**STUDENTS’ MOTIVATION ON ONLINE LEARNING**

**DURING COVID-19 AT SENIOR HIGH SCHOOL   
IN SIBERUT SELATAN**

**Adela Maharani Putri1, M. Khairi Ikhsan2, Hevriani Sevrika3**

1,2,3 English Department, Universitas PGRI Sumatera Barat, Indonesia

1 [adelamaharaniputri005@gmail.com](mailto:adelamaharaniputri005@gmail.com), 2[khairi84ikhsan@gmail.com](mailto:khairi84ikhsan@gmail.com) , 3[sevrikariecha@gmail.com](mailto:sevrikariecha@gmail.com)

**Abstract.**

The purpose of this study was to find out how the motivation of students at SMA N 1 Siberut Selatan in learning online during the pandemic. This study uses a qualitative method. The data collection technique used is total sampling. The participants in this study were twenty-four students from class XI IIS. The instrument of this research is to distribute a questionnaire (questionnaire), interview and also record voice (interview). Collecting data by distributing questionnaires to twenty-four students and interviewing five students. Researchers used intrinsic and extrinsic motivation as data sources and used a questionnaire in collecting data and interviews as data reinforcement. Based on data analysis, the researcher concluded that the motivation of students in class XI of SMA N 1 Siberut Selatan towards online learning was high.

**Keywords:** Student Motivation, Online Learning.

**Abstrak.**

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana motivasi siswa di SMA N 1 Siberut Selatan dalam belajar online di masa pandemi. Penelitian ini menggunakan metode kualitatif. Teknik pengambilan data yang digunakan adalah total sampling. Partisipan dalam penelitian ini sebanyak dua puluh empat siswa dari kelas XI IIS. Instrumen penelitian ini adalah dengan menyebarkan angket (questionnaire), mewawancarai dan juga merekam suara (interview). Pengumpulan data dengan cara membagikan questionnaire ke dua puluh empat siswa dan mewawancarai lima siswa. Peneliti menggunakan Intrinsic dan Ekstrinsik motivasi sebagai sumber data serta menggunakan questionnaire dalam mengumpulkan data dan interview sebagai penguat data. Berdasarkan analisis data, peneliti menyimpulkan bahwa motivasi siswa di kelas XI SMA N 1 Siberut Selatan terhadap pembelajaran online, tinggi.

***Kata Kunci*** *: Motivasi Siswa, Pembelajaran Online*

**INTRODUCTION**

The spread of the corona virus pandemic or COVID-19 has presented its own challenges for educational institutions in Indonesia. To anticipate the transmission of the virus, the government issued policies such as social distancing and physical distancing. This condition requires people to stay at home, study, work, and worship at home. As a result of this policy, the education sector such as schools and universities stopped the face-to-face learning process. Instead, the learning process is carried out online which can be carried out from each student's home.

The minister of education makes a policy of learning activities conducted at home, and is prohibited from doing face-to-face learning in the education unit and still studying at home. Through interviews from several teachers and students who researcher conducted at SMAN 1 Siberut Selatan, the teaching and learning process during the pandemic in 2020, they used whatsapp and applications during online learning. Through whatsapp app, teachers send lesson materials to students.

The implementation of online learning is carried out by teachers in accordance with the set lesson schedule, and online learning process is less effective, because some students do not respond to the materials that have been sent. The problem is that the internet network is limited, some students do not understand how to use applications such as classrooms, and some students do not have mobile phones, and students who are late in the learning process make them lazy to learn so as not to respond to the materials provided by the teacher. In addition, the teacher also explained how they use whatsapp applications, namely forming groups for each class, sending materials and assignments by photographing, then providing videos containing tasks and materials described.

In teaching and learning process, motivation is very crucial. Someone who does not have motivation will not likely perform learning activities. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. From the quotation above, it shows that students’ motivation will drive students in doing something. Students’ motivation can influence what and how they learn.

However, there has not been a study conducted in examining students’ motivation in online learning at that school. So this research is very crucial to be conducted to know whether students’ motivation in online learning during covid-19 is good or not. The researcher conducted research in Senior High School in Siberut Selatan because online learning that is apply by this school in the midst of the covid-19 outbreak. Popular application use by Senior High School in Siberut Selatan is Whatsapp.

Based on interviews for several students in SMAN 1 Siberut Selatan because of the Covid-19 pandemic they are using the online learning process. Based on the above phenomenon, researcher is interested in conducting a research on student’s motivation on online learning during covid-19 outbreak at SMAN 1 Siberut Selatan.

**METHOD OF THE RESEARCH**

The design of this research was descriptive research type with a qualitative approach, because the research focused on analyzing student’s motivation at SMAN 1 Siberut Selatan in online learning during covid-19 outbreak. In this research, researcher use questionnaires for data collection. Questionnaires allow researcher to collect large amounts of data in a relatively short period of time. In this case the researcher describing the students’ motivation which find at students class XI IPS SMAN 1 Siberut Selatan. According to (Shakouri, 2014) qualitative research is a means to “empower individuals to share their stories, hear their voices and minimize the power relationships that often exist between a researcher and the participants in a study”. The place where individual is given the power and freedom to conduct their lives in their own ways, the survival of such individuality entails doubts. Qualitative research is concerned with nonstatistical methods of inquiry and analysis of social phenomena. (Shakouri, 2014) outlines eight characteristics of qualitative research : (1) conducting the research in a natural setting; using the researcher as a key instrument to the study; (2) studying multiple sources of data; (3) analyzing data inductively; (4) focusing on the participants meaning; (5) establishing an emergent design; (6) applying a theoretical lens; (7) interpreting data subjectively; and (8) developing a holistic account.

In this study, the method of the research will be used descriptive design by the researcher. It was supported by (Nassaji, 2015) the purpose of descriptive research is to reflect an event and its characteristics. This research is more interested in what than how or why something happens. On the basis of explanation above, the researcher will analyzed students’ motivation on online learning during covid-19 outbreak by using a qualitative approach and descriptive methods to describe this phenomenon.

**RESULT AND DISCUSSION**

Researcher conducted this research at SMA N 1 Siberut Selatan from Feb 17th 2022 and researcher took samples on Friday, March 4th 2022 of grade XI IPS 4 with a total of 24 students. At the time of the research, students of SMA N 1 Siberut Selatan were following the middle term test, researcher could not enter the class to distribute the questionnaire because it disturb the student’s exam, but the headmaster of SMA N 1 Siberut Selatan coordinates with the teacher who supervise the middle term test in grades XI IPS 4 to distribute the questionnaire. Researcher can only enter when they have finished the exam. After that middle term test finish, the researcher gave the questionnaires to students. After all the questionnaires were collected, the researcher received a research letter from the school that the researcher had finished conducted research at SMA N 1 Siberut Selatan. After completed the questionnaire, the researcher selected 5 students to be interviewed.

Researcher collected data by filling out questionnaires and interviews. Questionnaires were distributed to 24 students in SMAN 1 Siberut Selatan. Then the researcher interviewed 5 students at SMAN 1 Siberut Selatan. After that the researcher obtained data analysis from the results of the questionnaire above, average from students answer say that online learning was effective during Covid-19 despite many obstacles for students.

Based on the questionnaires and interviews that have been obtained by researcher in the research participants, the online learning process is effective during Covid-19. There are several reasons such as because they have more time to look for answers and a little more relaxed, then remember their goals and their parents. That is what makes them eager to learn even though they are not face to face.

**Table 4.1 The result Questionnaire of Students’ Motivation based on Intrinsic and Extrinsic Motivation**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Pertanyaan** | **Yes** | **No** |
| 1 | In online learning, I prefer course material that really challenges me so I can learn new things.  (Dalam pembelajaran online, saya lebih menyukai materi pelajaran yang menantang sehingga saya dapat mempelajari hal-hal baru) | 16 | 8 |
| 2 | If I study in appropriate ways, then I will be able to learn the material in online learning. (Jika saya belajar dengan cara yang tepat, maka saya akan dapat mempelajari materi dalam pembelajaran online) | 24 | 0 |
| 3 | I believe I will receive an excellent grade in online learning.  (Saya yakin saya akan menerima nilai yang sangat baik dalam pembelajaran online) | 11 | 13 |
| 4 | I’m certain I can understand the most difficult material presented in online learning.  (Saya yakin saya dapat memahami materi tersulit yang disajikan dalam pembelajaran online) | 5 | 19 |
| 5 | It is my own fault if I don’t learn the material in online learning.  (Salah saya sendiri jika tidak mempelajari materi dalam pembelajaran online) | 21 | 3 |
| 6 | It is important for me to learn the course material in this online learning.  (Penting bagi saya untuk mempelajari materi pembelajaran dalam pembelajaran online ini) | 23 | 1 |
| 7 | I’m confident I can learn the basic concepts taught in this online learning.  (Saya yakin saya bisa mempelajari konsep dasar yang diajarkan dalam pembelajaran online ini) | 14 | 10 |
| 8 | I’m confident I can understand the most complex material presented by the teacher in this online learning.  (Saya yakin saya bisa memahami materi paling kompleks yang disajikan oleh guru dalam pembelajaran online ini) | 7 | 17 |
| 9 | In online learning, I prefer course material that arouses my curiosity, even it is difficult to learn.  (Dalam pembelajaran online, saya lebih menyukai materi pembelajaran yang membangkitkan rasa ingin tahu saya, meskipun sulit untuk dipelajari) | 18 | 6 |
| 10 | If I try hard enough, then I will understand the material.  (Jika saya berusaha cukup keras, maka saya akan memahami materi) | 24 | 0 |
| 11 | The most satisfying thing for me in online learning is trying to understand the material as thoroughly as possible.  (Hal yang paling memuaskan bagi saya dalam pembelajaran online ini adalah mencoba memahami materi selengkap mungkin) | 24 | 0 |
| 12 | I think the course material in this online learning is useful for me to learn.  (Saya piker materi pembelajaran di pembelajaran online ini berguna untuk saya pelajari) | 24 | 0 |
| 13 | I like the subject matter of this online learning.  (Saya menyukai materi pelajaran dari pembelajaran online ini) | 16 | 8 |
| 14 | Understanding the subject matter of this online learning is very important to me.  (Memahami materi pelajaran dalam pembelajaran online ini sangat penting bagi saya) | 22 | 2 |
| 15 | I’m certain I can master the skills being taught in this class.  (Saya yakin saya bisa menguasai keterampilan yang diajari di kelas ini) | 21 | 3 |
| 16 | Considering the difficulty of this online learning, the teacher and my skills, I think I will do well in this class.  (Mempertimbangkan kesulitan dari belajar online ini, guru dan kemampuan saya, saya pikir saya akan melakukannya dengan baik) | 22 | 2 |
| 17 | Getting a good grade in this online learning is the most satisfying thing for me right.  (Mendapatkan nilai bagus dalam pembelajaran online ini adalah hal yang paling memuaskan bagi saya saat ini) | *2*  23 | *11* |
| 18 | The most important thing for me is improving my overall grade point average, so my main concern in this online learning is getting a good grade.  (Yang paling penting bagi saya adalah meningkatkan rata-rata nilai saya secara keseluruhan, jadi perhatian utama saya dalam pembelajaran online ini adalah mendapatkan nilai yang bagus) | 23 | 1 |
| 19 | If I can, I want to get better grades in online learning than most of the other students.  (Jika saya bisa, saya ingin mendapatkan nilai yang lebih baik dalam pembelajaran online dari pada kebanyakan siswa lainnya) | 2  23 | 11 |
| 20 | I’m confident I can do an excellent job on the assignments in this online learning.  (Saya yakin saya dapat mengerjakan tugas dengan sangat baik dalam pembelajaran online ini) | 119 | 55 |
| 21 | I expect to do well in this online learning.  (Saya berharap untuk melakukannya dengan baik dalam pembelajaran online ini) | 224 | 00 |
| 22 | I want to do well in this class because it is important to show my ability to my family  (Saya ingin berprestasi di kelas ini karena saya ingin menunjukkan kemampuan saya kepada keluarga saya) | 2  24 | 00 |
| 23 | I want to do well in this class because it is important to show my ability to my friends  (Saya ingin berprestasi di kelas ini karena saya ingin menunjukkan kemampuan saya kepada teman-teman saya) | 1  17 | 77 |
| 24 | I want to do well in this class because it is important to show my ability to my teacher.  (Saya ingin berprestasi di kelas ini karena saya ingin menunjukkan kemampuan saya kepada guru saya) | 2  21 | 33 |

**CONCLUSION**

Based on the results of the previous chapter, the researcher concludes about students’ motivation class XI IPS SMAN 1 Siberut Selatan on online learning were effective. Although at the time of online learning students lacked understanding of the materials provided by the teacher, students try to find explanations or answers that are more satisfying on the internet or they ask friends who understand better. However, during the online learning process the teacher lacks attention to students, so during the learning process not all students are focused on the materials provided by the teacher.

**REFERENCES**

Adhabi, E. A. R., & Anozie, C. B. L. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*, *9*(3), 86.

Adhabi, E., & Anozie, C. B. (2018). *Literature Review for the Type of Interview in Qualitative Research*. *September 2017*.

Author, C. (2014). *The role of e-learning , the advantages and disadvantages of its adoption in Higher Education .* *2*(12), 397–410.

Chen, Y. (2019). *Motivation in online learning : Testing a model of self-determination theory ....* *2010*.

Febrianto, P. T., Trunojoyo, U., Province, E. J., Megasari, L. A., Airlangga, U., & Province, E. J. (2020). *Implementation of Online Learning during the Covid-19 Pandemic on Madura Island , Indonesia*. *19*(8), 233–254.

Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). *Motivation in Learning*. *10*(4), 16–37.

Gustiani, S. (2020). *Student’ Motivation In Online Learning During Covid-19 Pandemic Era : A Case Study*. *12*(2), 23–40.

Harandi, S. R. (2015). Effects of e-learning on students ’ motivation. *Procedia - Social and Behavioral Sciences*, *181*, 423–430.

Management, J. (2021). *Effects of the Intrinsic Motivation and Extrinsic Motivation on Employee Performance with Job Satisfaction as an Intervening Variable at PT . Alwi Assegaf Palembang*. *20*(1), 18–31.

Martin, F., & Betrus, A. K. (2019). Online Learning. *Digital Media for Learning*, *May*, 111–127.

Mckeachie, W., Duncan, T. G., & Mckeachie, W. J. (n.d.). *The Making of the Motivated Strategies for Learning Questionnaire Learning Questionnaire o t o y p o*.

Meşe, E., Sevilen, Ç., & Info, A. (2021). Factors influencing EFL students’ motivation in online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, *4*(1), 11–22.

Muslimin, A. I., & Harintama, F. (2020). Online Learning during Pandemic: Students’ Motivation, Challenges, and Alternatives. *Loquen: English Studies Journal*, *13*(2), 60.

Nassaji, H. (2015). *Qualitative and descriptive research : Data type versus data analysis*.

Program, M., Bahasa, S., Stkip, D. I., & Sumatera, P. (2021). *Journal of Asian Studies : Culture , Language , Art and Communications Factors Influencing Students' Pronunciation Mastery*. *2*(1).

Roopa, S. (2012). *Questionnaire Designing for a Survey 1*. *46*(December), 273–277.

Shaikholeslami, R. (2006). Intrinsic Motivation, Extrinsic Motivation, and Learning English As a Foreign Language. *Psychological Reports*, *99*(7), 813.

Shakouri, N. (2014). *Qualitative Research : Incredulity toward Metanarrativeness*. *3*(2), 671–680.

Xhaferi, P. B. (2020). *Online Learning Benefits and Challenges during The Covid 19 - Pandemic- Students' Perspective from Seeu*. *15*(1), 86–103.

Yulia, H. (2020). *Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia*. 48–56.