of extrinsic motivation, but V does not reward herself [19].

The second type is Introjected regulation. V feels pressured in studying if the material being studied is a lot but V has her own way of dealing with it, FM feels pressured by subjects that have calculations, CJ feels pressured in terms of tuition payments. Different from other participants, H said that he did not feel pressured of anything. Based on these explanations, V, FM, and CJ have the second extrinsic motivation while H does not. The third type is Identified regulation. Participant H feels the benefits of learning could reduce stress and manage time well, V becomes more responsible, CJ feels less depressed, and FM feels that by learning she could apply it. This shows that each participant has this third extrinsic motivation

In learning motivation, there is a learning motivation function that can be useful for every individual. According to Sanjaya, there are two functions of motivation in the learning process, first, motivation in learning can encourage students to do activities where the behavior of each person is caused by an impulse that comes from within which is called motivation [20]. Participants CJ and FM can be encouraged because they have parents that become their encouragement, while H and V learn based on their own awareness. This shows that CJ and FM have the first learning motivation function.

Learning motivation can also be used as a behavior guide shown by each individual which is basically directed to fulfil their needs or to achieve predetermined goals. H has a goal to work in HRD world by studying, V wants to get good grades, CJ wants to make his parents be proud of him, and FM wants to get knowledge which is useful for his

future. This shows that each participant in this study has this second learning motivation function.

According to Yusma, learning motivation can arise due to internal and external factors [21]. Internal factors that affect learning motivation are, first, the urge and desire to succeed and the impulse of the need to learn. The second internal factor is the hope of ideals. The internal factor contained in participant H is H's desire to quickly graduate and develop his career, V likewise wants to get a good job and income after she graduated from college. CJ and FM also have internal factors in the form of their desire to have jobs and be financially stable.

External factors that influence learning motivation consist of, first, the existence of rewards, second, a conducive learning environment, and third, interesting learning activities. The external factor found in H is that his learning outcomes are getting better for each semester and H has his favorite subject which make him more motivated to study. Apart from this, H also said that conducive environment and mutually supportive friends were H learning motivation. The external factors of V are quite a lot apart from good learning outcomes which make her get a scholarship, V will be motivated to study in a conducive environment, good lecturers, and learn lessons that she thinks can be practiced. As well as V, CJ also gets an external factor in the form of scholarships that he gets from his very good results of study. CJ also said that good lecturers and friends who support each other can encourage him to learn. FM, just like H, has a favorite subject that can motivate her to learn.

Despite of studying while working, every participant in this study has good learning outcomes. Participant H relatively has good learning outcomes every semester, for 5 semesters V does studying and working, V has learning outcomes that are quite satisfying for her, CJ's learning outcomes while studying and working are fairly good. Unlike the other participants, FM has bad scores because FM activities were quite dense.

5. CONCLUSIONS

Based on the research results, it can be seen that the four participants in the study even though they have to divide their time between studying and working, they still have learning motivation. This was revealed by the participants during the interview that they are motivated to learn because they have different intrinsic and extrinsic motivations each other. Participants H and FM have motivation to learn because they still have a sense of responsibility to finish their studies, especially FM is motivated to learn because the tuition fees are still handled by his parents. Participants V and CJ are motivated to learn because they want to have a good career path after graduation therefore they can fulfil their financial needs and realize that the tuition fees is not cheap.

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