

# EXPLORING TEACHERS' STRATEGY TO INCREASE THE MOTIVATION OF THE STUDENTS DURING ONLINE LEARNING

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## Abstract

At this time there are still many teachers who use theory and memorization learning techniques, so that learning activities tend to be rigid, monotonous, and boring. Especially in online learning during a pandemic like this, the material presented is still not able to attach to students as something rational, cognitive, and effective. The use of conventional learning methods has an impact on students' low mastery of Indonesian language subject matter. Furthermore, this learning condition is a form of student failure in developing knowledge and skills, as well as a positive attitude towards the correct and correct use of Indonesian. This condition can be overcome by applying learning motivation that can be used by teachers in carrying out online learning, one of which is by utilizing technology. The purpose of this research is to find out Teachers strategy to motivate their students while online learning.

**Key words:** Innovation, Teacher, Elementary

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## INTRODUCTION

At the beginning of 2020, the world was shocked by a deadly virus called Coronavirus Disease 2019 (COVID19). The President of the Republic of Indonesia accepted the agreement to briefly close the handles of education and learning in schools and universities encouraging them to consider domestically, and replace them with online learning to break the chain of infection Minimize the transmission of intolerable infections, be open to taking action to limit social and self-quarantine. Social segregation can be a term associated with certain activities carried out by open welfare authorities to stop or slow down the spread of highly contagious infections (Sinaga & Pustika, 2021; Tuhuteru, 2020). Whereas isolates can be a framework for isolating and inhibiting individual development for some time to anticipate disease transmission. It lasts long enough to ensure the person doesn't reach an unbearable infection. Many citizens of other countries, including Indonesia, have been infected with this virus, some even claiming lives. The spread of the corona virus has changed all human activities, including the learning process (Gumantan et al., 2021; Mahfud & Gumantan, 2020; Pustika, 2020). As a result of the outbreak of COVID-19, all working frameworks such as the government, economy, numeracy instructions in Indonesia have been disrupted. During the outbreak of COVID-19, the

handling of learning is carried out domestically by utilizing online media and other media. On the other hand, domestic inspection has several drawbacks, including causing boredom, reducing work inspiration, and increasing electricity costs or web quantity (Aminatun et al., 2021; Permatasari, n.d.; Yudiawan et al., 2021). Studying domestically in the midst of the COVID-19 outbreak is very different from the previous student's learning tendencies. This seems to cause boredom. As a result, students' curiosity and inspiration or motivation to learn is reduced. In educating students, teachers play an important role in schools. The teacher in interactive teaching has not only an educational and vocational role but he or she must be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor (Lestari & Wahyudin, 2020; E. Putri & Sari, 2020). More specifically, teachers are teaching organizers and partners during communication with their students. Teaching English is not easy. With different skill levels in each class, teachers must use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate student interest (Mandasari, 2016; Oktaviani, 2012). Therefore, teachers need to manipulate several strategies to support the teaching and learning process. Strategies can make learning "easier, faster, more enjoyable, more independent, more effective, and more transferable to new situations. The role of future English teachers must be aware of what they will face by keeping up with rapid technological developments. The advantages and disadvantages of e-learning that they experience can be a reflection for them to improve and support their e-learning process in the future. Further research can be done by inviting different research subjects to see more perspectives from various fields of knowledge (Fatimah & Puspaningtyas, 2020; Achmad Yudi Wahyudin & Sari, 2018). Kuswoyo & Wahyudin (2017) also explain that Education needs technology now more than ever. Foreign language students, particularly in Indonesia, have experienced the substantial of teaching and learning process inside the classroom because of the technology development in the education field. Nowadays, most of foreign language students learn and acquire the target language primarily through online learning or blended learning. The implementation of e-learning is a new regulation in Indonesia to overcome the lack of meetings in the classroom. (Ayu, 2020; Gumantan et al., 2021). To implement e-learning, technology is a primary need. Technology is not necessarily a new thing in human life. Most people today, even children, can use and operate technology in life. This makes children called digital natives, which means they can master technology better than adults (Aminatun & Oktaviani, 2019; Oktaviani & Desiarti, 2019). The teachers

of young learners should take this as a chance to motivate the learners. Stories offer a whole imaginary world. The language used in stories is quite easy and enjoyable for children (Pustika, 2021). Future English teachers must be aware of what they will face by keeping up with rapid technological developments. The advantages and disadvantages of e-learning that they experience can be a reflection for them to improve and support their e-learning process in the future. Further research can be done by inviting different research subjects to see more perspectives from different fields of knowledge (Aminatun et al., 2019; Pustika, 2020). One of the best ways to master English is to learn the language at a young age. Many people assume that the earlier a person begins to learn new things, the easier it will be to master them. Including learning English. In the context of Indonesian, English is studied as a foreign language which has limited opportunities for students to use the language actively with their environment. Because English is considered an important skill for people to live in this global era, there is a high demand from parents to invite their children to learn English as early as possible (Mandasari, 2016; Pustika, n.d.; A Y Wahyudin, 2017). Subjects are only studied in academic fields such as schools and courses. Students tend to learn English through textbooks and only focus on sentence structure or grammar. In addition, students rarely use the language outside of school, while the key to becoming proficient in using English is not only passively studying it but also using the language communicatively as often as possible in real life (Utami et al., 2020; Achmad Yudi Wahyudin, 2015). Indonesian students start learning English from elementary school to high school. In junior high and high school, English is a compulsory subject. In elementary schools, the government has set English as a local content that is not mandatory. Because English policy is included in local subjects, many elementary schools exclude English from school subjects.

## **LITERATURE REVIEW**

Several previous studies have shown that the learning strategies used by teachers greatly affect student learning outcomes . Learning strategies can also influence student interest in learning and can influence student 'learning motivation (Almuafiry et al., 2017; Meliasari et al., 2018; Pustika, 2018). Even so, each teacher has different strategies in increasing student's interest, motivation, and learning outcomes (Ambarwati & Mandasari, 2020; N. Putri & Aminatun, 2021; Rahmania & Mandasari, 2021). Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an

outline of planned tactics, necessary to implement the strategies (Lestari & Wahyudin, 2020; Mandasari, 2016; Mandasari & Wahyudin, 2021). Furthermore, Pratiwi & Ayu, (2020); Simamora & Oktaviani (2020) explains that teaching tactics are that behavior of the teacher which he manifests in the class, the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on. Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. The term “motivation to learn” has a slightly different meaning (Hidayati et al., 2020; Yudiawan et al., 2021). It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner-regardless of whether or not they are intrinsically interesting".

Motivation to learn in the context of planned behavior theory (TPB) indicates a variable attitude. Student motivation is often divided into two types: intrinsic motivation and extrinsic motivation. Intrinsic motivation: A student is intrinsically motivated when he or she is motivated from within: Students who are intrinsically motivated are deeply involved in learning from a unique, interest, or gratification, or to achieve their own and scientific goals (Ahdan et al., 2018; Pustika, 2018). Intrinsically motivated Students like to use strategies that require more struggle and which support them in processing information more extreme. Students who are extrinsically motivated tend to Online learning is education that takes place over the Internet (Novita & Husna, 2020; Yudiawan et al., 2021). It is often referred to as “e-learning” among other terms. However, online learning is just one type of “distance learning” the umbrella term for any learning that takes place across distance and not in a traditional classroom.

## **METHOD**

Qualitative research is an approach used to explore and understand individuals or groups that usually originates from social or humanitarian problems (Suryono & Subriadi, 2016). The method used in this research is observation qualitative method in this study used to get answers to research questions. The purpose of this research to evaluate the strategies used by English teachers to motivate students when online learning during a pandemic. Discussion analysis with students is a joint discussion that is analyzed. A qualitative

approach was used to collect data for this paper. The participant for this writing are the students and teachers at UPT SDN 1 TUNGGUL PAWENANG. This school has carry out face-to-face learning again during the last 1 month. researchers make observations during the implementation of activities, data collection techniques using observation in this study, because the research subjects are elementary school students.

The subjects of this study were students and teachers at the UPT SD N 1 Tunggul Pawenang in Pringsewu district. The study population consisted of 24 students in grades 4, 5, 6 and 9 teachers. From this population, the researcher chose 20 as the research sample.

Researchers used simple random sampling technique for this study. According to Nani & Ali (2020), simple random sampling is a method of withdrawing from a population or universe in a certain way so that every member of the population or universe has an equal chance of being selected or taken. Therefore, researchers used this technique to immediately see the results of this study. Researchers conducted research to see the strategies applied by teachers during learning and the motivation students obtained during the pandemic.

The data collection technique used in this study was a survey that was applied in the form of a questionnaire and field observations. Researchers make a group discussion with student containing questions. Researchers also conducted field observations made as non-participant observers.

## **RESULTS AND DISCUSSION**

The students in this school are almost never taught English lessons, because the lack of teachers and several other factors lead to a lack of knowledge about English for the students. They have a basic level of English that is not evenly distributed therefore the researcher provides material that is acceptable to all students. This writing procedure includes pre and communicative activities. In the pre-communication activity, the researcher ensures that all students have the same schema about the material they will pay attention to (Oktaviani, 2012; Pustika, 2018; Wantoro & Priandika, n.d.). This is important to make it easier for students to engage in activities. Researchers used animated video characters that were presented through a projector so that students could understand easily. In carrying out all the activities in this meeting, the researcher only chose one topic, namely looking for objects around. Then, the researcher gave some pictures that came from the objects around them that they had previously mentioned and asked the students to

find out the characteristics of these objects in English. After student study with their friends, at first the students felt confused and embarrassed to find out the meaning of these objects. Then the teacher gives motivation and also directions to the students to form groups with their friends to find out through the illustrated dictionary that has been provided by the teacher and answer the questions the teacher poses through the animated image. Then the researcher at the end of the meeting with the students, invited the students to conceptualize the material or animated video presented by the researcher. The researcher asked the students about the teacher's role in motivating students' enthusiasm for learning and also the teacher's role in providing direction or guidance to students. The explanations from the students varied on one example being “the teacher really helped us when we were studying in class. This shows that the role of the teacher has a major impact on the development of these students. Then the researcher asked the students of online learning that had been done in the semester, the average answer of the previous students referred to the difficulty of knowing the material presented by the teacher in detail and the lack of guidance or motivation from the teacher had a big effect.

## **CONCLUSION**

As a future teacher, this research has shown that the role of the teacher has a major impact on student development, especially in elementary schools. Especially during this pandemic era, teachers are required to be able to take advantage of technology and learning methods that motivate students more during online learning like this (Diharjo et al., 2020). It can be concluded from the explanation that the students refer to the difficulty of knowing the material presented by the teacher in detail and the lack of guidance or motivation from the teacher also has a great effect. This can be a big reflection of the unequal mastery of technology and the lack of innovation made by teachers in elementary schools or in junior high and high schools. However, there are also many teachers who can make good use of the online learning system to motivate students, basically the guidance and motivation of teachers is very important for the development of students, especially in elementary schools.

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