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STUDENTS' MOTIVATION TO LEARN DURING THE PANDEMIC IN THE LEARNING PROCESS FROM HOME

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ABSTRACT

This study examines students' learning motivation during the pandemic in the learning process from home. In the learning process, motivation is needed. Motivation can arise from intrinsic (within the individual) or extrinsic (outside the individual). These two factors are very important and continuous in increasing student motivation. During the COVID-19 pandemic, the learning process is carried out from home, so learning motivation can be influenced by several factors. From the research results obtained, there are many factors that do not support the student learning process during the pandemic. These factors, among others; technological skills, internet network connections, learning media used, student capacity for online learning, and so on. Thus, it can be neglected that student motivation during the pandemic in the learning process from home has decreased.

Keywords: COVID-19; Motivation; Pandemic, Students.

INTRODUCTION

The rapid spread of the COVID-19 virus in Indonesia and the world is very worrying and has an impact on all sectors of life. The government is taking swift action with physical distancing. The quality of education is highly challenged during this virus outbreak. The Ministry of Education also calls for the implementation of distance learning to discipline people in physical distancing. Based on Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy during the emergency period of the virus spread, the Minister of Education and Culture urges all educational institutions not to carry out the teaching and learning process directly or face-to-face, but must be carried out indirectly or remotely.

Learning is a conscious effort to change attitudes and behavior. In an effort to achieve changes in behavior, motivation is needed. (Emda, 2017). Learning is interpreted as a process change in behavior because of individual interaction with the environment. Behavioral changes to learning outcomes are continuing, functional, positive, active, and directed (Pane, 2017). Motivation according to KBBI is an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose. Motivation can arise from outside (extrinsic) or from within the individual (intrinsic). These two factors are very important and continuous in increasing motivation in learning. According to Sari (2018) regarding the learning climate created by online learning also affects student

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learning motivation, if in offline learning the teacher can create a conducive classroom atmosphere to maintain student learning motivation so that learning can be achieved because the classroom climate has a significant influence on learning motivation. Hamdu (2011) argues that with motivation, students will study harder, be resilient, persevere and have and have full concentration in the learning process. Motivation in learning is one of the things that needs to be raised in learning efforts at school.

According to Kompri (2016) learning motivation is a psychological aspect that undergoes development, meaning that it is affected by the physiological conditions and psychological maturity of students. Some elements that affect motivation in learning are:

1. Student ideals and aspirations. Ideals will strengthen student learning motivation both intrinsically and extrinsically.
2. Student's ability. A child's desire needs to be accompanied by the ability and proficiency in achieving it.
3. Student Condition. Student conditions which include physical and spiritual conditions. A student who is sick will interfere with attention in learning.
4. Student Environmental Conditions. The student's environment can be in the form of the natural environment, living environment, peer association and community life.

METHODS

The method used in this study is a qualitative research method. Data collection techniques using qualitative research methods are carried out by means of literature studies or literature studies that examine theories relevant to the problem research. The data obtained is read, analyzed, processed, and concluded to produce conclusions.

FINDINGS AND DISCUSSION

Based on research from journals related to learning motivation during the pandemic. The study describing one high school in Finland during the COVID-19 pandemic shows the main finding that distance teaching has been implemented very successfully. However, students complained of heavy workload, fatigue, and some students lost motivation (Niemi, H.M., & Kousa, P. 2020). The recent pandemic proved that students attend distance learning under very difficult circumstances and often without any real teaching or support from their teachers (UNESCO. 2020). In general, more experienced teachers and IT experts can cope well with new situations (Alea et al., 2020). From the results of man Whitney U analysis of questionnaire data from 344 SMA/SMK/MA students, students' learning motivation decreases during online learning (Cahyani, A. 2020). Based on the results of data analysis amid the COVID-19

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pandemic that has hit the world, many things are not the reason for students to have high learning motivation (Fitriyani, Y. 2020).

Table 1. Description of Discussion of Decreased Learning Motivation
During the Pandemic

School	Description
High school in Finland	It shows that distance learning applied during the COVID-19 pandemic is going well and as expected, it's just that over time the motivation of some students has decreased. Due to the long period of time and the facilities of some students who are not always adequate or supportive in carrying out distance learning, this is the reason why some students have difficulty interpreting the material learned.

SMA/SMK/MA in Indonesia

A total of 344 respondents from 21 provinces in Indonesia, 92 male and 252 female student respondents. More than 50% of students experienced a decrease in motivation to learn with distance learning methods, according to the students, the atmosphere of the classroom and home is one of the reasons why their motivation has decreased. Furthermore, 61% of the reasons for the decline in learning motivation are since it is not easy for students to find the right time to review or re-learn the subject matter that has been taught. The family environment that sometimes does not contribute is an obstacle to adjusting study time for students. Indeed, during the COVID-19 pandemic, the family environment should be nuanced to support and strengthen each other.

Motivation to Learn

Individual differences in ability and motivation to learn have long been considered important predictors of learning and training effectiveness (Campbel, 1989; Goldstein, 1993; Noe, 1986; Noe & Schmitt, 1986). Motivation to learn has been defined as the willingness to attend and learn the material presented in a development programmed (e.g., Noe, 1986). Whereas ability explains what individuals can do, motivation to learn influences the decision-making process that determines the direction, focus, and level of effort that individuals will apply to learning activities (Noe, Wilk, Mullen, & Wanek, 1997).

Therefore, many researchers conceptualize and measure motivation to learn using the self-efficacy approach. These measures focus on an individual's self-perception of effectiveness and are well suited to predicting how well an individual performs (Mathieu & Martineau, 1997). Conceptualized as a malleable individual attitude, motivation to learn, suggest Noe et al, influences the decision-making process of trainees, which ultimately impacts the effectiveness of training and learning efforts (Noe, 1986; Noe & Schmitt, 1986; Noe et al., 1997). Furthermore, the positive relationship between motivation to learn and learning has been a strong one (e.g., Colquitt & Simmering, 1998; Colquitt et al., 2000; Mathieu, Tannenbaum, & Salas, 1992; Noe & Schmitt, 1986). Colquitt et al. (2000) meta-analyzed 106 studies of learning motivation to obtain population values for individual and situational variables that are commonly recognized as associated with training motivation. They found that dispositional, attitudinal, and situational characteristics were all predictors of learning motivation.

Student Capacity for Online Learning

Online learning requires advanced study skills and motivational strategies. Motivation can be inner or outer, and usually both are needed. Inner motivation involves growth when learning is meaningful. Passing learning is important for

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outer motivation. Students also need life management skills and how they organize their own days, balance school spacing and leisure time, and learn to maintain their own well-being.

Student Self-Management in Learning

Student responses to the distance teaching questionnaire by Niemi, HM, & Kousa, P. provide evidence that distance teaching has been implemented successfully. Many students were exhausted, and their motivation decreased during the distance learning period. Some students complained that the workload was too heavy and had a negative impact on their motivation. Even students who felt their learning was going well experienced problems with learning management and motivation. However, teachers are of the opinion that students are motivated and distance learning is going well.

When students talk about their motivation, they mean inner motivation, and teachers talk about outer motivation and student outcomes. According to Saykili (2018), even high-achieving students with good motivation and self-regulation skills can find distance learning difficult, isolating, and discouraging. Previous research has also confirmed that students need self-management skills in distance learning (e.g., Artino & Stephens, 2009), as self-regulation is the key to better motivation and achievement (Wolters, 2003).

A flexible learning environment with different options for individual needs has been suggested (Daher & Shahbari, 2020) as it can increase students' motivation, sense of independence, and self-regulation skills (Simons et al., 2019). Technology issues in distance learning also affect students' learning motivation (Ozkara & Cakir, 2018). In the beginning, study students did not have many problems with technology, but later technology problems appeared in assignments and exams.

Alarmingly, up to a third of students spend more on favors than they receive. Even more difficult than the problems caused by technology is the lack of social connection. Students miss face-to-face teaching and friends.

This confirms previous research which found that students tend to be more motivated if they can communicate directly (Ozkara & Cakir, 2018). According to a recent study, high school students skip traditional courses because they find them more motivating, fun, easy to understand and socially important (Pinar & Dönel, 2020). In this and previous studies, teachers agreed with students that active interaction is essential and cannot be replaced by distance learning (Foti, 2020). In this study, teachers missed the spontaneity of interaction that traditional teaching provides. They also claimed that the interaction was more forced and contrived.

Learning Media

The use of learning media aims to facilitate students in understanding the subject matter (Abdo & Semela, 2010; Kadzera, 2006) by providing different learning experiences. It is expected to stimulate students' interest and motivation to learn (Aini, 2013; Arsyad, 2014; Dinh, 2019). The learning media most often

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used by teachers are learning videos, both those downloaded from YouTube and learning videos made by teachers before the COVID-19 Pandemic. In addition to videos, WhatsApp, Google Forms, Worksheets, YouTube, and Zoom also function as media for delivering learning materials. Teachers send learning materials using WhatsApp, Google Forms, and Worksheets to students' parents, who in turn send the materials to students' parents.

Worksheets to parents, which are then given to students. The most used teaching method is the question and answer (Q&A) format (Cao et al., 2010). Teachers implement Q&A and discussion methods using Zoom, Google Classroom, and PowToon.

Teacher Technology Capability

Teachers' technological experience in online environment is also one of the challenges that determine the smoothness of learning activities (Conrad & Donaldson, 2011; Ko & Rossen, 2017; Watson, 2020). Teachers' capacity in using technology is crucial as technical challenges in distance learning have a negative influence on students' motivation and learning (Ozkara & Cakir, 2018). It is also worrying that the crisis increases inequality among students. It is also worrying that teachers and students are not aware of digital inequality, especially as digital inequality has increased due to the pandemic (Hall et al., 2020).

Student Constraints

According to Sikirit (2020), the most significant obstacle students face when studying at home is the lack of internet access and electronic devices. Because not all students have these learning facilities, especially for families whose parents have experienced economic difficulties, lost their jobs, and areas that are still difficult to reach for internet access. The availability of learning facilities such as mobile phones/laptops and internet data quota as well as the internet network becomes very important in the implementation of learning.

Unstable networks result in frequent delays, teacher's voice and teaching materials are out of sync, they cannot take classes when wi-fi is not connected so interaction is not possible and the quality of the educational environment is poor, content is not accurately delivered, direct interaction is not possible, insufficient data provision, dissatisfaction with task changes, constraints on team projects, reduced academic performance, unprepared class design, reduced class understanding, class dissatisfaction, assessment dissatisfaction, administrative dissatisfaction, dissatisfaction with relationship building, and dissatisfaction with the educational environment.

CONCLUSION

During the COVID-19 pandemic, students attended distance learning under very difficult circumstances and often without any real teaching or support from their teachers. Later, students complained of heavy workload, fatigue, and some students lost motivation. Workload and fatigue can be from how they organise their own days, balancing school distance and leisure time. Technology issues in

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distance learning also affect students' learning motivation. At first, study students do not have much problem with technology, but then technology problems appear in assignments and exams. And it also has an effect for students who have unfavorable technology. Even more difficult than the problems caused by technology is the lack of social relationships. Students tend to be more motivated if they can communicate directly.

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