

The Importance of Learning Motivation of High School Students During the Covid-19 Pandemic

Angga Hadiapurwa^{1,*} Adi S. Jaenudin¹ Daffa R. Saputra¹ Budi Setiawan¹ Hafsa Nugraha¹

¹ Universitas Pendidikan Indonesia, Indonesia

*Corresponding author. Email: angga@upi.edu

ABSTRACT

The purpose of this study is to describe the importance of high school students' learning motivation during the Covid-19 pandemic. During the Covid-19 pandemic, high school students face disruptions and challenges to learning. These disruptions and impediments have an impact on pupils' willingness to learn. This study use the literature study approach and explores the internet for sources to obtain the necessary information and data. The information gathered is examined by reducing data, presenting data, and generating conclusions. According to the findings of this study, motivation is critical for high school students during the Covid-19 epidemic. Learning motivation can influence the learning spirit, learning outcomes, and student accomplishment.

Keywords: High school students, Learning, Pandemic Covid-19, Motivation

1. INTRODUCTION

The Covid-19 pandemic has made significant changes in various fields, one of which is the field of education. At this time, the education sector continues to adapt to the changes due to the Covid-19 pandemic [1]. Learning that was initially carried out usually turned into online learning. March 2020 marks the beginning of online learning activities carried out from kindergarten to university levels. This is to stop the spread of the Covid-19 virus.

Through the Minister of Education and Culture, the government issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19). Students who will pass and who should have taken the National Examination have been cancelled due to the Covid-19 pandemic. The government certainly does not want to take a detrimental risk if it forces face-to-face learning when Covid-19 has begun to spread in Indonesia. All circles are adapting to online learning, and teachers are the ones who are forced to learn technology in order to provide better learning activities. Over time, there have been several innovations made by education practitioners so that learning activities can continue even though they are amid a pandemic. One of them is a webinar tutorial. Research conducted by [2] discusses education during the Covid-19 pandemic, which can be done by conducting webinar tutorials.

Webinar tutorials can be used as alternative learning during the Covid-19 pandemic. With this webinar tutorial, it is hoped that students will continue to gain knowledge as well as possible.

In addition to the teacher, students also try to learn more in understanding the material provided by the teacher. At first, students can still be enthusiastic in participating in learning, but their motivation begins to disappear over time. This can come from various factors, such as family, friends, the surrounding environment, unavailability of devices, inadequate signals, etc. Learning motivation can affect student enthusiasm, learning outcomes, and learning achievement, so it is important to increase student learning motivation, both intrinsic and extrinsic motivation, during this Covid-19 pandemic. That is why motivation is one of the essential aspects of making students enthusiastic about learning. With motivation, students can develop activities and initiatives to direct and maintain perseverance in the learning process. Some ways that can be done to motivate are giving prizes, giving points, giving praise, giving punishments, competitions, holding tests, and growing interest [3].

Learning, which was initially done in in-person learning and now becomes online learning, makes much difference, and one of them is students' motivation when they meet their friends. During in-person learning, some students meet their friends, study together, and increase

their learning motivation. However, when studying online, students are at home and rely on help from their parents or learning facilities at home. This makes the student less motivated, especially when no one in his family can help him in studying or the learning facilities are lacking.

From this, several innovations are trying to be developed by education practitioners to increase student learning motivation. Research conducted by [4] explains the use of learning media to increase students' learning motivation in elementary schools. Currently, many elementary schools are still fixated on only using books as a learning resource without being combined with technology. However, technology can be an alternative as a medium in the learning process. Previously, this has also been described by [5] that the blended learning method can increase students' learning motivation.

Santrock (2011), in the book *Psychology of Education* written by [6], states that motivation involves a process that requires energy to direct and maintain so that motivation in which there is no direction and endurance despite effort is not a motivation. This implies that motivation has its direction and purpose that make specific individuals or groups drive to achieve them. In line with this, Slavin (2009) in the book *Psychology of Education* written by [6], states that when viewed in simple terms, motivation is something that drives an individual or group to walk, then keeps it going, and determines where it goes.

[7] produced a study in which students' learning motivation when participating in online learning during the Covid-19 pandemic decreased. Motivation is very important to be known and managed by parents and teachers to provide motivation and increase the enthusiasm of learning for children or students. Motivation also has its role in making students know and go through a process to get optimal results. Therefore, it is essential that teachers can increase student learning motivation, especially during the Covid-19 pandemic.

[8]'s research (2020) states the importance of the role of parents in accompanying their children when doing assignments, and the main thing is to provide learning comfort. The convenience of learning influences a child; with him comfortable learning, he can learn longer. Another study [9] stated that parental involvement is significant in accompanying their young children during the Covid-19 pandemic. This is also in line with the results of [10]'s research (2017) that parents can increase their children's learning motivation through play activities to learn about themselves and the surrounding environment. One way for parents to increase motivation is by monitoring their children's learning and controlling their learning time.

Based on the anxiety and challenges of learning during the Covid-19 pandemic and its relationship to student learning motivation, this research was conducted to take into account the role of motivation in learning

during the pandemic, and the solutions that the author uses could provide.

Many studies have been conducted on the role of student learning motivation in learning during a pandemic, whether using learning models, learning media, or how the role of the family environment and teachers in increasing students' learning motivation. Examples are the role of women as the frontline in the family in increasing children's learning motivation amid a pandemic [11], teacher efforts in increasing student learning motivation [12], The influence of parental attention and learning motivation on high school student learning achievement Negeri Jumapolo [13], Learning Motivation of High School Students in Online Learning during the Covid-19 Pandemic [7], and many others that show how the role of learning motivation has an impact on learning outcomes, learning achievement and learning motivation can be influenced and supported by various parties. Therefore, this article will discuss the importance of student learning motivation at the high school level during learning during the Covid-19 pandemic.

2. METHODS

This study uses a literature study method by looking for relevant references to the discussion needed from articles or books. A literature study is a research method that can be done by collecting data with a particular strategy. The data needed in research can be obtained from library sources or documents [14]. The literature study data search was conducted using Google Scholar. The literature sources obtained were then selected based on criteria, one of which was discussing learning as a process and learning motivation, including its elements, factors and functions to support the article topic about the importance of learning motivation. After selecting the data, then we analyzed the data by descriptive analysis method. This is done by describing theories and facts and providing sufficient understanding and explanation.

3. FINDINGS AND DISCUSSION

Learning is a change in behaviour [15], namely the process of actively changing behaviour, the process of reacting to all situations that exist around the individual, the process leading to a goal, the process of acting through various experiences, the process of seeing, observing, and understanding something that studied. Learning shows the existence of an activity carried out by someone with an element of intent. This activity allows for a change in a person, which refers to his activeness in doing or improving mental aspects. Thus, learning activities can be good when the intensity of one's physical and mental activity is higher. Conversely, if the physical and mental activity is low, the person has not thoroughly carried out actual learning activities. Learning activities can also be said as interactions that occur and are carried out between individuals and their environment. An environment that can provide new experiences or knowledge or those previously acquired but provides a stimulus for the individual to pay attention again and

provide the possibility of interaction. From the description above, it can be concluded that learning is a process of changing behaviour and changing understanding, which at first, a child is not equipped with natural potential. With the result of the learning process, a child can experience changes in behaviour and make understanding and skills better—increases and increases over time.

Learning is essentially a process of regulating, organizing the environment around students to grow and encouraging students to carry out the learning process in a learning environment. Learning is also said to be the process of teachers carrying out activities to provide guidance or assistance to students in the learning process. In learning, of course, there is a difference regarding how quickly students receive or understand the material. Some students can digest the subject matter relatively quickly, while others are slow in digesting the subject matter. These differences give teachers have the opportunity and the necessity to set strategies in learning that follow the circumstances experienced by each student. This is in accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that learning is a process of teacher interaction with students and learning resources that take place in a learning environment. Learning, when viewed nationally is a process of interaction involving various components, namely students, teachers, and learning resources that occur in a learning environment. The learning process can be interpreted as a system that involves interrelated components and interacts to achieve results. Optimal from the previously set goals.

Educational interaction is a sign of a learning process, namely the interaction carried out consciously of the goal. This interaction comes from the teacher, and the learning activities are carried out pedagogically on the students themselves. This is a systematic process through structured stages, namely the design, implementation, and evaluation stages. Learning does not occur instantaneously, suddenly, or quickly, but learning occurs periodically and passes through certain stages. In learning, the teacher has a role in facilitating students to learn well and comfortably. This interaction will produce an effective learning process, as expected. According to Trianto [16], learning is a complex aspect of activities that cannot be fully explained. This means that learning is a continuous interaction between the development and experience of a person's life and helping him in the learning process. Trianto revealed that learning is a conscious and deliberate effort made by a teacher to teach his students (guiding and directing students to interact with other learning resources) with the intention that the goals that have been set can be achieved optimally. Therefore, learning is a two-way interaction between teachers and students between the two of which there is a directed communication to meet or achieve a predetermined target or goal.

If we see and feel learning today, teachers and students interact using virtual media or using tools or devices such as cellphones, computers, and laptops. They can use distance learning applications currently provided by the government for free or paid if the private sector provides. All students from elementary school now need distance learning to tertiary level, which is not only happening in Indonesia; even almost all over the world are learning with e-learning systems. Different situations and conditions can cause changes in learning activities, such as from face-to-face learning activities to virtual face-to-face learning activities. The rapid development of technology also allows learning activities to be done anywhere, which is very helpful, especially during the Covid-19 pandemic.

This situation certainly impacts the quality of learning; students and teachers who previously interacted directly in the classroom must interact in a limited virtual space. Teachers must provide good teaching, create an atmosphere conducive to learning and use learning media and creative and innovative learning strategies that enable students to understand the material and achieve learning objectives. Therefore, learning motivation is very important for every student, both intrinsic and extrinsic motivation [17].

Motivation is one factor that has an essential role in the success of learning activities and achieving learning objectives because learning motivation is a mental strength that can encourage students to carry out learning activities. Based on that, this learning motivation consists of two types, namely intrinsic and extrinsic. This is in line with the opinion of Uno (2011) in [18], which states that learning motivation is a driving force both internal (intrinsic motivation) and external (extrinsic motivation), which serves to inspire students to be able to achieve learning goals so that students move to implement learning activities based on internal and external encouragement. Students need motivation intending to be enthusiastic in learning activities because without learning motivation, the learning objectives set will not be achieved. It can be concluded that learning motivation is an internal and external encouragement to students in carrying out learning activities to change behaviour to achieve learning goals.

Dimiyati and Moedjiono (2006) in [19] stated that motivation could be distinguished based on its nature into two, namely, the motivation that comes from within the individual, which is called intrinsic motivation, while motivation that arises from outside is called extrinsic motivation.

1) Intrinsic Motivation

Intrinsic motivation is an impulse that arises from within students to achieve a specific goal or desire to feel satisfied. Intrinsic motivation has a relationship between the learning situation and the needs of students to achieve a goal and master the values contained in a lesson.

2) Extrinsic Motivation

This extrinsic motivation is not related to learning activities, because in general, students in learning activities require encouragement or motivation that arises or is in themselves. When changes occur in students, it can be a manifestation of the encouragement of students' motivation. The teacher takes action to students that encourage students' learning motivation to achieve their learning goals. When students get praise from the teacher, such as stating the task they have completed is good, praising and giving motivational sentences. The student will feel happy, cared for, and monitored by the teacher to arouse students' enthusiasm to participate in learning activities.

3.1. The Function of Motivation

Hamalik (2008) in [19] suggests that there are three functions of motivation, namely; (1) encourage the emergence of behaviour or action; (2) motivation serves as a guide; (3) motivation as a driving force.

- 1) Encouraging behaviour or action.
Motivation encourages behaviour or actions. Motivation is very influential for learning activities because motivation is the beginning of someone wanting to take action.
- 2) Motivation serves as a guide.
- 3) Motivation makes a person move, take action in the direction he wants to achieve and achieve the goals he wants.
- 4) Motivation functions as a driving force.
- 5) Motivation can determine how fast or slow a person does an action because motivation is like a machine. The bigger, faster, and more sophisticated the machine, the faster the action will be and the greater the urge to act.

3.2. The Factors That Affecting Learning Motivation

3.2.1. Internal Factors

1. Aspirations

One of the supporting factors that can strengthen students' enthusiasm for learning is to have goals. While aspiration is a desire possessed by someone who makes it the goal of the struggle he has started. An example is a student who wants to study at a university will try to study as best as possible to pass the college selection or a student who desires to express his aspirations and opinions about one of the chemistry subject matter. He will study diligently to understand the material better and convey it to friends, teachers, or the community.

2. Student Ability

The abilities possessed by students can also influence learning motivation. The ability in question is the potential of students both in terms of intellectual and psychomotor. When a student has an ability, they can enthusiastically study more actively, using his abilities to make it easier for him to learn. An example is when there

is a student who has the potential or ability in mathematics. Then he will continue to try to maintain his good grades and improve his ability to understand the following materials.

3. Student Condition

The condition of students can also affect students' learning motivation. Such as the health and senses of students. Good health and sensory conditions will significantly assist students in maximizing learning activities to achieve learning goals.

4. Psychological

Several psychological conditions can affect student learning motivation, namely:

- a) Talent
Talent is any ability possessed by an individual that will continue to develop when honed continuously well and will provide expertise and help him achieve success in the future.
- b) Intelligence
Intelligence can be interpreted as the ability to describe reactions to a stimulus or adapt to the environment in a fast way. Intelligence can occur when there is interaction and connection between organs in the human body, so intelligence is not only related to the brain's ability alone.
- c) Attitude
Attitudes have an essential role in influencing students' learning motivation. When students are in a happy state, the methods and strategies used by teachers in teaching and learning activities can make students more enthusiastic so that they can get maximum learning outcomes, and vice versa.
- d) Perception
Perceptions about learning from students also affect the benefits of a subject or material and the benefits that can influence whether or not students want to continue, continue or stop learning.
- e) Interest
Interest has a significant effect on students' learning motivation. An example is when there are students interested in science subjects, they will study well and diligently to master science subjects. The student will sacrifice his time and happily and consciously learn to understand and master the material that has been explained by the teacher and even material that the teacher may not have explained.
- f) Dynamic Elements
Dynamic elements in learning such as students' feelings, memories of a material, phenomenon or another thing, and the desires or experiences of students influence motivation in learning. These elements can be felt by students directly or indirectly.

3.2.2 External Factors

External factors mean factors that are outside of students but have a role that can affect their learning motivation, including:

1. Conditions of the learning environment

A good and conducive learning environment will support and strengthen students' enthusiasm for learning. When the learning environment is not conducive, there are disturbances, which will interfere with the concentration and enthusiasm of students. The school's social environment, such as teachers, friends in the classroom, can affect the learning process.

2. Community social environment

When the community can give a feeling to a student by including him in an activity, then it can have an influence on the spirit of learning.

3. Family social environment

Family relationships, communication between parents and children, are certainly very influential on their child's learning motivation. A harmonious family will provide comfort for their children in studying at home, especially parents who guide and monitor their children in learning.

4. Non-social environment

This non-social environment is divided into two, namely the natural environment and instrumental factors. The natural environment is support, affection, and habit carried out by a family that influences children's learning motivation. At the same time, the instrumental factor is a supporting factor in the form of infrastructure found in an academic unit. This advice and infrastructure aim to maximize and provide facilities to students in achieving learning goals effectively and efficiently.

3.3. Things That Affect The Motivation of High School Students During The Covid-19 Pandemic

Understanding subject matter during the Covid-19 pandemic is certainly not easy, considering that sometimes giving students time to work on and collect relatively short assignments makes students anxious and depressed. Tasks that pile up due to the same deadline for submitting assignments can also make students depressed.

Lack of understanding of the material makes it difficult for students to do the tasks given. This raises anxiety for students about the possibility of decreasing their grades to their unpreparedness in facing the next level. Students are worried that when learning activities return to normal, they cannot learn new material well because they do not understand the previous material. This condition is feared to affect students' ability after graduating from school, either to continue their studies or to work.

According to Morgan in [20], This change in the learning system requires all teachers and students to be ready, but in reality, not all teachers and students are ready to face this change. Some teachers, especially elderly teachers, have difficulty carrying out online

learning. This is due to the inability of teachers to keep up with the times and master the latest technology. Teachers must take advantage of what they have and look for sources or applications that can help provide more varied learning according to needs. Effective online learning is needed to enable students to maximize the available time, so teachers need to be skilled in using and choosing learning strategies. This is in line with Kaufmann & Vallade (2020) in [20] that teachers need to be skilled to carry out effective online learning using various existing methods.

Signals or connections are problems that students and teachers often feel in the learning process during the Covid-19 pandemic. Students and teachers are worried about internet quotas because they cannot complete online learning without them. This is in line with the research [21], which showed that online learning has its advantages and disadvantages, one of which is the wide range of learning resources accompanied by the need for adequate quotas and signals. So, even this need for internet quota can be one of the shortcomings and obstacles in carrying out online learning during the Covid-19 pandemic. The government also tries to provide quota assistance to students and teachers to maximize the quota assistance to carry out online learning. However, because not all regions have a good signal, sometimes technical problems cause students to be late for class, send assignments, do not understand the material, and so on. Students' motivation can decrease, and they become lazy because of this signal interference. Research conducted by [22] at Senior High School 1 Tambakoyo showed a decrease in the learning motivation of high school students as indicated by the presence of students who did not do assignments and did not care about online learning, too bad scores on daily tests. These reasons vary, ranging from helping parents, working, playing a lot, and being lazy to study online. Online learning does have gaps that make students distracted and tempted to do other things. When signals are hard to come by and interfere with the learning process, students may leave learning activities and play.

4. CONCLUSION

Motivation is essential to be able to make high school students learn. The motivation that arises both from within himself or from outside himself will significantly affect the speed at which students take action or deed, especially in learning. The role of various parties is needed to increase learning motivation during the Covid-19 pandemic. Parents of participants as the closest parties to students significantly influence their children's learning motivation. Teachers also determine their students' learning motivation by choosing strategies, methods, or learning media.

From the results of this study, it can be suggested that parents can pay more attention to, guide, monitor, and direct their children in studying at home during the Covid-19 pandemic for teachers. It is recommended to use various methods, strategies, media, sources, or

applications that can help. Improve student learning motivation, and suggestions for students are to keep following the learning as well as possible according to the direction of the teacher, take advantage of existing learning resources and look for learning resources on the internet.

REFERENCES

- [1] D. H. Santoso & A. Santosa, A. (Eds.), Covid-19 Dalam Ragam Tinjauan Perspektif, MBridge Press, 2020.
- [2] D. R. A. U. Khasanah, H. Pramudibyanto, B. Widuroyekti, Pendidikan dalam masa pandemi covid-19, *Jurnal Sinestesia*, 2020, pp. 41–48.
- [3] T. Rumhadi, Urgensi motivasi dalam proses pembelajaran, *Jurnal Diklat Keagamaan*, 2017, pp. 33–41.
- [4] Y. D Puspitarini, M. Hanif, Using Learning media to increase learning motivation in elementary school, *Anatolian Journal of Education*, 2019, pp. 53–60. DOI: <https://doi.org/10.29333/aje.2019.426a>
- [5] S. Islam, H. Baharun, C. Muali, M. I. Ghufron, M. E. I. Bali, M. Wijaya, I. Marzuki, To Boost students' motivation and achievement through blended learning, *Journal of Physics: Conference Series*, 2018, pp. 0–11. DOI: <https://doi.org/10.1088/1742-6596/1114/1/012046>
- [6] M. Nursalim, H. Laksmiwati, M. Syafiq, M. S. Budiani, S. I. Savira, R. N. Khoirunnisa, Y. W. Satwika, Psikologi Pendidikan, Remaja Rosdakarya, 2019.
- [7] A. Cahyani, I. D. Listiana, S. P. D. Larasati, motivasi belajar siswa SMA pada pembelajaran daring di masa pandemi covid-19, *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 2020, pp. 123–140, DOI: <https://doi.org/10.37542/iq.v3i01.57>
- [8] W. Trisnawati, Sugito, Pendidikan anak dalam keluarga era covid-19, *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2020, pp. 823–831. DOI: <https://doi.org/10.31004/obsesi.v5i1.710>
- [9] W. Yulianingsih, S. Suhanadji, R. Nugroho, M. Mustakim, Keterlibatan orangtua dalam pendampingan belajar anak selama masa pandemi covid-19, *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2020, pp. 1138–1150. DOI: <https://doi.org/10.31004/obsesi.v5i2.740>
- [10] D. Sari, Peran orang tua dalam memotivasi belajar siswa, *Prosiding Seminar Nasional 20 Program Pascasarjana Universitas PGRI Palembang*, 2017, pp. 1–43.
- [11] A. Kamila, Peran perempuan sebagai garda terdepan dalam keluarga dalam meningkatkan motivasi belajar anak ditengah pandemi covid 19, *Jurnal Konseling Pendidikan Islam*, 2020, pp. 75–83. DOI: <https://doi.org/10.32806/jkpi.v1i2.21>
- [12] Suharni, Purwanti, Upaya Meningkatkan motivasi belajar siswa, *G-Couns: Jurnal Bimbingan Dan Konseling*, 2018, pp. 73–82. DOI: <https://doi.org/10.31316/g.couns.v3i1.89>
- [13] S. E. Mawarsih, Susilaningsih, N. Hamidi, Pengaruh perhatian orang tua dan motivasi belajar terhadap prestasi belajar siswa SMA Negeri Jumapolo, *Jupe UNS*, 2013, pp. 1–13.
- [14] Melfianora, Penulisan karya tulis ilmiah dengan studi literatur, *Open Science Framework*, 2019.
- [15] J. De Houwer, D. Barnes-Holmes, A. Moors, What is learning? On the nature and merits of a functional definition of learning, *Psychonomic Bulletin & Review*, 2013, pp. 631–641.
- [16] A. Pane, M. Darwis Dasopang, Belajar dan pembelajaran, *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, 2017, pp. 333. DOI: <https://doi.org/10.24952/fitrah.v3i2.945>
- [17] H. B. Uno, Teori Motivasi dan Pengukurannya, Bumi Aksara, 2011.
- [18] Q. Aini, Pengaruh motivasi belajar intrinsik dan ekstrinsik terhadap prestasi belajar ekonomi di SMA NW Pancor Lombok Timur NTB, *Jurnal Ganec Swara*, 2016, pp. 91–96.
- [19] D. A. Nurmala, L. E. Tripalupi, N. Suharsono, Pengaruh motivasi belajar dan aktivitas belajar terhadap hasil belajar akuntansi, *Jurnal Pendidikan Ekonomi Undiksha*, 2014. DOI: <https://doi.org/http://dx.doi.org/10.23887/jjpe.v4i1.3046>
- [20] D. H. Oktawirawan, Faktor pemicu kecemasan siswa dalam melakukan pembelajaran daring di masa pandemi covid-19, *Jurnal Ilmiah Universitas Batanghari Jambi*, 2020, pp. 541. DOI: <https://doi.org/10.33087/jiubj.v20i2.932>
- [21] Firmansya, Motivasi belajar dan respon siswa terhadap online learning sebagai strategi pembelajaran di masa pandemi covid-19, *Edukatif: Jurnal Ilmu Pendidikan*, 2021, pp. 589–597. DOI: <https://doi.org/10.31004/edukatif.v3i2.355>
- [22] Prihatiningtia, Pengaruh layanan konseling individu dengan teknik modelling untuk meningkatkan motivasi belajar di SMA Negeri 1 Tambakboyo, *Nusantara of Research: Jurnal Hasil-Hasil Penelitian Universitas Nusantara PGRI Kediri*, 2020, pp. 49–56. DOI: <https://doi.org/10.29407/nor.v7i1.15068>