

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

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## ABSTRACT

Motivation is very important in carrying out an activity, with motivation there will be encouragement in the individual to do something well so that goals can be achieved. In learning activities, motivation can be said to be the overall driving force within an individual that creates, ensures continuity and provides direction for learning activities, so that it is hoped that goals can be achieved. Motivation is needed in learning activities, it will not be possible to carry out learning activities. Learning will not be effective if there is no or lack of motivation in students. This problem is found in online learning, based on the data obtained by students who have weak motivation in learning, tend to not be excited and feel that lectures are very boring. This makes students tend not to participate in lectures, do not collect assignments on time, do not join when lectures are conducted through online platforms such as zooming or e learning. This is an important issue to research, because it is very influential with the learning outcomes or learning objectives that have been set. The results showed that students' low learning motivation during online learning based on the ARCS model was caused by lack of attention, relevance, confidence and satisfaction, of the 4 elements the highest was in the attention component with a percentage of 58.92%. This means that when learning online students are lacking in curiosity in lectures, in addition to lack of confidence and dissatisfaction with the learning being carried out.

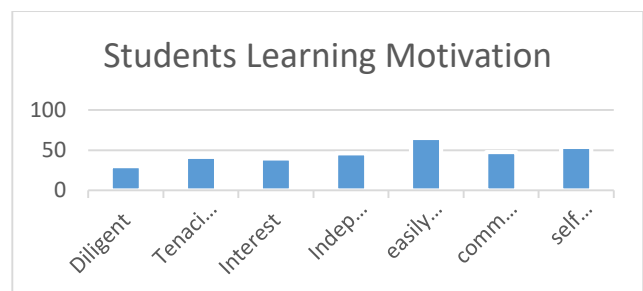
**Keywords:** *Student Learning Motivation, Online Learning.*

## 1. INTRODUCTION

Motivation is an important thing in students in learning because it is one of the internal factors or factors from within that affect learning outcomes. According to [1], expressed in learning activities, motivation can be defined as the overall driving force in oneself that causes learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved.

Student learning motivation during the Covid-19 pandemic was relatively low due to the change in learning from face-to-face learning to online learning. This situation has an impact on the quality of education, lecturers and students who previously interacted directly in the classroom now have to interact in a limited virtual space. The creativity and innovation of lecturers as well as the ability of lecturers to apply various online learning resources such as google classroom, zoom, webex meetings and others are still considered low so that the online learning process does not run effectively and will have an impact on student learning outcomes.

When students' motivation in learning is great, then that motivation will encourage students to be more active and enthusiastic in learning to achieve the values they want. Students who have good motivation will be more active and enthusiastic in learning even though learning is online. But the fact that the author encountered during the initial observation at the Faculty of Economics, Padang State University, student motivation to learn is still low. This was obtained through the distribution of initial observation questionnaires related to student learning motivation during a pandemic or online learning.



**Figure 1.** Students learning Motivation

Students can be explained that students' learning motivation is low, the results can be seen from the average percentage of 69.89%. In the indicator of perseverance in facing assignments, students have low motivation with a percentage of 68.84%. However, there are still students who have a pretty good motivation on indicators that it is not easy to let go of what they believe in studying economics subjects with a percentage of 53.97%. In addition to the indicators of perseverance in facing assignments, there is also a low level of student motivation on indicators of getting bored quickly on routine tasks in studying economics subjects with a percentage of 65.08%. In online learning, which is limited by space, students are bored with routine tasks in economics subjects, not to mention in online learning more tasks are given by lecturers than the learning materials provided so that students are bored with the series of tasks given because it is endless.

During the pandemic, student learning motivation decreased, this was due to students who had never studied online. Online learning at the Faculty of Economics, Padang State University, in particular, has been implemented for the first time in accordance with the Minister of Education and Culture's appeal to maintain social distance. The condition of online learning causes difficulties for lecturers to control and maintain learning conditions because they are limited in virtual space. Students who are accustomed to studying with lecture methods and discussions with friends must study independently at home, this of course makes students bored and bored so that student learning motivation is low and even affects student learning outcomes.

**2. METHODOLOGY**

Research conducted by researchers is included in quantitative research. Quantitative research is research conducted by collecting data in the form of numbers, then these numbers are processed and analyzed to obtain scientific information behind these numbers [2]. The type of data used in this study is primary data and secondary data, namely primary data is data obtained from students in the form of questionnaire data related to learning motivation and learning activities. While secondary data is data obtained from the object, namely data obtained from interviews with both lecturers and students. To avoid misinterpretation related to the variables studied, it is conveyed that the learning motivation referred to in this study is an encouragement of someone who has a desire to learn well or not, or a stimulus that comes from within or from outside, which moves and creates a student's desire to learn. . Indicators of learning motivation are diligent in facing tasks, tenacious in facing difficulties, showing interest in various problems, happy to work independently, quickly bored on routine tasks, able to defend their opinions, not easy to let go of things they believe in, and happy to find and solve problems. questions. And learning activities are activities, activities that students do in the learning process. Learning is not

an empty process and far from various activities. Never seen that people who learn without involving physical activity. In learning, a person will not be able to escape from a situation.

The situation will determine what activities will be carried out in order to learn. In fact, it is the situation that influences and determines what learning activities are carried out later. Every situation anywhere and anytime provides a learning opportunity for someone. Indicators of learning activities are paying attention to the delivery of material from the lecturer, expressing opinions, asking and answering questions, carrying out lesson writing activities, being active in discussions, working on questions and listening to the presentation of material, daring to make conclusions during discussion activities.

This study also uses descriptive analysis of TCR with the following criteria:

**Table 1.** TCR

Scale Range	TCR
If the TCR ranges from 81% - 100%	Very Strong (Very Good)
If the TCR ranges from 61% - 80%	Strong (Good)
If the TCR ranges from 41% - 60%	Enough (Good Enough)
If the TCR ranges from 21% - 40%	Weak (Not Good)
If the TCR ranges from 0% - 20%	Very Weak (Not Good)

**3. RESULTS AND DISCUSSION**

The frequency distribution of student learning motivation consists of 8 indicators and 33 statement items used. The indicators in this study are diligent in doing assignments, tenacious in facing difficulties in learning, interest in learning, independence in learning, not getting bored easily on routine tasks, being able to defend opinions, belief in something, happy to find solutions to problems [3], The following description of the frequency of learning motivation variable (X1) can be seen in the table below:

**Table 2.** Description of the Variable Frequency of Learning Motivation (X1)

Numb	Indicator	Mean	TCR (%)	Cons.
1	Diligently do the task	3.77	75.38	Good
2	Tenacious facing difficulties in learning	3.67	73.41	Good
3	Interest in learning	3.74	74.89	Good

4	independence in learning	3.40	67.93	Good
5	Don't get bored easily on routine tasks	3.90	77.97	Good
6	Can defend opinion	3.58	71.65	Good
7	Belief in something	3.68	73.70	Good
8	Happy to find solutions to problems	3.54	70.76	Good
Average		3.66	73.21	Good

Source: Processed Results of Primary Data 2021

In general, the results of the study show that the learning motivation of students at the Faculty of Economics, Padang State University during the Covid-19 pandemic is good, these results can be seen from an average of 3.66 and a TCR of 73.21%. Students' high learning motivation during the Covid-19 pandemic is seen in not getting bored quickly on routine tasks in economics subjects with an average of 3.90 and a TCR of 77.97% and being diligent in doing assignments with an average of 3.77 and a TCR 75.38%. However, the results of the study also found that there were still independent students in learning less with an average of 3.40 and a TCR of 67.93% and students were not happy in finding solutions to problems in economic subjects with an average of 3.54 and TCR 70.76%.

**Description of Learning Activity Frequency**

The frequency distribution of student learning motivation consists of 8 indicators and 21 statement items used. The indicators in this study are paying attention to the delivery of material from the lecturer, expressing opinions, asking and answering questions, doing lesson writing activities, being active in discussions, working on questions, listening to the presentation of material and daring to make conclusions during discussion activities [4]. The following description of the frequency of learning activity variables (X2) can be seen in the table below:

**Table 3.** Description of Learning Activity Variable Frequency(X2)

Numb	Indicator	mean	TCR (%)	Info
1	Pay attention to the delivery of material from the lecturer	3.81	76.30	Good
2	Express your opinion	3.68	73.69	Good
3	Ask and answer questions	3.85	77.10	Good
4	Doing lesson writing activities	3.82	76.38	Good
5	Active in discussion	3.77	75.36	Good

6	Doing questions	4.02	80.33	Good
7	Listening to the presentation of the material	3.92	78,48	Good
8	Dare to make conclusions during discussion activities	3.87	77.27	Good
Average		3.84	76.86	Good

Source: Primary Data 2021

Based on the table of research results above, it shows that student learning activities during the Covid-19 pandemic at the Faculty of Economics, Padang State University are good, these results can be seen from an average of 3.84 and a TCR of 76.86%. High student learning activities during the Covid-19 pandemic can be seen in the indicators of doing questions on economics subjects with an average of 4.02 and 80.33% TCR and indicators of listening to material presentations with an average of 3.92 and TCR of 78.48 %. However, the results of the study found that there were still students who were lacking in expressing their opinions with an average of 3.68 and a TCR of 73.69% and students were less active in discussing with an average of 3.77 and a TCR of 75.36%.

**Table 4.** Variable Coefficient of Learning Motivation on Learning Activities

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	16.003	5,371		2,979	,004
	Learning Motivation (X1)	,533	.044	,787	12,086	,000

a. Dependent Variable: Learning Activities (X2)

Source: Processed Primary Data (2021)

Based on the table above, it can be seen that the analysis of the variable influence of learning motivation (X1) on learning motivation (X2). The table above shows the path coefficient  $PX1X2 = 0.787$  with  $t_{count} = 12.09$  and a significant level of 0.000. Based on the analysis, the significant level is  $0.000 < 0.05$ , this indicates a significant influence between the variables of learning motivation (X1) on learning activities (X2). To see the contribution from outside the variable or coefficient of determination ( $R_{square} = R2x1x2$ ), learning motivation (X1) on learning activities (X2) can be seen in the following table:

**Table 5.** Model Summary

Model	R Square	Adjusted R Square	Std. Error of the Estimate	
dimensi on0	,787a	,619	,615	6,296
a. Predictors: (Constant), Learning Motivation (X1)				

Source: *Processed Primary Data (2021)*

From table, it can be seen that the influence of the variable is 0.619 or 61.9% while the remaining 38.1% is influenced by other variables outside this study. So it can be said that the contribution of learning motivation (X1) to the learning activity variable (X2) with an R square of 0.619 or 61.9% while the remaining 38.1% is a contribution outside the X2 variable. According to [5] states that learning motivation is a non-intellectual factor, feeling happy and eager to learn. Students who have strong motivation will have a lot of energy to carry out learning activities. From the analysis of the frequency description, the overall achievement level of the respondents (TCR) of learning motivation was 73.21% with a good category, meaning that the learning motivation of students of the Faculty of Economics, Padang State University was good. Based on the hypothesis test, it is known that student learning motivation has a significant effect on student learning activities of the Faculty of Economics, Padang State University with a significant value of  $0.000 < 0.05$  seen from the t-test conducted using SPSS. The higher the student's learning motivation, the better the student's activity in studying economics. From the analysis of the description of the frequency of learning activities, it can also be seen that the overall TCR is 76.86%, while the hypothesis test is found to be  $\text{sig } 0.000 < 0.05$  while  $t_{\text{count}} 12.09 > t_{\text{table}} 1.662$ . Thus it can be concluded that learning motivation has a significant effect on learning activities. In line with the research of Desy Ayu Nurmala (2014) which states that there is a significant influence between learning motivation on learning activities. According to [6] student learning activities that are driven by learning motivation are a sign that students already have self-awareness to study seriously.

#### 4. CONCLUSION

Based on the results of the research and discussion, the following conclusions can be drawn: There is a positive and significant influence on learning motivation on the learning activities of class X and XI IPS students, Faculty of Economics, Padang State University. This means that the better the student's learning motivation, the better the student's learning activities, the higher the student's motivation in learning it will provide strong energy for students to carry out activities in learning.

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