



## ANALYSIS OF ONLINE LEARNING MOTIVATION IN STUDENTS XI SMA NEGERI 1 JENEPONTO

Nuzul Syarbini<sup>1\*</sup>, Andi Maulana<sup>1</sup>, Wiwin Pramita Arif<sup>1</sup>

<sup>1</sup>Department of Program of Biologi Education, Faculty of Tarbiyah and Teacher Training,  
Universitas Islam Negeri Alauddin Makassar  
Sultan Alauddin Street No.63, Gowa, Indonesia, 92113

\*Email: [nuzulsyarbini@gmail.com](mailto:nuzulsyarbini@gmail.com)

**Abstract:** The purpose of this study was to determine the motivation for online learning and to identify the factors that hinder and support the implementation of online learning in Class XI students of SMA Negeri 1 Jeneponto. The type of research used by the researcher is qualitative research. The data comes from the words or actions of the researchers' online interviews, voice recordings, and student learning documentation at SMAN 1 Jeneponto. In this case, the subjects are also Class XI students who are also part of the resource persons in this study, whose criteria are determined through purposive sampling technique. The results of the study show that for various reasons, the learning motivation of SMAN 1 Jeneponto students with online learning has decreased during the COVID-19 pandemic. In terms of inhibiting factors, one of them is that students have difficulty accessing the internet caused by network or signal disturbances when participating in online learning, while the other side is being able to reduce the spread of COVID-19.

**Keywords:** learning motivation, learning pandemic, COVID-19

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui motivasi belajar daring dan untuk mengidentifikasi faktor-faktor yang menghambat dan mendukung dalam penerapan belajar daring pada peserta didik Kelas XI SMA Negeri 1 Jeneponto. Jenis penelitian yang digunakan peneliti adalah penelitian kualitatif. Data bersumber dari kata-kata atau tindakan hasil wawancara secara daring peneliti, rekaman suara, dan dokumentasi belajar peserta didik di SMAN 1 Jeneponto. Dalam hal ini, subjeknya juga adalah para peserta didik Kelas XI yang sekaligus menjadi bagian dari sumber data dalam penelitian ini, yang kriterianya ditentukan melalui teknik *purposive sampling*. Hasil penelitian menunjukkan dengan berbagai alasan, motivasi belajar peserta didik SMAN 1 Jeneponto dengan pembelajaran daring mengalami penurunan selama pandemi COVID-19. Adapun dari segi faktor penghambatnya salah satunya ialah siswa kesulitan dalam mengakses internet yang disebabkan karena gangguan jaringan atau signal pada saat mengikuti pembelajaran daring, sedangkan sisi lainnya adalah dapat mengurangi penyebaran COVID-19.

**Kata Kunci:** belajar pandemi, COVID-19, motivasi belajar

### Introduction

Nowadays, in relation to preventing the spread of COVID-19 which continues to increase day by day, the Ministry of Education and Culture of the Republic of Indonesia, issued circular Letter No. 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of Coronavirus Disease (COVID-19). In letter point number 2(a), it is explained that learning from home through online / distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade increase and graduation. Two Thousand and Twenty (2020) is the first year for all people to feel the name Work From Home and Study From Home or work at home and study at home online, due to the COVID-19 pandemic that has occurred in all parts of the world and even in Indonesia.

Online learning is a distance learning system that requires technological tools and an internet network. Online learning is also one of the learning systems that is easy and fast to understand and able to save time, costs and energy, but there are also obstacles faced by students in online learning, namely usually coming from the constraints of an unstable internet network or even learning tools such as cellphones or laptops do not exist at all (Rahardja et al., 2019). Online learning teaches both students and educators to learn collectively between technology and learning materials. It is hoped that online learning is not only an obstacle, but as a challenge in online learning. This is because online learning is an obligation

so that learning activities continue to be carried out in the midst of the current COVID-19 pandemic (Nurdin & La Ode, 2021).

Seen in Islamic studies, we often find various expressions about the encouragement to every believer to always learn. This recommendation to learn must be accompanied by the urgency of increasing the supporting factors to increase everyone's enthusiasm for learning, one of the most important factors is motivation, explained in the Qur'an, one of which is in Q.S Al-Mujadalah verse 11.

رَفَعَ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ

Meaning:

*“God will lift up the degrees of those who have faith among you and those who have knowledge to some degree”*

The above verse explains the importance of learning for believers to become knowledgeable people. A person will have faith in Allah SWT by carrying out all the commandments of Allah SWT and staying away from all his prohibitions and those who are endowed with knowledge, which means that a person can obtain a high degree before Allah SWT by becoming a knowledgeable person. This is where the important role of motivation in learning is to encourage students to take action to achieve online learning goals.

In addition learning or teaching is the process of understanding the objectives. The purpose of this is a way to achieve the goals that students want to achieve in the learning process (Limbong & Janner, 2020). The success or failure of the goal can be judged by the learning outcomes obtained by the learners. Those who excel will certainly have better knowledge. There are various aspects that affect the learning achievement of students, one of which is motivation.

Motivation is the change of strength or energy that each person has because of "feelings", and it begins with the action of the goal (Sardiman, 2012). Not only that, motivation is also interpreted as the psychological ability of each person, so that actions carried out consciously and unconsciously can achieve certain goals (Achmad, 2015). There are three meaningful aspects of learning motivation, namely needs, encouragement and goals. First, a person's need to feel the inequality between what he wants to achieve and what he wants. Second, encouragement is a mental skill to play a role in achieving expectations and goals. Third, the target is something that everyone wants to urge students to learn (Indri & Juliaster, 2018).

Based on the results of interviews of students of SMA Negeri 1 Jenepono on October 20, 2021, said that the learning model carried out online only uses the lecture learning method so that students only listen to what is conveyed by educators and involvement in students is less only dominated by certain students. Therefore, students are not excited to participate in learning because they feel bored and do not pay attention to the material presented by educators so that students' learning motivation decreases. Thus this study will prove how strong the relationship between learning motivation and the application of online learning to class XI students of SMAN 1 Jenepono.

## Materials and Methods

The type of research used is qualitative research. This type of qualitative research is a way of answering research questions related to data in narrative form starting from interviews, observations, and document research activities. The location of this study is at SMA Negeri 1 Jenepono, Binamu District, Jenepono Regency, South Sulawesi Province.

Purposive sampling is a technique for determining samples with certain considerations or special selection. Then, from the results of certain criteria or considerations, the researcher establishes these criteria that relate to the subject of the study. The data collection method used by researchers in this study is (1) Observation, which is a data collection activity to determine the extent to which the research can reach the target. By observing, the researcher can then record the activity and this is also an interaction on the subject of the researcher. The activity of observing the research subject is part of a series of observations, as for the activity, namely from learning to the end of the lesson; (2) Interviews, carried out by means of in-depth question and answer with the resource person or research subject, this is to obtain

direct data on learning motivation by providing several questions to the interviewees, namely class XI students of SMAN 1 Jeneponto; and (3) Documentation, which is a data collection for the research subject in the form of photo archives, personal records, voice recordings and screenshots (screenshot whatsapp).

There are two data sources in this study, namely primary data and secondary data. The primary data in this study are the words and actions of a person who is considered from the results of online interviews, voice recordings, and student learning documentation at SMAN 1 Jeneponto, while secondary data is data obtained or obtained indirectly, but obtained through literature studies in the form of books, research results, and related journals and their nature to complete primary data.

Then as for the data analysis technique in this study using (1) Data reduction by taking important points, then write down the data from the results of the choice into a set of data: (2) Data representation of structured and inferrable parts; and (3) Drawing conclusions and verification.

## **Result and Discussion**

### **A. Motivation for online learning in class XI students of SMA Negeri 1 Jeneponto**

Based on the interview results obtained, the online learning process during the COVID-19 pandemic was given through various application sources, one of which is often used is the Whatsapp group. The material presented through video meetings using g-meet is also considered less interesting because students are happy when learning in the classroom. This is in accordance with the observations of researchers and based on research from (Emda, 2017), which suggests that motivation generally has an important position that aims at achieving appropriate learning. The existence of motivation is not necessarily from the learners themselves but the teacher must be involved in it to motivate the learning of students. Motivation will generate enthusiasm and enthusiasm so that students will know the direction and purpose of learning. Motivation to learn can arise if students have the desire to learn. Therefore, motivation both from within and from outside must be in the learners, so that the planned learning objectives can be achieved optimally.

Furthermore, referring to the results of the analysis carried out, it was found that the learning motivation of students with aspects seen from the interview results using the ARCS model as an interview guideline, showed attention, linkage, self-confidence, and satisfaction in the learning process of students. This is certainly in line with the research conducted by (Molae, 2014), suggesting that the model that prioritizes learning that can affect learning motivation is the ARCS model. This model intends to reveal the results of a research literature study of motivation and also direct action that has been validated through several studies.

Learners love learning that is done in person in the classroom as usual. When compared to online learning during the COVID-19 pandemic, offline or in-person learning in the classroom is considered more effective and easier to understand the subject matter provided by the teacher, also supported by direct interaction between students and teachers. In addition, when all the delivery of the subject matter has been delivered, the learners are charged with the tasks that each material has delivered. So that the weight of the task obtained is more than usual.

In the process of learning activities motivation is an indispensable factor, if students are not motivated, it will be difficult to carry out learning activities, then it will have an impact on unsatisfactory student learning outcomes. According to Gunadi & Gunawan (2014), students who have high academic motivation tend to learn many things, achieve higher achievements, show greater interest, and strive in learning achievement by using self-regulation strategies. Learners who do not have motivation will look different from students who have motivation. Furthermore Ali & Afreni (2020), also stated that there are not a few students who find it difficult to understand the subject matter given online. Teaching materials are usually delivered in the form of readings that are not easy to understand as a whole by students, this makes students assume that the material and tasks are not enough because they need to be explained directly by the teacher.

This online learning has just been implemented due to the COVID-19 pandemic emergency, as a result of which it makes students have to adapt to this learning method. This causes some students to

feel uncomfortable with online learning because they are used to studying offline or directly at school. In addition, students also feel that they do not feel direct interaction with teachers and friends at their schools, difficulty in receiving subject matter only with photo documents. Although occasionally there are teachers who give explanations of the material through g-meets.

According to the data obtained, the online learning method affects the motivation of students during the learning process. In this context, the online learning method used during the COVID-19 pandemic can cause low motivation of students due to difficulty following the learning and understanding the material provided. This is because students choose and feel more comfortable to study in class directly.

### **B. Inhibiting and supporting factors for the implementation of online learning in class XI students of SMA Negeri 1 Jeneponto**

Based on the results of the data obtained, there are several factors that become obstacles when participating in the online learning process at SMAN 1 Jeneponto. Among them are due to unstable network factors, running out of data packages or internet packages, inadequate cellphone conditions or conditions, improper use of applications, and other obstacles that come from within the students themselves such as wanting to do other activities such as eating and playing cellphones or the habit of waking up late which results in the learning process and even the delivery of material is not effectively accepted by students.

There are external factors that are influenced by several things, one of which is the environment. In addition, external factors themselves there are also factors that are internal or that come from oneself. These external and internal factors are what influence the learning motivation of students of class XI SMA Negeri 1 Jeneponto. The learning environment is also one of the influential things in growing and increasing the learning motivation of students. An appropriate learning environment will make learners more motivated in learning.

In line with research Uno (2008), which revealed that students have difficulty in understanding the learning material provided by the teacher. The material is usually explained directly by the teacher in the classroom, but during the COVID-19 pandemic, the material is delivered through G-meets or even in the form of photo documents, which is one of the external factors that hinder the participation of students in online learning. In addition to students having difficulty understanding the topic of the material, running out of data packages or internet quotas is another factor that hinders student participation in receiving online learning. Because internet data packages are important things that every student must have to support the running of the online learning process.

Related to the above, difficulties in accessing the internet caused by network or signal disturbances when participating in online learning are also external factors that can hinder the running of the learning process. If the network is not smooth, learning will also be difficult to carry out optimally. Even more so because the learning materials are delivered through the form of documents, and to download them also requires a smooth network. The use of mobile phones also needs to be considered, both in terms of storage usage, and quality.

Then the data that has been obtained regarding the supporting factors of students when participating in online learning can be concluded that in carrying out online learning there are also several supporting factors, such as teachers can more easily communicate material through learning media, this can be shared directly in the student's study group. Teachers can of course also be more creative in delivering material in study groups so that students do not get bored quickly with monotonous learning patterns. Unlike classroom learning, teachers still use traditional learning models. With online learning, the material can be delivered through pictures and videos, making it easier for students to understand the material even though it is not face-to-face with the teacher.

Motivation has a high contribution to student learning outcomes. Students who have learning motivation, will pay close attention to the lesson, read the material so that they can understand the content and use supportive learning strategies. In addition, learners will also engage in learning activities, have curiosity, find related sources to understand certain topics and complete given tasks (Bahri & Corebima, 2015).

Learners who have difficulty understanding the learning material can also access other learning resources they need to gain a better understanding of the material provided by the teacher. This can certainly be an independent solution for students thanks to the ease of internet access via smartphones. In addition to accessing other study references, learners can also access video lessons on selected subjects via YouTube to give learners an idea of what they should do independently at home if they can't.

## Conclusion

Based on the presentation of data and data analysis that has been obtained from the research that has been carried out regarding the analysis of online learning motivation, conclusions can be drawn including: For various reasons, the motivation for online learning in students of SMAN 1 Jeneponto has decreased due to various things during the COVID-19 pandemic. The learning motivation of students is considered different from learning that takes place directly in the classroom. Compared to online learning carried out through applications during the COVID-19 pandemic, students are more interested in engaging in learning carried out by teachers directly in the classroom. Inhibiting and supporting factors in the implementation of online learning in students of Class XI SMA Negeri 1 Jeneponto: Barrier factors, among others are: (a) Learners have difficulty in understanding the learning material provided by the teacher; (b) Students run out of data packages or internet quotas; (c) Problems in accessing the internet caused by network or signal disturbances when participating in online learning; and (d) Students have difficulty controlling themselves so that they can follow the learning to completion. Supporting Factors, among others are: (a) Teacher can more easily communicate material through learning media and guru can of course also be more creative in delivering material in study groups so that students do not get bored quickly with monotonous learning patterns; (b) Online learning is said to be very efficient and flexible, so that students can do it anywhere and anytime for the learning process; (c) Students who have difficulty understanding the learning material can also access other learning resources they need to gain a better understanding of the material provided by the teacher; and (d) In terms of health, it can also reduce the spread of COVID-19.

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