

The impact of online learning on students learning motivation

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ABSTRACT

The current Covid-19 pandemic forces the learning process to be carried out online or long distance to impact every factor that supports smooth learning, one of which is student learning motivation. Thus, this study aims to determine the impact of online learning on vocational school students' learning motivation. The method used in this study is a qualitative descriptive research method. The research approach used is a literature study by collecting data from the results of research that has been done previously that discusses the variables related to this research. The study indicates that several factors cause a decrease in student learning motivation, including the need for more learning facilities to support student learning activities, including electronic devices and inadequate Internet networks. Boredom is also another factor that reduces students' learning motivation. In addition, changing the method of delivering learning materials to giving individual assignments is a burden for students. The role of the teacher as a motivator and mentor for students in learning could be more optimal, which also causes a decrease in student learning motivation. Parents who are busy and need more time to pay attention to their children's learning conditions also reduce students' learning motivation.



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INTRODUCTION

At the beginning of 2020, the world was shocked by the discovery of a deadly virus called Covid-19, originally considered a normal virus but turned out to be deadly and spread very quickly. Originally discovered in China, the virus spread quickly to infect the whole world (Amalia & Sa'adah, 2020). The country has implemented a large-scale social restriction policy and physical and social distancing so that the Covid-19 virus does not spread wider (Noviansyah & Mujiono, 2021). During large-scale social restrictions, people must maintain their health, maintain distance, wear masks, and always wash their hands with soap and hand sanitizer (Kristina et al., 2020). The spread of the Covid-19 virus affects every aspect of life, including a major impact on the world of education that is felt by various groups, including school principals, teachers, students, and parents (Wandira et al., 2021).

The covid-19 pandemic that is happening around the world at this time has also forced the government to issue policies in the field of education, namely online or distance learning to avoid the spread of Covid-19 in the school environment (Syafari & Montessori, 2021). This is evidenced by the issuance of the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia (2020), which states the abolition of national exams and the implementation of learning

from home. Therefore, changes in education methods also occur, requiring all parties related to the world of education to prepare themselves for these changes.

Online learning is a new thing in Indonesian education, so students are required to adapt quickly (Ramanta & Widayanti, 2020). Online learning or learning from home is a way of learning carried out by students in their respective homes by covering elements of online, offline, project-based learning, blended learning, and home visits (Putri, 2021). Noviansyah and Mujiono (2021) also explains that online learning is a learning model that prioritizes connectivity, accessibility, flexibility, and the ability to generate various Internet interactions.

Online learning depends on information technology devices, Internet networks, and students' skills to operate them (Chang et al., 2021). Students can take part in learning through lectures and discussions using learning media, conferences, and video applications (Musu et al., 2021). This corresponds to Dewi and Sadjiarto (2021), who states that online learning is one of the learning techniques carried out remotely utilizing various kinds of information technology and is supported by the Internet network to reach a broad and large target group.

Online learning has advantages and disadvantages, where the advantages outweigh the disadvantages, but there must still be innovation and improvement to make its quality more effective (Lisman et al., 2021). Online learning is good learning to complement face-to-face learning because, currently, learning is required to use existing technology and not only face-to-face (Sukardi & Rahmat, 2019). Students need support from the government, schools, and parents to implement online learning (Samsinar et al., 2021).

For students, online learning provides the opportunity to learn independently and can be done anytime and anywhere. In contrast, online learning makes it easier for teachers to provide materials, assignments, and assessments through applications without face-to-face meetings (Ningsih & Erdisna, 2021). Online learning makes students more flexible and independent in learning the material, expands the range of learning, and it is more efficient (Lusiani, 2021). Thus, indirectly, the students' independence in learning will also be formed by itself.

Online learning raises various problems that must be faced by teachers and students, one of which is the need for maximum delivery of learning topics so that they are replaced with homework assignments (Adriani et al., 2021). Students feel that implementing online learning during the Covid-19 pandemic has been ineffective (Hamid et al., 2020). Other problems that arise are the lack of skills for students to access the Internet network and applications needed for learning, and it is not easy to manage study time (Handayani et al., 2020).

Another problem arising from online learning is the need for more adequate technical facilities and resources and the lack of linguistic skills (Noori, 2021). Online learning cannot improve knowledge and competence in the long term because there needs to be social interaction between teachers and students which results in the teacher being unfocused in academic activities, so student learning outcomes are low (Farell et al., 2021). Online learning also often makes students bored and not eager to learn because online learning is less interesting than learning in class (Yunitasari & Hanifah, 2020).

Learning motivation has a positive relationship with learning outcomes, so high and low learning outcomes are influenced by high and low learning motivation (Muhammad, 2017). The same thing is explained by Saputra et al. (2018), who explain that providing a strong learning motivation will significantly affect learning. For vocational students, learning motivation has a positive effect on the productive competence of students because if learning motivation increases, the productive competence of students will also increase (Ramli, 2013). However, with online learning, student learning motivation has decreased. Nurfaizal (2021) argues that lacking social relationships reduces learning motivation because students are more motivated if they can communicate directly. The instability of the Internet network also affects the decline in student learning motivation.

This study aims to determine the effect of online learning on the aspects that support the implementation of good learning, especially aspects of student learning motivation. This research is expected to help related parties, especially the government in the field of education, to make good learning formulations to facilitate students' development of their knowledge and skills. This research is also expected to be a material consideration for related parties in developing education in a more modern direction.

RESEARCH METHOD

The research method used in this study is a qualitative descriptive analysis method. According to Sukardi (2003), the descriptive method is one of the research methods applied to describe facts and character objects systematically. The data used in this study is secondary data derived from the results of research that has been done previously, journals, articles, official websites, books, or notes that discuss matters or variables related to this research. In addition to secondary data, this study was also compiled using the author's idea as a form of concluding the data that had been obtained previously.

The approach used in this research is a literature review, a series of activities carried out to collect library data, read and take notes, and manage research materials (Rahayu, 2018). Whereas, according to Sari and Asmendri (2020), literature review research is research that is carried out to collect data and information through various sources in the library and from the Internet related to the problems being studied and carried out systematically to collect, process, and conclude data using certain methods to get answers to the problems raised. This research has reviewed 34 journals that discuss literature review research methods, online learning, student learning motivation, and the impact arising from online learning on student learning motivation. The journals studied are journals of the latest research carried out during the Covid-19 period so that discussions about online learning make sense and are important.

FINDINGS AND DISCUSSION

Based on the findings in the field and the literature study that has been carried out, it was obtained that education is affected by the Covid-19 pandemic. Providing education is disrupted and less than optimal due to various policies issued by the government and related parties. The government has issued a policy regarding physical distancing by maintaining a distance between people and opening crowds to break the chain of spreading the Covid-19 virus in the community. This is also related to the research findings by Siahaan (2020), which state that the government has also issued a policy regarding working from home and online learning to anticipate the transmission of the Covid-19 virus in the work and school environment.

According to several high school teachers, online learning forced them to learn about information technology from the beginning, which hindered the teaching and learning process. They also added that online learning also made students less interested in learning because of the various limitations faced, both technical and non-technical. Different geographical conditions make not all places have a good Internet network, so the quality of online education in cities and villages significantly differs.

This also follows what was reported by Mastura and Santaria (2020) in their research, which revealed that the pandemic forced students to study from home with parental guidance, even though they lacked preparation in its implementation. Student learning motivation decreases because of the boredom they experience because they usually follow learning in class with their friends and then suddenly learn at home independently. Inadequate online learning facilities also reduce student motivation because students are faced with theoretical learning, which makes students slow in understanding learning materials. For teachers, online learning provides difficulties, especially for teachers who need to be proficient in technology, affecting the quality of learning and student learning outcomes. Teachers sometimes feel bored teaching from home because teachers usually teach at school and interact with other teachers.

Boredom is another problem of online learning. Students and teachers have a particular point of boredom in carrying out online learning. This was also expressed by several high school students in Yogyakarta who stated that online learning made it difficult to understand learning materials. Even though they live in the city, not all have adequate Internet access, so each student's mastery of the material differs.

In relation to this problem, [Siahaan \(2020\)](#) also explains that boredom is a factor that reduces student learning motivation. They feel bored because they stare at their cell phones or laptops for several hours. Technical problems such as power outages and Internet network disruptions make it difficult for them to access learning. Tasks that accumulate and an obligation to help parents at home are also complaints of students so that they often make excuses to ask for time to retreat in completing rest tasks to improve their immune system and concretization. The burden on parents becomes heavier because, in addition to having to think about costs for daily life, including buying Internet packages so that their children can continue to study online, parents also have to accompany their children to study every day.

The findings in the field illustrate that children's learning motivation decreases during online learning due to environmental conditions that do not support the learning process. The role of parents could be more optimal in guiding and motivating students to learn. This follows a survey conducted by [Suciati and Syafiq \(2021\)](#), which reported that in Greater Jakarta, Bandung, Medan, and Surabaya, parents were fine with facilitating their children in terms of providing adequate electronic devices and Internet packages. However, parents need help accompanying their children while studying at home because of the difficulty in dividing their time with work responsibilities. Parents also need to gain more knowledge of the process of mentoring children's learning. This causes the role of parents in online learning to be carried out by their children not optimal because parents inevitably have to be a worker and a teacher at the same time.

Other findings from the impact caused by online learning are several complaints related to accommodation costs to support online learning. Explanations given by several parents, many of whom experienced an economic downturn due to the pandemic that occurred, especially if they have to set aside money to buy electronic devices for online learning. [Puthree et al. \(2021\)](#) also explain that inadequate facilities and infrastructure will affect students' learning motivation. Parents complain about the high cost of purchasing Internet quotas, considering the economy of each family is an obstacle to online learning.

According to several high school teachers' explanations, online learning makes teachers' work easier because it can be done from anywhere. However, the perceived obstacle is that not all teachers understand information technology. The method of delivering information usually done through the presentation focuses on giving independent assignments because it is simpler. On the other hand, judging from some students' opinions, giving independent assignments too often makes it easier for them because they have to play with gadgets every day. Not all students have adequate gadgets, so students' learning motivation decreases. This is in line with what [Sutrisno \(2021\)](#) reported in his research, which showed that student learning motivation decreased because it was caused by too short independent task processing time and inadequate electronic facilities. This also impacts the spirit of learning that goes up and down when doing online learning.

Based on the results of the exposure of several teachers and high school students, it can be illustrated that they are not ready to participate in online learning due to several factors, including environmental, social, economic, and several other factors. Their learning motivation has decreased due to technical factors, such as the presence of gadgets and Internet networks, and non-technical factors, such as support and guidance from the people around them. With online learning, students and teachers must spend more time outside of school, which often clashes with undesirable circumstances.

Research conducted by [Cahyani et al. \(2020\)](#) also shows that learning motivation is important for students in learning because it will provide enthusiasm and determine the quality of the work given. According to the results of her research, the level of learning motivation of female students is higher than that of male students, but all of them have decreased due to online learning held. If the online learning environment is not conducive, it can reduce students' interest and motivation to learn. Teachers cannot provide direct assistance, so they cannot take actions such as appreciation that can increase learning motivation. In addition, students need help finding a time conducive to independent study at home. Family social conditions that are not conducive can also make it difficult for students to focus on learning, so collaboration between students and parents is needed so that learning becomes more focused.

Kusumaningrini and Sudibjo (2021) explain that the level of motivation to learn during the Covid-19 pandemic is influenced by several factors. Parents play a role in increasing student learning motivation because parents become substitutes for the teachers' duties at home, so students are always expected to get guidance and support facilities. Teacher creativity also affects student learning motivation because teachers try to provide interesting and innovative learning so students feel energized. Interest in learning becomes the next factor that affects students' learning motivation because they will try to find knowledge about something they are interested in and are more involved with each activity of interest.

If traced according to the opinion of several students and teachers met in several places, they preferred face-to-face learning to online learning. This is also in line with a survey conducted by Haryadi and Rosina (2020) on 26 high school students, which reported that more students needed to be more enthusiastic about online learning (61%) than enthusiastic students (39%). As many as 96% of students choose and enjoy face-to-face learning. The level of enthusiasm and how to enjoy learning can affect student learning motivation, so the data shows that student learning motivation decreases due to online learning. Another thing that reduces student learning motivation is network constraints and inadequate electronic devices.

CONCLUSION

Overall, online learning greatly affects students' learning motivation, even teachers' teaching motivation. Students learning motivation decreases due to various factors, including the unavailability of online learning tools, unsupportive environmental conditions for learning, unsupportive family economic conditions, and other non-technical conditions that affect the online learning process. Some findings in the field show that students are more inclined to choose face-to-face rather than online learning. This happens because, with face-to-face learning, students are energized, and understanding learning materials is also maximal. On the other hand, teachers also choose to teach face-to-face because they do not have to be involved in information technology. Online learning is also not ready to be implemented because not all areas have adequate Internet network access, so there is an imbalance when implementing online learning. It is expected that related parties can design other better learning models suitable to be applied in areas where technological development is not evenly distributed.

This research is limited to the time of the Covid-19 pandemic. This research took several sources as observation material to collect some of the necessary data with the research coverage area, which is limited only to Yogyakarta. In the future, various studies will be conducted to develop an educational model following the times. Further research may dig deeper into the problems of online learning so that one day even though there is no pandemic, online learning can be implemented perfectly to simplify the education system. The development of the scope of research variables can also be carried out so that it is not only a problem of student motivation but can also lead to improving the quality of student learning outcomes with online learning. Until now, such research has been very interesting to study. Until now, the shortcomings in this study are still interesting for further research to complement each other's research data.

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