



Research Paper

Student Learning Motivation In Learning Offline In The Era Of Covid-19

Nunung Rahayu

Faculty of Psychology, Makassar State University

Muh. Daud

Faculty of Psychology, Makassar State University

Kurniati Zainuddin

Faculty of Psychology, Makassar State University

Abstract

The current learning system is undergoing changes due to the COVID-19 virus outbreak, which causes learning to be carried out online. Based on the Joint Certificate of 4 Ministers, offline learning is again carried out with strict health protocols. The existence of this learning change is expected to increase students' learning motivation, which was previously done online. This study aims to determine student learning motivation in offline learning in the COVID-19 era. The subjects in this study were 159 students who had participated in offline learning and were selected using the accidental sampling technique. The measuring instrument used is the offline learning motivation scale. The data analysis technique in this study used descriptive analysis. The results of the descriptive analysis showed that 53 (33%) students had high learning motivation in offline learning, 102 (64%) students had moderate learning motivation, and 4 (3%) students had low learning motivation. With the re-establishment of offline learning, it is hoped that various learning media can be used, so that student learning motivation can increase.

Keywords: Offline, Students, Learning Motivation

Received 24 Dec., 2022; Revised 02 Jan., 2023; Accepted 04 Jan., 2023 © The author(s) 2023.

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I. INTRODUCTION

Since April 13, 2020, the status of non-natural disasters spreading Covid-19 is considered a national disaster according to Presidential Decree No. 12 of 2020 (Covid19.go.id, 2020). The determination is based on the level of spread and the resulting loss. The spread of the virus not only has an impact on the world economy but also on the world of education. All levels of education are required to conduct distance learning (PJJ) or online (Mar'ah, Rusilowati, & Sumarni, 2020). Permendikbud (Suprapno et al., 2021) suggests that PJJ is a teaching and learning activity that is carried out remotely using communication media, both written and electronic. Last March 2020, more than 60 million Indonesian children conducted distance learning to reduce the transmission of the COVID-19 virus (Savethechildren, 2021). PJJ leads to e-learning, or online learning (in a network), which is the delivery of information using internet media (Interconnection Networking). This is different from the learning done in class. Learning carried out in the classroom is carried out without using the internet network, as well as direct interaction between students and educators.

Changes in the learning process that occur have an impact on learning outcomes for students and educators. Learning that was previously done face-to-face must be done in a virtual space. Teachers or lecturers must provide good and interesting teaching so that students are enthusiastic about learning and can understand the material so that learning objectives are achieved. During online learning, it was found that students' learning motivation decreased. Cahyani, Listiana, and Larasati (2020) suggest that learning motivation is the overall driving force that lies within students that raises the intention to carry out learning activities so that learning objectives can be achieved. High learning motivation will also produce high learning outcomes.

Save the Children's global study in July 2020 found that 7 out of 10 children in Indonesia said they studied little or learned little during the pandemic (Savethechildren, 2021). This is because children have difficulty in online learning, which means their learning motivation decreases. In their research results related to online high school students' learning motivation in the midst of the COVID-19 pandemic situation, they found that students' learning motivation decreased with a significance value of 0.000, less than 0.05 ($p < 0.05$). The decrease in students' motivation is influenced by the conditions of the learning environment. Learning done at home makes teachers unable to accompany and educate students directly. Descriptive data shows that 52.6% of 344 students admitted that their enthusiasm for learning decreased when studying online. The results of another study, Nengrum, Solong, and Iman (2021), stated that 59.21% of students said they were comfortable, while 40.79% said they were not comfortable using online learning. However, another study conducted by Astuti, Sari, and Azizah (2019) showed that conventional learning (face-to-face/offline learning) was still considered good by students compared to online learning. Offline learning makes it easier for students to understand the material and interact with teachers, but in terms of flexibility, online learning time is considered better and makes it easier to collect assignments.

In contrast to the results of this study, Surya and Armida (2021) found that there was no significant difference in the learning motivation of students who participated in online and offline learning. In his research, students' attitudes improved when participating in online learning. Dewantari, Mustaji, and Fatirul (2021) suggest that in online learning, students master the material more than in offline learning. In online learning, teachers can use more time and there is more diversity in the provision of learning resources compared to offline learning. Kurtato (2017) found that students experienced an increase of more than 81% in the absorption of online learning materials compared to offline learning.

Based on the results of the initial interviews, students said they preferred offline learning to online learning. In offline learning, students can meet their friends. In addition, students understand better if learning is done offline rather than online. In online learning, students often play their cellphones and fall asleep. The results of the second interview showed that students said that they prefer offline to online. Online learning depends on the quality of the network. If a problem occurs, online learning is not optimal.

From interviews conducted by researchers, it was found that students prefer to study offline. In offline learning, students claim to understand the material better than in online learning. Uncertain internet network connectivity also has an impact on the quality of learning. Online learning that relies on the internet network makes students have to repeat courses. In addition, students admitted that during online learning they quickly fell asleep and sometimes only played with their cellphones. Students also admitted that there were some students who did not take part in the lesson, but gave reasons for the lecturer's forgetting to take attendance. Unlike in offline learning, students say they understand the explanations of the lecturer directly and the lecturer can also supervise students. The offline learning that is re-implemented is expected to increase students' learning motivation. In this study, researchers wanted to know the level of student learning motivation in offline learning, which was again carried out, so that in the future it could be used as a reference in providing better teaching.

II. LITERATURE REVIEW

1. The Needs-Based Motivation Theory

Hellriegel and Slocum (Uno, 2007) suggest that needs are what cause individuals to try to fulfill their needs. Individual behavior is essentially an orientation towards one goal, so motivation is a force that encourages individuals to do something to achieve their goals. These forces are basically stimulated by the existence of various kinds of needs, such as desires to be fulfilled, behavior, goals, and feedback. Motivation occurs when someone has the desire and willingness to carry out an activity or action in order to achieve certain goals.

2. Learning Motivation

Uno (2007) suggests that learning motivation is an external and internal encouragement in children who are learning to change behavior. Intrinsic learning motivation is motivation within oneself without any coercion, while extrinsic motivation is motivation from outside or the surrounding environment. From the definition above, it can be concluded that learning motivation is an individual's encouragement or desire to learn activities so that the goals can be achieved. Nuswantoro (2021) suggests aspects of learning motivation during learning based on the theory of learning motivation according to Uno (2007), namely: (1) intrinsic learning motivation, which is motivation that comes from within, such as the desire and desire to succeed, the drive and need for learning, and the ideals and hopes for the future; and (2) external motivation, which is motivation that is influenced by the environment and other people, such as appreciation in learning, interesting activities in learning, and a conducive learning environment that allows students to learn well.

3. The Role of Learning Motivation

Uno (2007) suggests that motivation can help to understand individual behavior, including when doing learning. The role of motivation in learning, namely: (1) motivation acts as a strengthening of learning, meaning that the surrounding environment can be a strengthening of motivation; (2) motivation to clarify learning objectives; the

more individuals are motivated to act, the clearer the goals to be achieved; and (3) motivation determines perseverance in learning; the higher the motivation, the higher the persistence in learning.

4. Offline Learning

Burhanuddin (2022) suggests that offline or conventional learning is face-to-face learning directly without involving a network. Nisa, Riyandi, Fatimawati, Putra & Munjiatun (2021) suggest that offline learning is learning that does not involve the internet. Offline learning is face-to-face learning directly between lecturers and students without depending on the quality of the internet network and is carried out by following health protocols. The advantages of offline learning, namely that students can interact with friends and teachers, do not depend on the quality of the network; parents do not need to provide cellphones or laptops; and teachers can supervise and control the condition of the class to remain conducive. Offline learning also has its drawbacks, namely it is less flexible compared to online learning, which can be done without time and place limits, and the duration of learning in class is still lacking because during the pandemic there is a reduction in learning time.

METODE PENELITIAN:

This study uses two research variables, namely offline learning (independent) and learning motivation (dependent). Motivation to learn in this study is the encouragement or desire of individuals in the learning process so that learning objectives are achieved. Measurement of learning motivation in this study uses the adaptation scale of learning motivation by Nuswantoro (2021). Meanwhile, offline learning in this study is face-to-face learning directly between lecturers and students in the classroom without depending on the quality of the internet network and is carried out by following health protocols.

The population in this study were students who did offline learning in the COVID-19 era. The sampling technique used in this study was accidental sampling. Siyoto and Sodik (2015) suggest that accidental sampling is a sample determination based on chance; that is, anyone who coincidentally meets a researcher can be used as a sample if it is suitable to be used as a data source. The sample in this study were students who had previously done offline learning. The number of samples in this study was 159.

The data collection technique used is survey research with an adaptation scale. The type of scale used is the Likert model scale. The scale used consists of two types of items, namely favorable and unfavorable. The analysis of the data used is a descriptive analysis. The results of the descriptive analysis data are presented in the form of frequency and percentage. Azwar (2005) divides the categorization of research data into three categories, namely high, medium, and low.

III. RESULTS AND DISCUSSION

A. Analysis Results

1. Respondents Descriptive Analysis

Respondents in the study were taken using an accidental sampling technique. There were 159 students who participated in this study, all of whom did offline learning. The percentage based on the research respondent force is as follows:

Table1. Description of Research Respondents

| Force | Number of respondents | Percentage |
|--------------|------------------------------|-------------------|
| 2017 | 11 | 7% |
| 2018 | 54 | 34% |
| 2019 | 22 | 14% |
| 2020 | 24 | 15% |
| 2021 | 48 | 30% |
| Total | 159 | 100% |

Source: Data processed, 2022

Based on table 1, it can be seen that the most respondents, namely the 2018 class, amounted to 34% (n = 54). Respondents in the 2017 class were 7% (n = 11), the 2019 class was 14% (n = 22), the 2020 class was 15% (n = 24), and the 2021 batch was 30% (n = 48).

2. Research Descriptive Analysis

Description of research data obtained through categorization. The categorization was obtained from hypothetical research statistical data. The description of the categorization can be seen in table 2.

Table 2. Statistical Description of the Offline Learning Motivation Scale

| Learning Motivation | Hypothetical | | | |
|---------------------|--------------|-----|------|------|
| | Max | Min | Mean | SD |
| Offline learning | 132 | 33 | 82,5 | 16,5 |

Source: Data processed, 2022

The offline learning motivation scale has 33 items with an answer range from 1 to 4. The research data shows that the lowest score on the offline learning motivation scale is 33 and the highest score is 132, with a mean of 82.5. A description of research data is presented by providing categorization using criteria or classification of high, medium, and low. These criteria are presented in the following table:

Table 3. Categorization of Offline Learning Motivation.

| Variable | Category | Value range | Frequency | Percentage |
|------------------------------------|----------|------------------|------------|-------------|
| Offline Learning Motivation | High | $99 \leq X$ | 53 | 33 % |
| | Medium | $66 \leq X < 99$ | 102 | 64 % |
| | Low | $X < 66$ | 4 | 3 % |
| Total | | | 159 | 100% |

Source: Data processed, 2022

Based on the table above, data obtained shows that as many as 53 respondents are in the high category with a percentage of 33%, as many as 102 respondents are in the medium category with a percentage of 64%, and as many as 28 respondents are in the low category with a percentage of 18%. Based on the results of the categorization, it is known that most of the students' learning motivation in offline learning is in the medium category.

Table 4. Categorization of Intrinsic Learning Motivation

| Learning Motivation | Category | Frequency | Percentage |
|---------------------|----------|------------|-------------|
| Intrinsic | High | 20 | 13 % |
| | Medium | 115 | 72 % |
| | Low | 24 | 15 % |
| Total | | 159 | 100% |

Source: Data processed, 2022

Based on table 4, the most students' intrinsic learning motivation is in the medium category by 72%, in the high category by 13% and in the low category by 15%.

Table 5. Categorization of Extrinsic Learning Motivation

| Learning Motivation | Category | Frequency | Percentage |
|---------------------|----------|------------|-------------|
| Extrinsic | High | 10 | 6 % |
| | Medium | 101 | 64 % |
| | Low | 48 | 30 % |
| Total | | 159 | 100% |

Source: Data processed, 2022

Based on table 5, students' learning motivation in the high category is 6%, the medium category is 64%, and the low category is 48%.

B. Discussion

1. Descriptive Description of Student Learning Motivation in Offline Learning

The respondents in this study were 159 students who did offline learning in the COVID-19 era. The results of the research data show that the 2017 class of respondents totaled 11 students (7%), with the results of the data showing that 3 students had high learning motivation, 4 students had moderate learning motivation, and 1 student had low learning motivation. The respondents of the 2018 batch were 54 students (34%), with the results of the data showing that 19 students had high learning motivation, 34 students had moderate learning motivation, and 1 student had low learning motivation. The respondents from the 2019 batch were 22 students (14%), with the results of the data showing that 5 students had high learning motivation and 17 students had moderate learning motivation.

The number of respondents in the class of 2020 is 24 students (15%), with the results of data showing that 7 students have high learning motivation, 15 students have moderate learning motivation, and 2 students have low learning motivation. There are 48 students in the class of 2021, and the results of the data show that 19 students have high learning motivation, and 29 students have moderate learning motivation. Based on research data in

terms of the class of respondents, the results of the 2017 class of respondents tend to have high learning motivation, while the 2018 class of respondents tend to have moderate learning motivation.

Based on the results of descriptive analysis, the general picture is that students' learning motivation in offline learning is in the low category of 4 students (3%), the moderate category of 102 students (64%), and the high category of 53 students (33%). This shows that students have a strong urge to re-learn offline in this COVID-19 era. Students have good learning motivation because they meet the criteria for aspects of learning motivation. Uno (2007) suggests that learning motivation can arise due to two things: intrinsic learning motivation and extrinsic learning motivation. Intrinsic motivation includes the desire and need to succeed, the drive for learning, and the hopes and aspirations for the future. Extrinsic motivation includes the existence of rewards in learning, the existence of interesting activities in learning, and the existence of a conducive learning environment.

From the results of the data obtained, as many as 20 (13%) students have intrinsic learning motivation in the high category, 115 (72%) students in the medium category, and 24 (15%) students in the low category. Aspects of intrinsic learning motivation in this study are described in 7 indicators. The first indicator is related to the ability to participate in online learning. On the favorable items 1 and 2, 83 (50%) students answered "appropriately," and more than 30% of students answered "very much". On unfavorable items 9 and 10, the number of students who answered "not appropriate" and "very inappropriate" was greater than those who answered "appropriate" and "very appropriate". This demonstrates that students are proficient in offline learning. Dimiyanti and Mudjiono (Juniarti, 2021) suggest that one of the factors that influence learning motivation is student expertise. Students who have expertise will find it easy to achieve the desired goals. The second indicator is related to understanding the material during offline learning. On the favorable 3 items, 85 (53%) students answered "appropriate" and 61 (38%) students answered "very appropriate". On unfavorable items 11 and 12, as many as 60 (38) students answered "not appropriate" and as many as 31 (19%) students answered "very inappropriate" on item 11 and 34 (21%) students on item 12. The third indicator related to students' being able to speak in public during public learning. On the favorable item 4, as many as 82 (52%) students answered "appropriate" and 51 (32%) students answered "very appropriate". On unfavorable item 13, 60 (38%) students answered "not appropriate" and 29 (18%) students answered "very inappropriate". On the 14 unfavorable items, as many as 58 (36%) students answered "not appropriate" and 27 (17%) students answered "very inappropriate". The fourth indicator is related to self-adjustment during offline learning. On the favorable 5 item, as many as 93 (58%) students answered "appropriate" and 51 (32%) students answered "very appropriate". On the favorable 6 items, 90 (57%) students answered "appropriate" and 54 (34%) students answered "very appropriate". On the unfavorable item 15, as many as 69 (43%) students answered "not appropriate" and 30 (19%) students answered "very inappropriate". On the unfavorable item 16, as many as 67 (42%) students answered 'not appropriate' and 31 (19%) students answered "very inappropriately." The fifth indicator is related to feelings of pleasure in offline learning. On the unfavorable item 17, as many as 66 (42%) students answered "not appropriate" and 35 (22%) students answered "very inappropriate". On the unfavorable item 18, as many as 65 (41%) students answered "not appropriate" and 37 (23%) students answered "very inappropriate". The sixth indicator is related to good self-awareness in participating in offline learning. On the favorable 7 item, as many as 94 (59%) students answered "appropriate" and 55 (35%) students answered "very appropriate". On the unfavorable item 19, as many as 66 (42%) students answered "not appropriate" and 35 (22%) students answered "very inappropriate". On the 20 unfavorable items, as many as 61 (38%) students answered "not appropriate" and 37 (23%) students answered "very inappropriate". The seventh indicator is related to the ability to manage time during offline learning. On the favorable 8 items, 98 (62%) students answered "appropriate" and 47 (30%) students answered "very appropriate". On the unfavorable item 21, as many as 62 (39%) students answered "not appropriate" and 32 (20%) students answered "very inappropriate".

From the results of the extrinsic learning motivation data, it was found that the students' learning motivation in the high category was 10 (6) students, 101 (64%) students were in the medium category, and 48 (30%). Aspects of extrinsic learning motivation in this study are described in 6 indicators. The first indicator is related to praise for learning success. On the unfavorable item 25, 34 (21%) students answered "very appropriate", 44 (28%) students answered "appropriately", 42 (26%) students answered "not appropriate" and 39 (25%) students answered "very dissatisfied". in accordance". This shows that students do not get credit for the success they achieve. On 26 unfavorable items, 33 (21%) students answered "very appropriate", 48 (30%) students answered "appropriate", 50 (31%) students answered "not appropriate" and 28 (18%) students answered "it is not in accordance with". This is the same as item 25, the lecturer's lack of appreciation for students. The second indicator is related to the provision of rewards or prizes for achievements. On the favorable 22 items, 79 (50%) students answered "not appropriate" and 65 (41%) students answered "very inappropriate". This shows that students are more enthusiastic about offline learning if the lecturer gives good grades for the work they are doing. 27 unfavorable items, 37 (23%) students answered "very much appropriate," 51 (32%) students answered

"appropriate," 45 (28%) students answered "disagree," and 26 (16%) students answered "strongly disagree" in accordance.

This shows that students' enthusiasm for learning decreases when the lecturer gives bad grades or responses to the work they are doing. The third indicator is related to an interesting learning atmosphere. On the favorable 23 items, as many as 3 (2%) students answered "very unsuitable", 15 (9%) students answered "not appropriate", 75 (47%) students answered "appropriately" and 66 (42%) students answered "very appropriate." This shows that the learning atmosphere in the student class is enthusiastic about learning. The fourth indicator is related to various teaching methods. On the favorable 24 items, 82 (52%) students answered "appropriate" and 49 (31%) students answered "very appropriate". This shows that students are very enthusiastic about participating in offline learning by using books. On the 28 unfavorable items, as many as 55 (35%) students answered "not appropriate" and 30 (19%) students answered "very inappropriate. On the 29 unfavorable items, as many as 59 (37%) students answered "not appropriate" and 25 (16%) students answered "very inappropriate". Hamalik (2019) suggests that one of the principles of learning motivation, namely varied teaching techniques or procedures, is effective in maintaining student interest. The fifth indicator is related to a comfortable learning environment. On 30 unfavorable items, 37 (23%) students answered "very appropriate," 60 (38%) students answered "appropriate," 50 (31%) students answered "not appropriate," and 12 (8%) students answered "very inappropriate." This shows that a crowded learning environment makes students' learning concentration decrease. On 31 unfavorable items, 56 (35%) students answered "not appropriate" and 34 (21%) students answered "very inappropriate". Dimiyati and Mudjiono (Juniarti, 2021) stated that a good living environment and a good community environment can make students able to study comfortably. The sixth indicator is related to supporting learning facilities. On 32 unfavorable items, 58 (36%) students answered "not appropriate" and 29 (18%) students answered "very inappropriate". This shows that students who have inadequate learning facilities are less eager to learn. On 33 unfavorable items, 32 (20%) students answered "very appropriate", 50 (31%) students answered "appropriate", 54 (34%) students answered "not appropriate", and 23 (14%) students answered "very it is not in accordance with".

Based on the above results, students' learning motivation in offline learning is quite good. The item that has the highest score is on the indicator of material understanding during offline learning. As many as 85 students chose "appropriate" and 62 students chose "very appropriate". This shows that students understand the learning material well in offline learning. This is in line with the research of Astuti, Sari, and Azizah (2019), which suggests that offline learning makes it easier for students to understand the material. Students easily understand the learning material because of the direct interaction between lecturers and students. In accordance with the theory of behaviorism put forward by Edward Lee Thordike, a stimulus (S) is related to a response (R). Edward Lee Thordike suggested that learning is an association event between stimulus and response. In the learning process, the stimulus is all that is given by the educators to the students, while the response is the response or reaction given by the students to the stimulus given by the educators. Students can be more active and focused because of the direct control of the lecturer, and lecturers can directly give praise for student achievements.

Burhanuddin (2022) suggests that offline or conventional learning is face-to-face learning without involving a network. In offline learning, student activities can be controlled directly by the teacher or lecturer (Puti, Harisnawati & Hefni). In contrast to online learning, offline learning by lecturers can create a conducive atmosphere for maintaining student enthusiasm for learning. It is hoped that offline learning that is being carried out again will encourage students' enthusiasm for learning to achieve their desires.

IV. CONCLUSIONS, CONTRIBUTIONS, AND LIMITATIONS

Based on the results of research on student learning motivation in offline learning in the COVID-19 era, it can be concluded that the level of student learning motivation is mostly good. This is indicated by 63% of students having learning motivation in the medium category and 33% of students having learning motivation in the high category. This shows that students have a strong drive to study offline in this COVID-19 era. The contribution of this research is for students to be able to learn by utilizing time efficiently in offline learning today and for educators to be able to do creative and innovative teaching so as to increase student and student learning motivation. This study has limitations in terms of respondents and the factors that influence offline learning motivation so that further research can develop research by expanding research respondents and factors that affect offline learning motivation that are re-implemented.

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