The Relationship of Learning Motivation on Student Achievement During Online Learning During the Covid-19 Pandemic

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Abstract

The purpose of this study was to determine the effect of learning motivation on academic achievement in students undergoing online learning during the covid-19 pandemic. This research is a type of quantitative research using a cross-sectional design and the sample used in this study amounted to 85 respondents, with a simple random sampling method used as a sampling technique in the population. The data was distributed to respondents using a questionnaire distributed via google form to facilitate access during the pandemic period, the data analysis used is the Spearman test. The results of the correlation test showed that there was no significant effect between learning motivation on academic achievement of students who were undergoing online learning during the covid-19 pandemic, with $p=0.288$. Achievement in this academic field cannot be influenced by motivation alone, but there are several supporting factors as well as the background. So efforts are needed to improve the quality of learning during the Covid-19 pandemic.

Keywords: Academic Achievement, Covid-19, Online Learning System, Student Learning Motivation

Introduction

    The World Health Organization (WHO) has stated that Covid-19 or SARS-CoV-2 is a global epidemic starting in March 2020 (Yatminiwati et al., 2021). This global epidemic has caused unprecedented public health problems. Almost all countries have closed their entrances to reduce social contact and contain the spread of COVID-19 (Hashim et al., 2021). This condition is a barrier for us to carry out activities regularly full of challenges and opportunities so that we can rise up and try to get out of this problem. The government also provides policies regarding work, study, and also worship that is done from home so as to make this situation better so that it can still create creativity and utilize technology according to its time. From the Circular No. 4 of 2020 concerning the Implementation of Education Policies during the Covid-19 pandemic, the Ministry of Education and Culture hopes that all educational institutions do not carry out the teaching and learning process directly, but must do indirect or distance learning (online) (Kemendibud, 2020).

    Education is a learning process that is very important in improving competent human resources. In the opinion of Hikmawati (2016) education is a learning process that starts from knowledge, skills, attitudes, and social behavior in undergoing the process to achieve a goal. At the time of the pandemic, education had serious challenges so the impact was very large from the Covid-19 virus

outbreak, so the government was trying to suppress the rate of spread of the Covid-19 virus by issuing policies for the entire community to practice social distancing. The government gives instructions to the community to keep doing activities and all kinds of activities, but only from home, including work and school. The government is calling for people not to stop learning. All teaching and learning activities continue as usual but are carried out at home, but with a note that they must be controlled by teachers or lecturers as well as parents and guardians of students, using a distance learning system (Zaharah et al., 2020). This change in situation resulted in students having to try to adapt to the new system which had several challenges in its implementation. One of the challenges faced is the internet network and also the amount of internet quota that must be stable and sufficient when delivering material by teachers or lecturers. The impact of the changes that will be experienced by students during the Covid-19 pandemic has the risk of causing mental health problems. Apart from that, problems that have a direct relationship with the teaching and learning process are stressors from the daily lives of the students themselves.

The technology used in education is a very important issue that is always hot to talk about in various activities (Orgaz et al., 2018). In today's technological developments, especially in the field of education, it is one of the most important potentials to be immediately given a positive and adaptive response in responding to the challenges of the 21st century which is very complex (Gamar et al., 2018; Hussin, 2018). Good unidirectional and interactive learning programs are related to the existence of technology for the world of education which is the facilities and infrastructure used as a medium of delivery (Husaini, 2014). The opinion of Denker (2013) in the classroom is not limited but the teaching and learning process is carried out using technology so that distance learning emerges so that it can encourage greater innovation to create teaching methods both inside and outside the classroom.

Information technology in the learning system is one of the innovations in the field of education with an online learning system. The opinion of Mustofa et al. (2019) that online learning is a distance education learning system with a set of teaching methods that have separate teaching activities from each learning activity. According to Brolpito (2018) online learning ,will be carried out using the internet network and also web 2.0, which means that online learning is carried out by involving several elements of technology as one of the facilities and infrastructure of the internet network fiber which is a system. The online learning system has been carried out in a university environment, this can be proven from several reseb results that explain this (Crews & Parker, 2017; Mather & Sarkans, 2018). The online learning system is useful for helping to provide all kinds of access to the teaching and learning process for everyone, so that it can remove existing barriers both physically and as a factor for learning within the scope of the classroom (Ahmed, 2018). However, the opinion of Selvaraj et al. (2021) which states that in the teaching and learning process it cannot be denied that not all learning systems can be transferred to an online learning environment.

The era of information technology at this time is the most important part that will have a positive or negative impact in carrying out progress in education and the development of the world of technology in the era of revolution 4.0 which is an era of progress in the field of technology that dominates all human needs. The development of technology has the first benefit, namely as a means to support all activities of students and educators in seeking wider information, but other than that it can be used as a source of books as well as print media. In the learning process, technology can facilitate all activities in education. One example is in delivering learning materials or assignments that are sent via email so that students can complete them quickly. This technology is present as a savior at a time when all conditions experience limitations in obtaining education and knowledge. For example, during the Covid-19 pandemic that occurred in the early 2020s, all teaching and learning activities in almost all schools had to be temporarily suspended to avoid the spread of the coronavirus. So in these conditions, technology is able to become one of the media that has succeeded in saving the world of education which allows students and teachers to still be able to carry out the teaching and learning process without meeting face to face. Therefore, teachers and students can carry out the teaching and learning process through video conferencing, sending assignments, and distributing via group chats and email.

Student motivation in learning has an influence on success in the learning system. The existence of a high learning drive makes students able to study diligently so that in the end will soon realize achievements in the academic field. In the opinion of Emda (2017), the learning process can achieve success if students have good learning motivation. Therefore, every learning motivation has a very important role that every student has, both intrinsically and extrinsically motivated. Changes in the learning process in the midst of a pandemic are certainly a challenge for all educational institutions.

Maulidiya et al. (2022) revealed in the results of his research, that the learning environment has a significant influence on learning motivation. During the pandemic, there was a change in the learning environment, which initially was the school environment with teachers and friends to those who had to learn from home and be accompanied by parents. This of course requires an adaptation process that is not short and can have an impact on every student. The learning environment must always be created in a positive way that allows conditions equal to the school environment, so that students learning motivation can grow and be enthusiastic. According to Hikmawati (2016) the demands from the world of education that must be lived by every student will be a triggering factor for the emergence of learning stress in students. Therefore, the research results can be correlated with the opinion of Malayu (2016) that there is a significant relationship between learning stress and learning motivation, with a sig. 0.000 which means that there is a close relationship between learning stress and student motivation. When a person experiences a mismatch between demands and the ability to cope, this can cause problems such as stress, and learning stress is a problem that often occurs in the educational environment. Therefore, the school must be able to create a learning system that has quality so that it can create high student learning motivation so can improve the learning achievement of students.

Theoretical Review

In the Covid 19 pandemic, in its fairly rapid spread, direct contact at close distances and in contact with sufferers can cause a person to get this disease, health experts also suggest reducing the number of spreads by doing social distancing, physical distancing, and staying at home (Sulistyan, 2020). The obstacles that will be faced are not only in the field of skills but also in the use of technology, related to the many courses faced during the Covid-19 pandemic. Students are used to face-to-face learning, while distance learning was previously only incidental (Cronje, 2022).

An understanding of the term e-learning has a very broad meaning so experts explain the meaning of e-learning from various points of view. For example, the opinion of Mary Daniels, Brown, and Dave Feezy suggests that "e-learning" is a learning model that is carried out in a form that uses networks such as the internet, local area network (LAN), or what is called a wide network (WAN) (Haryudin & Imanullah, 2021)

E-learning is a learning system that utilizes electronic media that is useful as a tool that can assist all activities in the learning system (Sulistyan, 2020). Currently, e-learning has even become an alternative to solve various educational problems, especially because facilities that support e-learning such as the internet, computers, electricity, telephone, and other hardware and software are available at relatively affordable prices and then e-learning is becoming more and more popular as a teaching tool. Online learning is a learning system that is not carried out face to face but uses a platform that can help the teaching and learning process that is carried out even though it is distanced. The purpose of online learning is to provide quality learning services in a massive and open network in order to reach more and wider study space enthusiasts.

The opinion of Yen and Lee (2011) learning achievement is the development of students' knowledge of learning carried out in a school environment which is initiated by tests given by teachers to be able to see how far the development of the students' learning process is. The concept of learning achievement is a skill value, attitude, and skill of a person who is measured directly by using a test whose results are expressed in the form of numbers and words. Students who excel usually put it in the form of numbers on a report card which is given to all students in taking the written exam.

Learning achievement achieved by an individual is the result of the interaction between various factors that influence it both from within (internal factors) and from outside (external factors) the individual. An introduction to the factors that influence learning achievement is very important in order to help students achieve their best learning achievement. To determine the level of student skills in learning can be seen from the learning outcomes or learning achievements. Learning achievement obtained through tests or evaluations provides a more general picture of student progress. Learning is a process of active interaction between learning subjects and learning objects and produces changes in the form of knowledge, skills, values, and attitudes. The teaching and learning process will take place well if there is interaction between students and teachers. A criterion for the success of the teaching and learning process is the occurrence of changes in knowledge, attitudes, and skills in students. The success of teaching is if the teaching produces an active and effective learning process.

Based on the results of empirical research conducted previously, the academic stress experienced by students during online learning during the Covid-19 pandemic averaged 80 people in the moderate

category, the demand to be able to master the material and skills in a short time will make students more depressed, therefore academic stress conditions arose (Lubis et al., 2021). Tasks in learning are one of the factors that cause the most stress during the Covid-19 pandemic (Livana et al., 2020). Academic stress on students while participating in online learning can have a negative effect on their academic achievement. If this stress cannot be controlled cognitively, it will make it difficult for students to focus, so it is difficult to remember the material, so that they can finally think negatively about themselves and the environment (Lubis et al., 2021).

Based on the results of a preliminary study conducted on researchers to 10 students via WhatsApp, there were 9 people who stated that they felt stressed when participating in online learning during the COVID-19 pandemic, and 1 person stated that they only experienced symptoms of stress. The most common cause of stress that was disclosed was the provision of learning assignments. So that the impact of perceived stress includes difficulty concentrating, difficulty understanding material, lazy to study, no appetite, not wanting to do activities, and one person revealed that he experienced a decrease in IP (Achievement Index) before and after online learning. The purpose of this study was to determine the causal factors, stress levels, and the impact of academic stress on students during online learning during the Covid-19 pandemic.

Methods

This type of research is a type of quantitative research using a cross sectional design. The sampling technique used is simple random sampling with a total sample of 85 people who are active students. This research was carried out at the STIESIA Surabaya campus from August to October 2021. The research data was collected for research using a questionnaire containing 40 statement items regarding learning motivation and 1 assessment item in learning achievement in the academic field which can be seen using the index cumulative achievement from the even semester of 2020/2021 FY, which has been shared via google form to facilitate access during the pandemic.

The stages of this research process consist (Waluyo, 2016) of 1) The first stage: the researcher asks permission from the prospective respondents, 2) The second stage: the researcher gives a questionnaire from the google form and measures the level of learning motivation and academic achievement of the students during the online learning process during the pandemic , 3) The third stage: the researcher analyzes univariate and bivariate data by connecting the independent variable and the dependent variable using the Spearman test computerized system.

Results and Discussion

Characteristics of Respondents

Characteristics of respondents is an explanation of the respondents at the STIESIA Surabaya Campus which is needed as information to find out all identities as respondents in this study. Respondents as one object of research that can provide an interpretation of the characteristics of respondents. The explanation is shown in table 1.

Table 1. Frequency Distribution of Demographic Data (N=85)

Characteristics of Respondents	Frequency	Percentage (%)
Age		
17-20	47	55.3
21-24	38	44.7
Type Sex		
Man	7	8.2
Woman	78	91.8
Academic Level		
One	15	17.6
Two	21	24.7
Three	25	29.4
Four	24	28.2

Source: Data Processed (2022)

Learning Motivation for Students Undergoing Online Learning

The results of the research that has been done regarding learning motivation in students who are undergoing online learning are obtained with a frequency distribution value that provides learning motivation with very high answers, namely 38 (44.7%), learning motivation with high answers as much as 41 or equal to (48.2%) and respondents who answered moderately about learning motivation were 6 or (7.1%). From the explanation above, there is table 2.

Table 2. Frequency Distribution of Respondents' Answers regarding Learning Motivation of Students Undergoing Online Learning with N=85

Academic Level	Frequency	Percentage (%)
Very high	38	44.7
Tall	41	48.2
Currently	6	7.1
Low	-	-
Total	**85**	**100**

Source: Data Processed (2022)

Academic Achievement of Students in Undertaking Online Learning

The results of research on academic achievement for students to undergo an online learning system obtained a frequency distribution value consisting of praise predicates of 25 respondents (29.4%), very satisfactory as many as 37 respondents or (43.5%), satisfactory as many as 18 or (21.2%) and passed as many as 5 respondents or (5.9%). From the explanation seen in table 3.

Table 3. Frequency Distribution of Respondents' Answers regarding Academic Achievement of Students Undergoing Online Learning with N=85

Academic Level	Frequency	Percentage (%)
Very high	38	44.7
Tall	41	48.2
Currently	6	7.1
Low	-	-
Total	**85**	**100**

Source: Data Processed (2022)

The Relationship between Learning Motivation and Academic Achievement for Students Undergoing Online Learning During the Covid-19 Pandemic

The results of this study will show that there is not only a relationship between learning motivation and student academic achievement in undergoing an online learning system during the Covid-19 pandemic with the value of Sig. (2-tailed) of 0.288 with a Correlation Coefficient value of 0.116. in the following explanation is shown in table 4.

Table 4. Spearman Testing the Relationship between Learning Motivation and Academic Achievement for Students Undergoing Online Learning During the Covid-19 Pandemic with N=85

Spearman	Correlation Coefficient	Sig (2-tailed)
Study Stress	0.116	0.288
Motivation to learn		
Total	**85**	**100**

Source: Data Processed (2022)

Discussion

The results of this study found that there was no relationship between learning motivation and academic achievement in students who were undergoing online learning during the Covid-19 pandemic, with a sig. 0.288. This is because learning achievement is not only influenced by motivation, but by several supporting factors behind it. In Ngampo (2021), the factors that affect learning achievement are 1) Factors from within the individual consisting of physiological factors. Physiological factors are physical conditions and the five senses. While the psychological factors are talent, interest, intelligence, motivation, and cognitive ability. 2) Factors from outside the individual, consisting of environmental factors and instrumental factors. Environmental factors are social and

natural. While the instrumental factors are curriculum, materials, teachers, facilities, administration, and management.

Research on learning motivation in students who study online during the Covid-19 pandemic, the value of the frequency distribution can be seen from very high learning motivation of 38 or 44.7%, high learning motivation of 41 or 48.2%, and moderate learning motivation of 6 or 7.1%. Although learning is not only done directly, students still have motivation in the learning process. This research is supported by the opinion of Sulistyan et al. (2017) that motivation grows within the individual. Motivation functions as a driving force in learning activities ensuring the continuity of learning activities and providing direction to learning activities so that the goals desired by someone can be achieved. According to Zhou et al. (2020) motivation to learn is very important in self-development, because self-development is learning.

The results of research on academic achievement in students who are undergoing online learning during the Covid-19 pandemic, the frequency distribution value obtained is with a praise predicate of 25 or 29.4%, very satisfying 37 or 43.5%, while satisfactory is 18 or 21.2% and 5 or 5.9% passed. Academic achievement during the pandemic is not only influenced by learning motivation but can be influenced by several factors such as learning media, learning process, learning atmosphere, parental support, and so on. Nevertheless, the efforts made by educational institutions as the spearhead in carrying out the educational process have been very maximal. Covid-19 as a non-natural disaster is a new problem for the world of education, such as the enactment of online learning rules. This is done by the government with the hope that the virus will not spread more widely and healing efforts can run optimally and in accordance with shared expectations.

Conclusion

In this study, it can be concluded that there is no significant relationship between learning motivation and academic achievement of students who are undergoing online learning during the Covid-19 pandemic. The majority of respondents aged between 17-20 years were 47 or 55.3%, female sex was 78 or 91.8% while those in rank 3 were 25 or 29.4%. There are suggestions for students where the results of this research are expected to be input for students to maintain and increase students' learning motivation even during the Covid-19 pandemic. For the world of education, the results of this research are expected to be additional information for educational institutions. And for further research, it is hoped that this study will become one of the factors that can influence the academic achievement of students who are undergoing online learning during Covid-19, but besides that, it can also add other variables in the development of science to enrich the discussion in further research..

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