The Impact of the COVID-19 Pandemic on Student Learning Motivation

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ABSTRACT


1. INTRODUCTION

Education is a process of mutual adjustment either receiving or giving knowledge, with this adjustment it is hoped that it will provide changes in humans (Anwar, 2015; Nurkholis, 2020). On January 30, 2020, WHO declared the disease outbreak in China COVID-19 a Public Health Emergency of international concern (Sohrabi, et al, 2020; Song & Karako, 2020; Susilo et al., 2020; Talevi et al., 2020). The spread of COVID-19 is very fast, which has resulted in various countries implementing isolation, (Smith, A. W., & Freedman, 2020; Yuliana, 2020). In addition, many countries are maintaining physical distance to reduce the rate of spread of the virus (Koh et al., 2020; Marroquin et al., 2020). In Indonesia, the impact of the COVID-19 virus occurs in various fields, such as social, economic, tourism, and education...
is no exception. The emergence of the COVID-19 virus has had a huge impact on the world of education. The impact of COVID-19 is felt by several parties, namely teachers, school principals, students and parents (Mastura dan Rustan Santaria, 2020; Pajaranto et al., 2020).

In an effort to stop the spread of COVID-19 so that activities can run normally again, especially for the world of education, the Government issued a Circular of the Minister of Education and Culture of the Republic of Indonesia No.4 of 2020 concerning Implementation of Education Policies in an Emergency for the Spread of COVID 19. With the closure of schools or implementation Distance learning results in students not being able to interact with their peers, and teachers (Nurkholis, 2020). Learning from home is better known as distance learning which combines the principles of the learning process with technology (Cucu, 2016). Distance learning can use several online applications such as classrooms, video conferencing, zoom, and whatsapp groups to support communication and interactions during learning and learning can be carried out at a more flexible time and place. (Gunawan, G., Suranti, N. M. Y., & Fathoroni, 2020; Umar, 2020; Zaharah, 2020).

Distance learning can use two methods, namely online and offline learning. Online Learning can be held through a web network with an unlimited number of participants using various technological media (Bilfaqih, 2015; Dabbagh and B. Bannan Ritland, 2007; Putria, 2020; Rigianti, 2020). Online learning is in accordance with local situations and conditions to create effective and comfortable learning for students in the midst of the COVID-19 pandemic (Herliandry, Devi., 2020; Zhang et al., 2020). While offline learning can be done not connected to the internet network or using media such as radio, television or face-to-face systems (Ambarita, 2021). Distance learning raises various problems. The problem during online learning is that the teacher has difficulty controlling and maintaining the learning atmosphere because it is limited in virtual space, the concentration and motivation of children learning from home and at school will certainly be different, students feel bored for too long not meeting with their teachers and friends, not all students have learning support facilities such as cellphones or laptops, the lack of knowledge of teachers, students and parents regarding the use of technology, and other problems occur in the assessment process and the opportunity to get a job after graduating from education (Aji, 2020; Anugrahana, 2020; Cahyani, 2020).

This problem also occurs in fourth grade students of SD Cluster IX, Buleleng District, namely learning during the COVID-19 pandemic has caused various problems, namely the results of student work become diverse and not as expected by the school, lack of parental assistance to help and facilitate the learning process, students experience difficulty adapting to distance teaching and learning activities. This will indirectly have an impact on the motivation of students in learning. The existence of good motivation in learning will show good results (Mediawati, 2010). Motivation to learn is very much needed during the COVID-19 pandemic because with student learning motivation, it can provide enthusiasm for learning and direct learning activities better, besides that with one's motivation will get better considerations in learning activities. The existence of learning motivation can also provide an impetus to make changes in achieving goals (Emda, 2017; Garavan et al., 2010; Sukiyasa, 2013). Motivation to learn is one of the main principles for efficient education (Kim, 2011). Based on the description above, it is important to conduct descriptive research regarding the impact of the COVID-19 pandemic on student learning motivation in elementary schools.

2. METHOD

This research is a type of descriptive research. Descriptive research is a multiple method in focus with an interpretive approach to each subject matter (Gumilang, 2016). This type of descriptive research used in this study intends to see, review and draw conclusions to obtain information about the impact of the COVID-19 pandemic on student learning motivation in primary schools. The research was conducted in elementary schools, namely as many as 9 schools, carried out in grade IV. The data collected is the learning motivation data of the fourth-grade students. This research was conducted in 3 (three) stages, namely the initial stage of research, the stage of research implementation and the final stage of the study. The initial stage of the research was carried out by arranging permits related to the implementation of research in cluster IX elementary schools, Buleleng District, Academic Year 2020/2021, the preparation of research instruments. The instrument used in this research is a questionnaire / questionnaire. conduct trials on the instrument, and test the validity and reliability. The research implementation stage was carried out by collecting data using a questionnaire given to students to find out student motivation during distance learning, interviews were conducted with grade IV teachers to find out how the learning process was during the COVID-19 pandemic, and data from management results were then analyzed by experts related to the instrument. The final stage of the research is the preparation of a research report and presentation of the research results. In this study the population was all fourth grade students of elementary school in cluster IX, Buleleng district, with a total of 186 students. To determine the sample,
the research was carried out with saturated sampling technique. Saturated sampling is a sampling technique using the entire population as a sample (Unaradjan, 2019). The sample of this study was 186 students of grade IV SD to obtain student learning motivation. Interviews were conducted with 9 grade 4 elementary school teachers to obtain information related to the learning process during the COVID-19 pandemic. And the motivation questionnaire is used to measure the level of student learning motivation.

The data collection method used in this study is a non-test method with instruments in the form of a student learning motivation questionnaire. In this study, the indicators of learning motivation were used to use. The arrangement of motivational instruments is based on the grid that has been arranged based on indicators which have been modified, namely the duration of learning, attitudes towards learning, the desire and desire to succeed, the encouragement and need in learning, the existence of hopes and aspirations for the future, the appreciation in learning, the existence of interesting activities in learning, the existence of a conducive learning environment, which allows students to learn well (Hanafiah & Cucu, 2012; Uno, 2011). The questionnaire grid is shown in Table 1. The questionnaire grid is used to make it easier to find out the level of learning motivation of fourth grade students in elementary schools. The test grid is presented in a tabular form containing indicators, statement item numbers, and number of items for each measured indicator. There are 30 statement items, the questionnaire scoring uses a Likert scale. In using this scale, respondents agree or disagree with a number of statements related to the object of the researcher. Scores on the Likert category scale, answers are given quantitative values of 5, 4, 3, 2, 1. In order for the instrument to be made to meet good requirements, an expert assessment (judges) is carried out before being designated as an instrument for further research. The research instrument was analyzed using the validity test, reliability obtained 26 valid statement items and 4 invalid statements. Data analysis methods and techniques used in this study were qualitative descriptive statistics and quantitative descriptive statistics. Qualitative descriptive statistical analysis is used in interview results and quantitative descriptive statistics is used in motivation learning.

Table 1. Student Motivation Questionnaire Grid

<table>
<thead>
<tr>
<th>Learning Motivation Indicator</th>
<th>Item Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study duration</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Attitude towards learning</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>There is a desire to learn</td>
<td>6,7</td>
<td>5</td>
</tr>
<tr>
<td>There is a need for learning</td>
<td>9,10,11</td>
<td>12,13</td>
</tr>
<tr>
<td>There are hopes and dreams for the future</td>
<td>14, 15, 16, 17, 18</td>
<td>19</td>
</tr>
<tr>
<td>There is an appreciation in learning</td>
<td>20, 21, 22, 23</td>
<td>24</td>
</tr>
<tr>
<td>There are interesting activities in learning</td>
<td>26</td>
<td>25,27,28</td>
</tr>
<tr>
<td>The existence of a conducive learning environment that allows one to study well</td>
<td>30</td>
<td>29</td>
</tr>
</tbody>
</table>

(modified from Hanafiah & Cucu, 2009 and Uno, 2011)

3. RESULT AND DISCUSSION

Result

Based on the results of the study, information was obtained that the learning process in class IV of Cluster IX, Buleleng District was carried out in a combination of online and offline. Learning implementation activities have been running properly according to the standards of the learning process during the COVID-19 pandemic. This learning is carried out by the teacher for the first time so that it is said to be not optimal. This is because teachers, students, schools and parents experience several obstacles. Obstacles experienced by teachers such as mastery of information technology by teachers and students, inadequate facilities and infrastructure, and limited internet access, assessment, choice of learning media, and delivery of learning materials (Aji, 2020; Dewi, 2020; Jena, 2020). Less optimal learning is also caused by the lack of discipline of students doing assignments, there are some students who do not do it at all so that the teacher has to give additional time. Students do not have their own cell phones, so the information given by the teacher is sometimes late to the students because they have to wait for their parents to come home from work. Parents have difficulty balancing responsibilities, providing motivation, gaining access, and evaluating their children’s learning outcomes (Garbe et al., 2020). When assessing the learning process the teacher also experiences difficulty in providing...
assessments to students. The results of the assignments given by students were not as expected. Aspects of assessment such as attitudes, knowledge and skills cannot be implemented optimally. In addition, there are some students who do not collect assignments so that the teacher provides standard scores, student participation during learning is still lacking. The learning process during the COVID-19 pandemic affects student learning motivation. Based on the results of the student learning motivation questionnaire. Based on the analysis of student learning motivation questionnaire data, the level of learning motivation of grade IV SD Cluster IX, Buleleng District during the pandemic obtained an average result (mean) of 79.71. The tendency of students' motivation to learn during the COVID-19 pandemic was in the "poor" category, which was in the range 72-81.

Table 2. Learning Motivation Based on a Likert Scale

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>M_i + 1,5 SD_i ≥ M ≤ M_i + 3,0 SD_i</td>
<td>100 ≤ X ≤ 115</td>
<td>Very good</td>
</tr>
<tr>
<td>M_i + 0,5 SD_i ≤ M &lt; M_i + 1,5 SD_i</td>
<td>91 ≤ X ≤ 100</td>
<td>Good</td>
</tr>
<tr>
<td>M_i - 0,5 SD_i ≤ M &lt; M_i + 0,5 SD_i</td>
<td>81 ≤ X ≤ 91</td>
<td>Enough</td>
</tr>
<tr>
<td>M_i - 1,5 SD_i ≤ M &lt; M_i - 0,5 SD_i</td>
<td>72 ≤ X ≤ 81</td>
<td>Less</td>
</tr>
<tr>
<td>M_i - 3,0 SD_i ≤ M &lt; M_i - 1,5 SD_i</td>
<td>57 ≤ X ≤ 72</td>
<td>Very less</td>
</tr>
</tbody>
</table>

Students’ motivation to learn while participating in distance learning during the COVID-19 pandemic has a low level of motivation. This is influenced by several factors, namely first, the duration of the study time. The long duration of study will have a positive impact on students (Titis & Sari, 2019). The learning process during the pandemic has resulted in low student learning duration. Second, attitude towards learning, during the COVID-19 pandemic the attitude is happy to carry out distance learning and enjoy using various distance learning media applications (Umar, 2020). However, some students are not happy with distance learning. This is because students do not understand the material, feel overwhelmed by the assignment given, cannot interact with friends or teachers and students are very bored studying at home only doing assignments and learning is not interesting (Asmuni, 2020). Third, there is a desire and desire to learn. Students have a strong desire to successfully participate in learning activities (Maiti & Bidinger, 2021). As well as trying to get high scores in learning activities even though they are carried out in online learning. In line with Drago states that students who take online learning have strong learning styles in terms of reading and writing and visuals (Mastura dan Rustan Santaria, 2020). During the COVID-19 pandemic students feel easily discouraged and lazy to do assignments when experiencing difficulties. Difficulty in adapting causes the students’ absorption of any given material to experience differences and become slower. This condition is because students do not understand the material and students also lack assistance in learning (Dewi, 2020).

Fourth, there is a need for learning. Students who have an interest in learning, students will follow the learning process well, and feel happy (Suprihatin, 2015). So those students consider that learning is not only an obligation but learning is a necessity. The distance learning process (PLJ) during the COVID-19 pandemic can still accommodate the learning needs of students as an effort to develop talents and interests and knowledge according to their educational level (Basar et al., 2021). Online learning provides a more learning experience, through text, audio, video and animation (Arnesti & Hamid, 2015). However, the fact is that distance learning in class IV SD Cluster IX, Buleleng District during the pandemic has resulted in students experiencing difficulties in learning such as students waiting for parents’ help in finding material, accessing videos and inadequate facilities, this causes students to be less enthusiastic and lazy looking for information related to assignments, so that students collect assignments not on time. Fifth, there are hopes and dreams for the future. There are hopes and aspirations of the future that must be achieved, it will cause the desire to continue to learn and improve their abilities (Widlund et al., 2020). This can be seen from students who have clear goals and images related to their future, such as students who are not ashamed to ask questions if they do not understand during distance learning, do not delay in doing assignments, are still active in studying even though they are studying online, and students study seriously so that they do not understand. easy to reach goals in the future (Rumhadi, 2018). However, the reality is that not all of them are happy to learn online and offline, in class IV of the Cluster IX Elementary School in Buleleng District, students prefer to study face-to-face at school. Some students at home studying only the wishes of their parents, and students often delay collecting assignments, this is very influential on their learning motivation. This shows that students’ hopes and aspirations for the future have decreased due to changes in learning processes during the COVID-19 pandemic.

Sixth, there is an appreciation in learning. Rewards are an easy and effective way to increase student motivation (Oktiani, 2017; Saptomo, 2016). This can be seen from the students doing their
assignments seriously and on time. Tasks that are done well, students will get good grades, besides that students who get good grades will get prizes in the form of praise from teachers and parents, so that students will be more eager to learn (Sahiu, & Wijaya, 2017). Based on the results of research, some students during the COVID-19 pandemic did not study at home even though they were punished by their parents, besides that teacher rarely give awards to students, besides that, students are bored learning just by doing assignments given by the teacher without any interaction with other students and parents cannot fully assist them during online and offline learning. This condition needs to be a concern for all components involved in the learning process. Seventh, there are activities that are interesting in learning. Interesting learning activities will create a more meaningful atmosphere and learning process. Meaningful learning is learning that will always be remembered, appreciated and understood (Najib, 2016). Like the learning process using various instructional video media to convey material during learning. However, the fact is that students are not happy learning to use video. Students also get bored easily learning using videos. This is due to the limited ability of students to use facilities such as cellphones or laptops and not all students have these facilities (Quezada et al., 2020). The internet network becomes an obstacle when playing videos and looking for learning materials and videos that are less attractive to students.

Eighth, there is a conducive learning environment. A conducive learning environment is one of the driving factors for student learning to enable someone to learn well (Uno, 2011). During the COVID-19 pandemic students carry out the learning process in their respective homes, the learning environment at home and school is clearly different. Students will feel comfortable in a learning environment such as a quiet home learning environment, and a clean learning place (Purwanto, 2020). However, some students still found it more difficult to understand the material and did not focus during distance learning. This is because the environmental conditions at home are not conducive, and the place to study is less comfortable. Previous research regarding student learning motivation during the COVID-19 pandemic, the results obtained from an analysis of a percentage of 66%. These results are included in the motivated category but are not optimal (Nita, 2020). Student motivation during the pandemic was due to external encouragement, namely encouragement from parents and teachers so that students were motivated to participate in distance learning. Research conducted regarding the impact of learning from the COVID-19 pandemic on student learning motivation, the results stated that the COVID-19 pandemic had a significant impact both in terms of economy and education (Robandi & Mudjirian, 2020). Based on the results of the study it was found that 11% of students’ learning motivation in online-based learning was in the very high category, 38% of the students were in the sufficient category, 27% of the students were in the medium motivation category and 24% of the students were in the low motivation category. From these results it can be seen that the achievement of learning motivation results has not been maximal, so that efforts need to be made to increase student learning motivation so that it becomes more optimal.

4. CONCLUSION

Learning implementation during the COVID-19 pandemic was carried out in a combination of online and offline. The implementation of learning during the COVID-19 pandemic has an impact on student learning motivation to be low. This is because during learning teachers, students, parents and institutions experience various obstacles such as the ability to use technology, difficulties for students to understand material, learning support facilities, learning evaluation and the participation of some students in learning during the COVID-19 pandemic is still lacking so that the COVID-19 pandemic -19 has an impact on the learning process to be not optimal. Some of the obstacles faced by students can be used as evaluation material for educators in realizing how important it is to motivate students and it is important to improve self-quality so that they can carry out better learning activities so that educational goals can be achieved in the COVID-19 pandemic situation properly.

5. REFERENCES


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