Students' Learning Motivation in Distance Learning During the COVID-19 Pandemic Period at Primary School

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Abstract: In the Corona Virus Disease (COVID-19) pandemic situation teaching and learning activities are carried out by distance learning / online learning. This study aims to explain the learning motivation of students in participating in distance learning during the COVID-19 pandemic. This study involved 31 students of grade V one of the elementary schools in Bandung. This study uses a quantitative approach with a survey method using 25 statement items with a Likert scale that have been validated by experts using google form so that students can easily access it. The data processing technique used in this study was to calculate the percentage of data and an analysis was carried out on each indicator, namely indicators of self-desire, self-worth, concentration, enthusiasm, advice, and punishment. The results of this study indicate that the learning motivation of students during the COVID-19 pandemic shows a percentage of 70.3% with good criteria. Based on these results, it can be stated that learning in elementary schools during the COVID-19 epidemic can run well through a distance learning approach.

Keywords: Motivation, Distance Learning, COVID-19

INTRODUCTION

The Corona Virus Disease (COVID-19) pandemic has occurred in almost all countries, one of which is Indonesia. The spread of COVID-19 in Indonesia based on data published by the Task Force for the Acceleration of COVID-19 on August 6, 2020, there were 118,753 confirmed positive cases of which 37,587/37% were confirmed positive, recovered by 75,645/63.7% of those confirmed positive, and 5,521/4.6% of those who died were confirmed positive. Based on these data, the process of spreading COVID-19 in Indonesia was recorded from March to August 2020 so rapidly that it had an impact on several fields including the economy, industry, tourism, social and education, resulting in changes in life patterns or habits.

In the 2019/2020 school year, based on Education Statistics data in Indonesia, the number of students at the Elementary School (SD) level was 25,203,371, the Junior High School (SMP) level was 10,125,724, the Senior High School (SMA) level was 4,783,645 and the Vocational High School level (SMK) as many as 4,899,136. The

Minister of Education and Culture of the Republic of Indonesia issued a Circular No. 4 of 2020 "Regarding Policy Implementation Education in an Emergency the Spread of COVID-19 with the aim of minimizing the wider spread or breaking the chain of the spread of COVID-19. Thus, Makarim as Minister of Education and Culture of the Republic of Indonesia issued a policy that contains the learning process from home implemented through online/distance learning so that students still get maximum education. Even though teaching and learning patterns have changed, online / distance learning is the right solution as long as there is still the spread of the pandemic COVID-19, because students do not need to come to school to take part in learning activities. With the online learning process that has been established by the government through the regulation of the Minister of Education and Culture, it will minimize the spread of COVID-19, especially in the field of education.

In Indonesia, distance learning is one part of *distance education*). In the System

Law National Education Number 20 of 2000 that distance education is education where students are separated of educators and learning use a variety of learning resources through communication technology, information, and other media. According to Matheswaran (2010) Distance education is an education system where studies are not led by teachers in the classroom but are supported by counselors and organizations at a distance from students. Distance learning according to Munir (2009) it is open education that provides opportunity to anyone, at any age whatever, to earn any education, from any source and from anyone. While Distance learning (distance learning) according to Aristo (2012) is learning by using a medium that makes it possible interaction between teachers and students. From some opinions of Expert about distance education and learning remotion have in common is learning is done from a distance, not led by educators/teachers in classrooms as well as using tools technology, information, communication and media others as process support learning.

Learning activities Long distance require teachers and students to have electronic devices and additional costs to help the teaching and learning process such as smartphones/laptops, credit fees, and internet networks. Educators/teachers must also be able to develop creativity or innovation, skills in using media, how to interact with students so that learning can be maximized so that learning objectives are achieved. Students are also required to be literate in technology so they can access the entire information lessons given by educators using a smartphone/laptop. In distance learning, the role of parents is also involved in the learning process, parents must be able to accompany, direct and even become educators for students during teaching and learning activities at home.

Students must begin to change patterns or learning habits from conventional learning to distance learning. Although, there are some students who have been able to adapt to the current conditions, it is likely that students will start to feel bored, not enthusiastic about learning and even cause decreased learning motivation. Therefore, collaboration between educators and parents is very important so that students can still optimize learning even with distance learning activities.

Vesta and Thompson in Syaodih (2011) stated that learning is a change in behavior that is relatively sedentary as a result of experience. These changes relate to the acquisition and addition of knowledge, skills, attitudes, values, motivation, habits, interests, and appreciation. Thus, because of the role of motivation in students so that students experience changes in behavior. According to Surya (2015), motives can be categorized into three groups, namely theories with a content, process, and reinforcement approach. The theory with content approach emphasizes what factors make individuals perform these actions. Process approach theory, not only emphasizes what makes individuals act, but how individuals are motivated. Whereas in the strengthening approach, emphasizes more on what factors can increase an individual to take these actions.

McDonald in Hamalik (2015, p. 106) suggests that motivation is a change in energy in a person which is marked by the emergence of feelings and reactions to achieve goals. So, the emergence of motivation is marked by a change in energy in a person that can be realized or not. According to Jamaris (2013), motivation is a force or force that makes an individual move and choose to do an activity and direct the activity towards the goal he will achieve. That is, there is motivation because there are goals to be achieved. For example, students want to get good grades, students are motivated to study hard so that the goal of getting good grades is realized. According to Hamalik (2015, p. 112), motivation has two characteristics, namely intrinsic motivation and extrinsic motivation. Motivation intrinsic motivation is present in the self-learners and useful in learning situations that are functional. This means that intrinsic motivation does not require

stimulation/ influence from outside because the nature of this motivation is arising from within students. While extrinsic motivation is motivation caused by factors from outside the learning situation. This means that this motivation requires stimulation / influence from outside so that students want to do something because of an invitation, order or coercion. According to Garavan et al (2010) Motivation to learn reveals that a student wishes to follow and learn from a training activity. Meanwhile, according to Sumiyati (2017) learning motivation grows naturally and within itself and grows due to stimuli from external parties such as parents, teachers, and the environment. So, it is concluded, motivation to learn is influenced by yourself and influenced by the environment so that a goal or achievement can be achieved.

In the distance learning process the role of educators and parents in providing motivation to learn is very necessary for students. Based on the above, this study conducted a study of the condition of student motivation built by related parties during the COVID-19 pandemic.

METHODS

This research uses quantitative research. According to Watson in Danim (2002), the approach quantitative is one of the efforts *scientific inquiry* based on the philosophy of logical positivism (*logical positivism*) which operates with rules regarding logic, truth, laws and predictions. This study uses survey techniques that aim to collect information about how students' motivation to learn during online / distance learning during the COVID-19 pandemic.

The instrument used is in the form of a questionnaire using a Likert scale. Each indicator has a positive statement and a negative statement so that the rating scale depends on the statement. The Likert scale table is presented below:

Table 1. Likert Scale

Assessment criteria	Scoring scale
Very Often (SS)	5
Frequent (S)	4
Sometimes (KK)	3
Not Often (TS)	2
Strongly Often (STS)	1

While therefore, the data analysis technique in this study was carried out by calculating the percentage of the results has been obtained, the following formula:

$$Rumus\ Index\ \% = \frac{T\ x\ Pn}{n} x100$$

T = Total number of respondents who chose
Pn = Choice of Likert score
N = Total ideal score
100 = Fixed number the

Instrument contains 25 items of statements related to the indicators of student learning motivation during the COVID-19 pandemic as follows:

Table 2. Question Items Student Learning Motivation

No.	Indicator	Item No
1.	Self-Desire	1, 3, 4, 6, and 9
2.	Self-Kindness	2 and 7
3.	Concentration	5, 8, 12, 13, 14 and 17
4.	Spirit	10, 11, 15, 18, and 21
5.	Advice	16, 19, and 23
6.	Punishment	20, 22, 24, and 25

(Source: Modifications from Vreedy, 2012)

The subjects in this study were students in class V SD in Bandung. The research subjects were 31 students who filled out a questionnaire about students' learning motivation. Distribution of questionnaires containing 25 items was statement distributed to all respondents in the form of a *google form and* then accessed by students using their electronic devices.

RESULTS AND DISCUSSION

The results of the learning motivation survey given to 31 students in grade V SD were as follows:

Survey Results of Learning Motivation in Distance Learning During the COVID-19 Pandemic Period Learning

Motivation in distance learning during the COVID-19 pandemic. Below is a table of the results of the survey on learning motivation

in distance learning during the COVID-19 pandemic as follows:

Table 3. Results of the Student Learning Motivation Survey

No.	Indicator	Percentage	Criteria
1.	Self-Desire	69.3%	Good
2.	Self-Kindness	66.1%	Good
3.	Concentration	75.2%	Good
4.	Spirit	74.3%	Good
5.	Advice	80.7%	Very good
6.	Punishment	56.6%	Enough
	Average	70.3%	Good

Based on the table above, it is known that the learning motivation of students on the self-desire indicator shows a percentage of 69.3% with good criteria. Furthermore, the survey results on the self-kindness indicator showed a percentage of 66.1% with good criteria. Furthermore, the survey results on the concentration indicator showed a percentage of 75.2% with good criteria. Furthermore, the survey results on the spirit indicator showed a percentage of 74.3% with good criteria. Furthermore, the survey results on the advisory indicator showed a percentage of 80.7% with very good criteria. And the results of the survey on the punishment indicator show a percentage of 56.6% with sufficient criteria. Thus, the average result of all indicators of learning motivation obtained an average percentage of 70.3% with good criteria.

Results of Analysis of Learning Motivation in Distance Learning During the COVID-19 Pandemic

The learning motivation of students during distance learning activities during the COVID-19 pandemic needs to be considered in order to create good teaching and learning conditions even in the COVID-19 pandemic conditions. Based on the percentage results on each indicator of students' motivation to learn, the indicator of self-desire shows good criteria. That way, that there is the desire of students to want to learn even though the learning process is different from usual, namely by distance learning.

Furthermore, the indicator of students' motivation to learn on the indicators of self-righteousness shows good criteria results. Thus, students show that there is self-righteousness done by the students themselves during the process of distance learning activities carried out at home. The self-kindness of students shows that they still want to learn, still want to repeat learning and still follow the learning process even though it is done remotely.

Furthermore, the results of the concentration indicator show good criteria. Thus, students while participating in the distance learning process still concentrate on listening, keep on paying attention, and keep on recording any material explained from the teacher.

Furthermore, the results of the students' enthusiasm indicators show good criteria. Thus, distance learning activities show that students are still enthusiastic about participating in the learning process at home during the COVID-19 pandemic. Although, many students stated that they were more excited if the learning process was carried out in the classroom instead of distance learning as the current conditions.

Furthermore, the results of the student advice indicators show very good criteria. Thus, every advice given by parents and teachers is always listened to and applied by students. In fact, students really need advice so that distance learning activities are carried out optimally because of the support from parents and teachers.

Furthermore, the results of the indicators of punishment for students show sufficient criteria. Thus, during the pandemic COVID-19, there was an understanding from parents and teachers, if during the process of distance learning activities students made mistakes, but there was a warning from parents and teachers if these mistakes hindered distance learning activities.

Thus, motivation can be concluded from the percentage results and the analysis that has been carried out, the researchers get the results that there is no effect of distance learning during the COVID-19 pandemic in elementary schools on students' learning motivation.

CONCLUSION

Based on the findings of each indicator, it can be concluded that there were no influences that had an impact on students' learning motivation in distance learning during the COVID-19 pandemic. Students still have good learning motivation even though the learning conditions have changed from learning at school to distance learning. Students already have the desire and self-righteousness in motivating themselves in learning. Students also continue to try to optimize each distance learning activity by getting support from teachers and parents. The role of the teacher is to optimize learning motivation by providing motivation to students and teachers trying to innovate in making the distance learning process fun so that students have a high sense of enthusiasm in distance learning activities. Meanwhile, the role of parents is to provide advice and assistance to students during distance learning so that students do not feel neglected or allowed to participate in learning. Thus, the role of teachers and parents in the COVID-19 pandemic is very necessary in order to maintain the stability of students' learning motivation.

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