

# University Students' Perspective in Terms of Motivation to Learn in Online Learning During Covid-19 Pandemic

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## Abstract

This study aims to determine students' perspectives in terms of their motivation to learn during online learning in the midst of the COVID-19 pandemic. This study used descriptive qualitative method. Participants in this study came from the English Education Study Program batch 2018 of Faculty of Arts and Education at the Universitas Teknokrat Indonesia. Participants consisting of 26 students were selected for this study. They consist of male and female fifth semester students. The research instrument in the form of a questionnaire obtained through google form through analysis of participant responses to find out their perspectives in terms of motivation to learn during online learning in the midst of the COVID-19 pandemic. The results showed that most students responded positively. Thus the student's perspective on online learning during the pandemic does not reduce and does not change their learning motivation.

**Key words:** University Students, Students' Motivation, Online Learning, COVID-19

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## INTRODUCTION

As we know that the Covid-19 outbreak that comes from Wuhan, China has become a frightening specter since the end of 2019 and began to enter Indonesia in early 2020 (Hendrastuty, 2021),(Styawati et al., 2021),(Dharma et al., 2020). Since March 2020 the government has implemented large-scale social distancing, everyone who works and studying at school and university must start their activities at home (V. A. D. Safitri & Anggara, 2019),(V. A. Safitri et al., 2020). The epidemic of the Coronavirus Novel 2019 (2019-nCoV) that continues to expand, causing the worldwide COVID-19 Pandemic to cause the first global health crisis in the millennium era after the Spanish Flu Pandemic in 1918 (Heaverly & EWK, 2020),(Isnain et al., 2021),(V. A. Safitri et al., 2019). World Health Organization (WHO) has established the phenomenon of the incident as a pandemic (Pinem, 2018),(Endang Woro Kasih, 2018),(Mata, 2022). The pandemic occurs when an infectious disease spreads easily from humans to humans in various places throughout the world (Amin, 2020),(SETIYANTO, 2016),(Marlyna, 2017). The pandemic of COVID-19 was felt also by the world of education (BRONDONG, n.d.),(NASIONAL, n.d.). The United Nations Educational, Scientific and Cultural Organization (UNESCO) has recognized that the coronavirus outbreak has affected the education sector (Rossi et al., 2021),(Susanto et al., 2021),(Pramita et al., n.d.). Due to this epidemic, almost 300 million students interrupted their learning activities and threatened their educational prospects (Supriadi & Oswari, 2020),(Putri et al., 2021). Many countries choose to close schools and educational facilities (Sanjaya et al., 2014),(Songati, 2018),(Hasan, 2018). Throughout Indonesia from elementary schools to universities, Indonesian educational institutions at all levels especially universities feel that they are one of the institutions affected by Covid-19, due to having to stop face-to-face learning and change it into online learning to stop the spread of the coronavirus (Bertarina & Arianto, 2021),(Agustina & Bertarina, 2022). Online learning is a major change because we know that students who studied face-to-face in the classroom before have subsequently switched to online learning drastically, this

things definitely change students' learning motivation (Damayanti et al., 2021), (An'ars, 2022),(Anars et al., 2018). Motivated students engage with subject matter for longer periods of time, display more persistence when encountered with adversity, and achieve at higher levels than do students who are less motivated (Kurniawan, 2020),(Mathar et al., 2021).

## **LITERATURE REVIEW**

The use of e-learning or online learning become essential for higher education institutions and they are considering and accepting this fact in order to compete with other organizations and for meeting financial stability (Handayani et al., 2022),(Saputra, 2020a),(AS & Baihaqi, 2020). With the event of IT, many persons do innovation of IT which will be accustomed facilitate people in doing daily activities, starting from causation messages, assignments and communicate online, rummage around for and get several things by online, order tickets and modes of transportation on-line and plenty of others (Saputra, 2020b),(Suwarni et al., 2022). Universitas Teknokrat Indonesia as one of the Universities that was very responsive to respond to this pandemic and took steps related to prevention of COVID-19 transmission by eliminating the activities on campus in the middle of the pandemic (Budiman & Sidiq, n.d.),(PUSPITASARI, n.d.),(PRASETYAWAN, n.d.). Since March 2020 the government has implemented large-scale social distancing, the study at Universitas Teknokrat Indonesia was done through online learning by utilizing online learning application that has been provided by the university (Akbar, 2019),(Bonar Siregar, 2021). The purpose of this study was to find out students' motivation in online learning during the COVID-19 pandemic (Kustinah & Indriawati, 2017),(Sukawirasa et al., 2008),(Hafidz, 2021). The aforementioned motivation can provide references for lecturers and institutions to improve the quality of online learning (an Environmenta, n.d.),(Yuninda, 2020). Therefore, the purpose of this research is to investigate students' motivation in online learning during the COVID-19 pandemic (CS, 2019),(Aditomo Mahardika Putra, 2021),(Savestra et al., 2021).

## **METHOD**

This research uses descriptive qualitative, the researcher used a questionnaire to collect the data. The researcher adapt the questions for the questionnaire from the Motivated Strategies for Learning Questionnaire (MSLQ). The MSLQ is a widely-used tool for educators and researchers interested in assessing student motivation and cognitive strategy use (Celarier, n.d.),(Cindiyasari, 2017). Participants in this study came from the English Education Study Program batch 2018 of Faculty of Arts and Education at the Universitas Teknokrat Indonesia who are carrying out online learning during this pandemic.

Participants consisting of 26 students were selected for this study. They consist of male and female students in the fifth semester. They were selected as representatives of the English Language Study Program at Universitas Teknokrat Indonesia. Their opinion will be treated as non-expert opinion. Hence, they represent the views of society and students. Twenty questions in the questionnaire will be distributed to participants to collect their opinion data. The questionnaire will be divided into 4 parts, each part consisting of 5 questions. The questionnaire uses Likert Scale ranging from 'totally agree', 'agree', 'neutral', 'disagree', to 'totally disagree' and will be distributed in the chat application (Whatsapp).

The researcher provides the participants with a link to the survey site and asks them to fill out a survey form. After the participants filled out the questionnaire, the researcher could immediately see the feedback from the participants. After collecting all responses from the survey site, the researcher will enter this data into the survey data to know their perspective in terms of students' motivation in online learning during the COVID-19 pandemic. This study will focus on four of the six MSLQ subscales: 1) self-efficacy, 2) task value, 3) social engagement, 4) lecturer support.

## RESULTS AND DISCUSSION

Before the pandemic occurs, learning activities at the Universitas Teknokrat Indonesia were blended learning by utilizing online learning applications that have been provided by the university and also carrying out face-to-face learning activities in class. From the results of the questionnaire that researchers have distributed to English Education Study Program batch 2018 of Faculty of Arts and Education at the Universitas Teknokrat Indonesia who are carrying out online learning during this pandemic did not show a significant change in motivation. There were 26 students as sample, then the data obtained were explained on each indicator as follows.

Table 1. Self-Efficacy

Statement	TA	A	N	D	TD
I am sure I will receive good grades in my class in online learning during the Covid-19 pandemic.	19%	27%	42%	12%	0%
I'm sure I can understand difficult material presented in the readings.	12%	19%	35%	19%	15%
I'm sure I can do an excellent job on assignments and tests.	19%	46%	31%	4%	0%
I expect to do well.	62%	38%	0%	0%	0%
I'm certain I can master the skills being taught.	8%	46%	35%	11%	0%

Based on the table above that shows the self-efficacy indicator, it can be seen if more students believe in their ability to be able to carry out online learning activities well. From the sum of the scales of 'totally agree' and 'agree' on statement three, 65% of participants believe that they are able to do tasks well during online learning in the midst of the Covid-19 pandemic, 100% of participants in the statement four hope to be able to carry out online learning activities well and 54% participants in statement five believe that they are able to master the skills being taught.

Table 2. Task Value

Statement	TA	A	N	D	TD
It is important for me to learn the material in each online class.	50%	46%	4%	0%	0%

I am very interested in the material in each online class.	34%	4%	54%	8%	0%
I think the course material in online classes is useful for me to learn.	27%	61%	12%	0%	0%
I like the subject matter of each material in the online class.	12%	23%	61%	4%	0%
Understanding the subject matter is very important to me.	35%	54%	11%	0%	0%

Online learning during the pandemic does not change students' interest in learning, it can be seen from the table above in statement one that 96% of participants agree that it is very important for them to study the material in every online class. Then 88% of participants agreed that online class material was useful for them to learn and 89% of participants agreed that online class material was as important as face-to-face classes and every subject matter was very important for them to understand.

Table 3. Social Engagement

Statement	TA	A	N	D	TD
I feel "disconnected" from lecturers and fellow students in the class during online learning because of the Covid-19 pandemic.	30%	54%	8%	8%	0%
I always pay attention when the lecturer explains the material in online classes.	8%	61%	23%	8%	0%
I enjoy online classroom discussions during pandemic.	11%	31%	39%	15%	4%
I feel free to communicate with other students in the class.	19%	31%	31%	15%	4%
I have strong relationships with fellow students in my class.	11%	39%	38%	8%	4%

The table above shows the social engagement of students in online class during the pandemic, 84% of students felt "disconnected" from lecturers and fellow students in class during online learning due to the Covid-19 pandemic. Then 69% of participants agreed that they always pay attention when lecturers explain the material through virtual meetings. Then about 50% of the participants enjoyed online class discussions and felt free to communicate with other students in the class. This shows that the change in learning activities during the Covid-19 pandemic does not really change their motivation to learn. Although many participants felt "disconnected" from fellow students and lecturers, it did not change their learning motivation

Table 4. Lecturer Support

Statement	TA	A	N	D	TD
I feel like I can freely communicate with the lecturer to	23%	31%	27%	19%	0%

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ask for material in online learning.					
The lecturer answers questions clearly and completely.	15%	47%	23%	15%	0%
The lecturer presents the material in a way that makes it relevant to me.	8%	54%	35%	3%	0%
I have the freedom to guide my own learning.	19%	31%	38%	8%	4%
The lecturer provides regular feedback which helps me measure my performance in online classes.	15%	46%	27%	12%	0%

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The average participant's answer to the fourth indicator is more than 50% of participants agree if they feel free to communicate with the lecturer to ask about learning material in the online learning class. Then more than 60% of participants agree if the lecturer presents the material in a way that makes it easier for students to understand the material during online classes. 61% of participants also agreed that lecturers provide regular feedback that helps them measure their performance in online classes. This can increase student motivation in online learning activities during the pandemic.

Based on student responses about their perspectives in terms of motivation, most students did not experience a decrease in learning motivation even though learning activities at universities were changed significantly to online learning. The perspective of students from the English Education Study Program batch 2018 of the Faculty of Arts and Education at the Universitas Teknokrat Indonesia is positive. This is proven by their positive response as described above, they are still excited about carrying out online learning activities. In line with Popovici and Mironov (2014) revealed that students are well aware of the changes brought about by digital technology, by their impact on the learning process.

The spread of the Covid-19 virus, which is growing rapidly throughout the world, requires everyone to carry out activities from home and maintain a distance. Students who used to go to school or campus and study face-to-face now can't do it anymore. Even though all activities are carried out online, students must still have the enthusiasm and motivation to learn. From the results of the research above, we can see that the enthusiasm and motivation of students to learn is maintained even in the midst of a pandemic like this. This study shows that online learning activities in the midst of the Covid-19 pandemic do not reduce student enthusiasm and do not change student learning motivation.

## CONCLUSION

Based on the results above, participants/students have a good perspective in terms of their motivation in the midst of online learning activities during the pandemic. Most of the students showed a positive response about their learning motivation in terms of self-efficacy, task value, social engagement, and lecturer support who acted as instructors who helped them during online learning in the midst of the Covid-19 pandemic.

The opinions or perceptions of students who participated in filling out the questionnaire in this study were influenced by their own experiences. Researchers hope that the results of this research can become an input for lecturers and universities in order to improve the

quality of online learning and create more effective online learning activities in the midst of this pandemic so that students can be more motivated to learn. This research can also be used as a guide or reference for further research on the same topic or issue.

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