



Students' Motivation for Learning Mathematics during the Covid-19 Pandemic

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ABSTRAK

Masih banyak siswa yang memiliki motivasi belajar kurang dalam proses pembelajaran sehingga mengakibatkan siswa mengalami kesulitan dalam belajar. Penelitian ini bertujuan untuk menganalisis faktor rendahnya motivasi belajar matematika siswa. Jenis penelitian ini adalah penelitian kualitatif deskriptif. Subjek dalam penelitian ini adalah siswa kelas V sebanyak 16 orang. Metode pengumpulan data yang digunakan adalah metode kuesioner, observasi dan wawancara. Instrument pengumpulan data menggunakan kuesioner dan lembar observasi. Metode analisis data dilakukan secara deskriptif yang dipaparkan dalam bentuk uraian singkat, persentase, diagram, dan bukti fisik. Hasil penelitian menunjukkan bahwa rata-rata skor motivasi belajar yakni 58,06. Dengan demikian diketahui bahwa motivasi belajar siswa kelas V masih tergolong rendah yang dipengaruhi oleh faktor internal dan eksternal siswa. Solusi yang dapat dilakukan untuk meningkatkan motivasi belajar siswa adalah dengan menciptakan suasana belajar yang menyenangkan bagi siswa. Dengan adanya penelitian ini dapat memberikan guru pemahaman dalam melakukan pembelajaran dalam proses pembelajaran sehingga meningkatkan prestasi belajar matematika siswa.

ABSTRACT

Many students have less motivation to learn in the learning process. Thus, made students have difficulties in learning. This study aimed to analyze the factors of low student motivation in learn mathematics. This research used descriptive qualitative research. The subjects in this study were 5th-grade students, as many as 16 people. Data collection methods used were questionnaires, observations, and interviews. Instruments of data collection using questionnaires and observation sheets. The data analysis method was carried out descriptively, which was presented in brief descriptions, percentages, diagrams, and physical evidence. The results showed that the average score of learning motivation was 58.06. Thus, it is known that the learning motivation of 5th-grade students is still relatively low, which is influenced by internal and external factors of students. The solution that can be done to increase students' learning motivation is to create a pleasant learning atmosphere for students. This research can provide teachers with an understanding of making improvements in the learning process to improve students' learning achievement in mathematics.

1. INTRODUCTION

Currently, the world is being hit by the COVID-19 pandemic, which makes all activities, including education, have to be carried out in a limited or distanced manner (Chang et al., 2021; Rigianti, 2020). Due to pandemic covid-19, learning is not face-to-face, but it changes to online learning (Jogezai et al., 2021; Syarifudin, 2020). Implementing distance learning will affect students' interest and motivation in learning in the learning process (Amirudin et al., 2021; Hakim et al., 2019). The implementation of distance learning will often reduce students' interest and motivation in learning because students do not interact with their friends and teachers (Ratnawati & Hasanah, 2021; Sudiasih et al., 2021). So that, it is necessary for students to have good motivation to learn in the learning process (Suartina, 2021). The existence of good learning motivation from students in the learning process is necessary because it can provide enthusiasm, direction, and persistence of behavior in learning activities (Berlyana & Purwaningsih, 2019; Nugroho & Fitri, 2018). Giving some motivation can have a big impact on students because students who have strong motivation will have a lot of energy and enthusiasm to participate in learning activities (Andriani & Rasto, 2019; Novalinda et al., 2018). In addition, learning motivation functions as a driving force in students that creates, ensures continuity, and provides direction for learning activities. It is hoped that the goals can be achieved (Chulsum, 2017; Melinda & Susanto 2018). Thus, the existence of student learning motivation in the

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learning process is very important to make the learning process run well and produce learning objectives to be achieved properly.

However, the reality in the field is often seen that students' learning motivation is very low. Various factors can cause low learning motivation, both from internal and external students (Cahyani et al., 2020; Oktaviani et al., 2020). One of the factors that can cause low student learning motivation is the way the teacher teaches, which is less liked by students so that students feel bored in participating in the learning (Arista & Rahma, 2021; Rasam & Sari, 2018). In addition, the low motivation of students to learn can also be caused by subjects that are not liked by students, such as mathematics (Ardila & Hartanto, 2017; Firdaus, 2019). Often students assume that mathematics is a very, very difficult science, so that it is less desirable in learning (Luksiana & Purwaningrum, 2018; Yudha, 2019). By the results of initial observations, it was found that many students did not have the enthusiasm to learn mathematics, many students seemed to lose motivation in learning. The low motivation to learn mathematics is caused by various things, one of which is the assumption of most students that mathematics is a difficult and boring subject, so that many students do not like mathematics and even make mathematics a scourge that must be avoided. The problem of lack of motivation to learn in these students resulted in the learning process being hampered because both teachers and students had to repeat learning on the same material (Al-Amin & Murtiyasa, 2021; Supriadi, 2017).

The lack of student learning motivation will also affect the learning atmosphere, which makes the learning atmosphere less fun or more rigid (Anggraeni et al., 2019; Faradita, 2017). In addition, the lack of motivation to learn in these students can cause a decrease in student learning outcomes. It will automatically impact the achievement of learning objectives that are not optimal (Doyan et al., 2018; Saputra et al., 2018). Thus, it is necessary to have a study that discusses the factors of low student learning motivation. So that solutions can be found for handling these problems. The solution that can be done to overcome the problems that have been presented above is to conduct research or study about the low motivation of students to learn. There have been many studies that discuss the low motivation to learn students. Students' learning motivation in learning is still low even though it has been assisted by the existence of learning media such as cards (Nova et al., 2020). Other research stated that students' learning motivation has a large influence on student achievement, so the higher students' learning motivation will affect high student achievement (Nurmaliza et al., 2020). In addition, learning motivation can also be increased with interesting learning media for students, such as animated learning video media (Apriliyani, 2020). Other research has also been carried out with the result that the low motivation of students to learn is caused by the ideals/aspirations of students, student abilities, student conditions, student environmental conditions, and dynamic elements in student learning (Naibalo et al., 2021).

This research is supported by other studies which found that the low motivation of students to learn is caused by the lack of interest in students learn, the student learning environment, an active learning environment can foster learning motivation so that the solution can be done is to implement an active learning method or model, creative and fun for students (Sari et al., 2018). Other research also stated that motivation is very important for students to learn because high learning motivation from students can make students' learning enthusiastic (Suryasa et al., 2017). Although many studies have been conducted to examine student learning motivation, there is still no one discussing the analysis of factors that can cause low student learning motivation. Based on the background of this study, the aims to analyze the factors that can cause low student motivation to learn mathematics. In addition, this study aims to find a theoretical solution to the lack of student motivation in mathematics learning mutants in grade V elementary school students.

2. METHOD

This type of research is descriptive qualitative research conducted to find out social phenomena that are descriptive in nature (Murtianis et al., 2019; Yuliani, 2019). This study uses an approach that consists of a preparatory stage, namely the stages carried out before research is carried out in the field. The next stage is the field stage, namely the stage of collecting data in the field, and the post-field stage, which is carried out to analyze the findings in the field. The subjects in this study consisted of two, namely the population and the sample. The population in this study was 84 fifth-grade students from the four elementary schools where the research was conducted. At the same time, the sample in this study was 16 fifth-grade students from the four elementary schools where the research was conducted. The sample selection in this study was based on the level of student motivation, so that the sample was students who had a low level of motivation to learn mathematics. This research was conducted in elementary schools in Cluster VI, Abang Subdistrict, Karangasem Regency with four schools, namely SDN 1 Pidpid, SDN 2 Pidpid, SDN 1 Nawakerti, and SDN 2 Nawakerti. The selection of these schools is because these schools have

different location characteristics and have complete to incomplete facilities so that comparisons can be made between these schools.

The data collection method used in this study were the questionnaire method, observation, and interviews. In this study, students were used as respondents and given a questionnaire (questionnaire) about learning motivation in learning mathematics. In this closed questionnaire, students just choose the answers that have been provided. It is done by distributing questionnaires consisting of 25 statements answered by students to examine students' learning motivation in learning mathematics. Observations in this study were carried out by observing the factors that influence students' motivation to learn mathematics, namely internal and external factors. Furthermore, this observation guide uses a Likert Scale with scores ranging from 1 to 5 on each observed indicator. The interview guide used in this study is a structured interview guide, hoping to dig up information about the factors that influence students' learning motivation in learning mathematics in schools in more depth and direction so that the desired information can be obtained through informants. The grids used in this questionnaire are arranged in Table 1, and the Learning Motivation Scoring Rubric is arranged in Table 2.

Table 1. Blueprint of Student Learning Motivation Questionnaire

Variable	Indicator	sub-indicator	No Item		Number of Items	
			Positive	Negatif		
Learning Motivation	There is desire and wish to succeed	Doing assignments on time	1, 2	3	8	
		Not satisfied with good results	4, 5 7,8	6		
	There is encouragement and need in study	Achieved	9,10	11	4	
		There is hope and future goals	Interest in learning	12 13, 14		3
	There is an award	Efforts to reach ambition	Diligence in study	15	16	
		Rewards and punishments	17	18		
	There are interesting activities in the study	conducive learning environment	Get compliments	19	22	3
			Creative in delivering material	20, 21		
		Learning atmosphere	23, 24	25	3	
Total			18	7	25	

(Sadirman, 2011).

Table 2. Learning Motivation Scoring Rubric

Alternative Answer	Score	
	Positive Statement	Negative Statement
Strongly Agree (SS)	5	1
Agree (S)	4	2
Disagree (KS)	3	3
Disagree (TS)	2	4
Strongly Disagree (STS)	1	5

The methods and techniques of data analysis carried out consisted of three stages: the preparation stage, the analysis was carried out on the data from the preliminary study, or secondary data used to determine the focus of the research. The focus of this research is still temporary and can develop after researchers enter and during the field. At the field stage, the data obtained is processed by modifying the data, presenting the data, and verifying the data. In the post-field stage, the analysis of the data that has been

obtained is carried out using descriptive analysis by determining the average of the data that has been obtained. Furthermore, the average score obtained is classified as very good, good, sufficient, low, and very low. The data is adjusted to the table of criteria for classifying the average value of student learning motivation as shown in Table 3.

Table 3. Table of criteria for classifying the average value of student learning motivation

Score Range	Category
$\bar{X} \geq 120$	Very high
$90 \leq \bar{X} < 120$	High
$60 \leq \bar{X} < 90$	Enough
$30 \leq \bar{X} < 60$	Low
$\bar{X} < 30$	Very low

(Candiasa, 2011)

3. RESULT AND DISCUSSION

Result

The preparation stage is the first stage carried out in this study which was carried out to collect the initial data used in this study. At this stage, several things were carried out, including designing research based on the results of initial observations that had been made. The results of observations that have been made found that the problem in learning mathematics is still a lack of student learning motivation. Initial observations are made to observe, recognize, and interact with the object of research. This initial observation also aims to strengthen the initial information related to students' learning motivation in learning. At this stage, the location of the research was determined at the elementary school cluster VI, Abang sub-district, Karangasem district. The reason for taking it at that location was because it was very strategically located and based on observations made by the school that met the requirements for conducting research. In addition, this stage also determined the informants in this study, namely fifth-grade students, fifth-grade teachers/guardians, and principals in elementary schools. This stage is also carried out in the preparation of research instruments. The instrument used to collect data in this study was questionnaires, observations, and interviews made by researchers to facilitate data collection needed in the field.

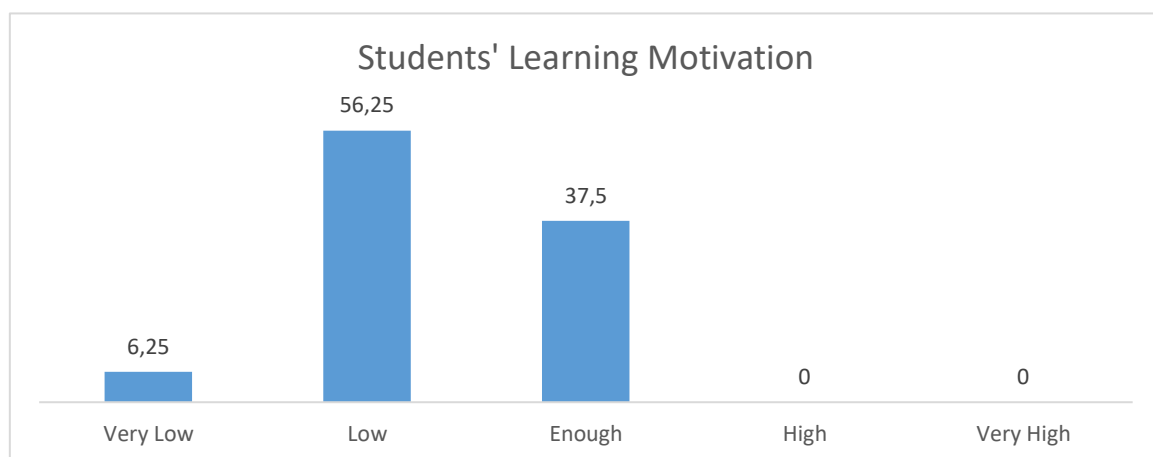


Figure 1. Distribution of student learning motivation data

The field stage is carried out by collecting data using previously prepared instruments, namely questionnaire sheets, observation sheets, and other instruments such as recording devices and cameras. The results obtained at this stage are from distributing questionnaires to 16 students, obtaining an overall score of 929. The post-field stage is the stage that is carried out, namely, analyzing the data obtained in the field. The data analysis was carried out in a qualitative descriptive manner according to the data collected from the instruments used. The results obtained at the field stage by distributing questionnaires to 16 students obtained a total score of 929 so that the analysis can be carried out by converting the scores

obtained by respondents into the available categories. The results obtained that the average score for learning motivation for class V SD Cluster VI Abang sub-district was 58.06 and was in the average interval. The learning motivation of grade V SD Cluster VI SD Abang sub-districts was included in the low category. The distribution of student learning motivation data in learning Mathematics for fifth-grade students of SD Cluster VI, Abang sub-district is presented in Figure 1.

Discussion

This research was carried out in three stages, namely the preparation, field, and post-field stages. The preparation stage is the initial stage in this research which was carried out to collect initial data used to implement further research. In the preparation stage, it is known that the content of learning mathematics in grade 5 elementary school students still has low motivation. The low learning motivation of these students will disrupt the learning process (Rismawati & Khairiati, 2020; Saibah & Wantini, 2021). The low learning motivation of these students will make them less enthusiastic about participating in the learning process. Students find it difficult to understand the material explained by the teacher (Saragih, 2019; Yasmini, 2021). Thus, low student learning motivation will make student learning outcomes low as well so that learning objectives cannot be achieved properly (Awe & Benge, 2017; Witri Lestari, 2017). Furthermore, the field stage, which is the second stage in this research, was carried out to obtain data in the field about the problems raised, namely the low learning motivation of students on the content of learning mathematics. At the field stage, it was found that the motivation for learning mathematics for fifth-grade elementary school students in elementary school in Gugug VI, Abang sub-district, Karangasem Regency was still low due to several factors. The results are then collected for evaluation at the post-field stage.

The post-field stage is the last stage in this research to evaluate the results obtained at the field stage. Based on the results at the field stage, it is known that the motivation to learn mathematics in elementary school grade 5 students in Gugug VI, Abang sub-district, Karangasem Regency is still low. The low motivation for student learning is caused by several factors, namely problems caused by teachers, problems caused by students, and the environment. The low learning motivation of students is caused by the lesson planning that the teacher does not do well without paying attention to the appropriate method according to the conditions of the students in the class. Less good learning design will lead to poor learning implementation, so that later it will have an impact on students' learning motivation (Rahmatiani & Repelita, 2019; Soimah, 2018). Planning that does not pay attention to methods, class management, and good research carried out in the classroom will also make learning seem monotonous (Fauzi & Taufik, 2021; Jaudin et al., 2021). Therefore, it will cause students' low motivation to learn due to the monotonous learning (Putri et al., 2017; Rahmayani & Amalia, 2020). The low learning motivation of students is also caused by the lack of facilities and infrastructure in the implementation of teaching by the teacher. The lack of facilities and infrastructure can make it difficult for students to understand the learning material that the teacher conveys (Rani, 2019; Tambunan et al., 2021). Facilities and infrastructure are elements that can support the learning process to be good (Ahsani et al., 2021; Simatupang & Sitompul, 2018). With good facilities and infrastructure, the learning process can run better (Hartoni, 2018; Nugraha & Nurharsono, 2020).

The low motivation of students to learn is caused by the environment around students who are not good. For example, in the student's family environment, that is not good, so it can affect the student's condition in learning. The condition of students' parents is very influential on students' learning motivation (Sudarwanto, 2018). Students who have good parents will not feel burdened in carrying out activities, especially learning (Rumbewas et al., 2018). By not having pressure from the parents' circumstances, students will happily participate in the learning process. To increase student learning motivation, several things can be done; namely, teachers to increase learning motivation in learning activities at school, such as clarifying the goals to be achieved, generating student motivation, creating a pleasant atmosphere in learning, using variations of attractive presentation methods, giving reasonable praise for every student's success, give an assessment, comment on the results of student work, create competition and cooperation (Pradhita Yudhi Astri et al., 2018; Wahyugi & Fatmariza, 2021). In addition, in learning planning, it is very necessary to pay attention to the appropriate method, how to manage a good class, and make an appropriate assessment. By paying attention to this, it will make learning not monotonous.

The results of research that have been obtained with other research results which state that the lack of student learning motivation is due to internal factors such as IQ or intelligence, student attitudes in learning mathematics, student learning motivation is still low, body health is not optimal, and students' sensory abilities are lacking and external students which include the lack of variety in teaching teachers, the use of learning media that has not been maximized, families, and so on (Utari et al., 2019). Other research stated that motivation greatly influences student learning outcomes (Sihombing et al., 2021). Other research stated that student learning motivation could increase with a desire or desire to succeed,

encouragement of learning needs, interesting learning activities, a conducive learning environment, and collaboration (Rini, 2018). Other research has also been carried out with the result that the low motivation of students to learn is caused by the ideals/aspirations of students, student abilities, student conditions, student environmental conditions, and dynamic elements in student learning. (Naibalo et al., 2021). This research is supported by other studies which found that the low motivation of students to learn is caused by the lack of interest in students learn, the student learning environment, an active learning environment can foster learning motivation so that the solution can be done is to implement an active learning method or creative model, and fun for students (Sari et al., 2018). The results of other studies also state that motivation has a close relationship or relationship with student skills because high learning motivation will increase student productivity (Bhakti & Dwi Astuti, 2018).

Based on the study results and adjusted to relevant research, it can be ascertained that student learning motivation has a great impact on students. With high student motivation, learning will run well (Wahyu Lestari et al., 2018; Tentama et al., 2019). Good learning motivation will also have an impact on increasing student learning outcomes because students can take part in learning well (Laila et al., 2016; Puspitarini & Hanif, 2019). The cause of students' low motivation to learn mostly comes from the way the teacher teaches, which is not liked by students (Rahmatiani & Repelita, 2019; Soimah, 2018). The way of teaching that students do not like causes students to feel bored, so that students' learning motivation decreases (Fauzi & Taufik, 2021; Jaudin et al., 2021). The steps that can be taken care to design learning using learning methods tailored to students' characteristics so that they can provide an interesting learning experience for students (Pradhita Yudhi Astri et al., 2018; Wahyugi & Fatmariza, 2021). In addition, it can also be done by designing learning using interesting learning methods so that learning does not seem monotonous (Sari et al., 2018).

This research has several advantages, including providing an overview to educators about the learning that is being carried out. These advantages can provide understanding to the teacher in planning learning so that it does not cause problems as studied. In addition, this research has the advantage that this research can provide solutions to educators in designing learning or overcoming problems regarding low student motivation. With these advantages, the teacher can anticipate learning implementation, which can reduce students' learning motivation. The implications of this research are used as input for teachers and prospective teachers. Improving themselves about the teaching that has been done and the student's learning achievement that has been achieved by paying attention to appropriate learning methods and student motivation to improve student learning achievement in mathematics. The weakness of this research is that this research only aims to analyze the causes of students' low motivation to learn mathematics by providing solutions that are still contextual. Based on the weakness of the research, it is hoped that there will be other research that discusses relevant topics by providing real solutions that can increase student learning motivation.

4. CONCLUSION

The motivation for learning mathematics for fifth-grade elementary school students in cluster VI, Abang sub-district, Karangasem district is still relatively low. Internal and external factors of students influence the low motivation of students to learn. Increase student learning motivation, it can be done by creating a pleasant learning atmosphere for students. The implications of this research are used as input for teachers and prospective teachers. Improving themselves about the teaching that has been done and the student's learning achievement that has been achieved by paying attention to appropriate learning methods and student motivation to improve student learning achievement in mathematics.

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