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Student's Learning Motivation and Interest; The Effectiveness of Online Learning during COVID-19 Pandemic

Zaenol Fajri*, Hasan Baharun, Chusnul Muali, Shofiatun, Lilik Farida, & Yulis Wahyuningtiyas

Islamic Faculty of Nurul Jadid University, Probolinggo, East Java, Indonesia

*alfajri002@gmail.com

Abstract. Online learning is one of the solutions needed by educators and students in the COVID pandemic 19 periods that occurred in February 2020. The purpose of this study was to determine the effectiveness of online learning using the zoom cloud meeting application as an alternative to solving the problem of student learning activities at Nurul Jadid University in COVID-19 pandemic period.. This research method uses descriptive qualitative research methods using survey techniques. The instruments used were observation, questionnaires, and interview online. Based on the results of the questionnaire the effectiveness of online learning using the zoom cloud meeting application reached 93.75% followed by the results of interviews and observations that can increase student motivation and learning interest.

Keywords: Motivation, interest, online learning.

1. Introduction

COVID-19 pandemic attacks the entire world including Indonesia, thus causing restrictions on community interaction. Physical distancing in all fields of life, both in education, economics, and other social fields [1]. Despite the limitations of interaction, the implementation of Education continues to run with the help of the media, namely the teacher in carrying out online learning[2], so that the objectives of Education are still achieved, Fajri's opinion Educational objectives can be achieved if the learning activities run well and smoothly [3].

Submission of learning materials supported by the media will make it easier for students to understand the subject matter [4]. One of the media that we can use in learning is online learning. The main function of learning media is as a teaching aid to support the use of learning methods used by teachers/lecturers [5]. Online learning or online (network) aims to increase access for students to get better and quality learning. Because, with online learning, students will be able to attend certain lessons. The period of coronavirus spread (COVID-19) that is happening right now, apparently has an impact on the education sector in Indonesia. The rapid spread of COVID-19 created concern for the Government, especially the Ministry of Education and Culture, parents, and students. This fact has finally made many universities forced to temporarily stop teaching and learning activities (KBM) face to face in the classroom. This is clearly to prevent the spread and transmission of COVID-19 to students.



Online learning as the best solution for teaching and learning activities during the COVID-19 pandemic. Although it has been agreed, online learning has caused controversy. For teaching staff, online learning is only effective for assignments, while making students understand online learning material is considered difficult. Also, the technological and economic capabilities of each student are different. Not all students have facilities that support online learning activities. Inadequate internet connections, devices that do not support, and expensive internet quota are obstacles to online learning. However, learning must continue. Every education provider has its policies in dealing with this rule. Some higher education institutions provide internet quota subsidies to students for the sake of online learning.

Online learning is done through various applications that can support the learning process starting from face-to-face applications such as zoom, google meet, and other online media platforms such as WhatsApp groups, etc. The zoom meeting application was chosen to help students and lecturers as lecturers conduct lectures online [6]. Online learning is a learning model that uses computer and internet devices in its teaching and learning activities, that is, the learning material can be accessed anytime and anywhere as long as the necessary facilities and infrastructure are available.

Several studies have been conducted related to online learning. Tantri conducts research on social presence in online learning based on the viewpoint of open and distance education learners [7]. The results showed that online learning has a positive impact on the musty connectedness, learning aspects, and social aspects (socio-emotional). Khusniyah and Hakim researched the effectiveness of online-based learning by utilizing the use of web blogs on the ability of students to understand English-language texts [8]. The results showed that there were differences in students' understanding abilities. Also, online learning with the web blog has a positive influence on improving students' reading ability in English. Kuntarto conducted a study of the effectiveness of online learning models in Indonesian lectures using the Online Interactive Learning Model (OILM) technique [9]. The results showed this learning model was able to increase the absorption of lecture material by students with an increase of more than 81%.

Sofyana and Rozaq researched Whatsapp-based combination online learning in the informatics engineering employee class program, the results showed that online learning increased student interest by 89% and had an effectiveness of 78%[10]. Rusdiana and Nugroho conducted a study of students' responses to online learning of Indonesian law introductory courses using VINESA UNESA e-learning, the results showed that students' motivation when attending online lectures was 71% and the effectiveness of lectures was 76.4% [10]. Mustofa, et al. Conducted a study of the online lecture model formulation by utilizing the official website of the government as an effort to reduce the disparity of higher education quality, the results showed that the online college system had a positive contribution to encourage disparity in the quality of higher education in Indonesia[11]. And the results of Ibrahim & Suardiman's research showed that there was a positive influence on the use of e-learning on the motivation and learning achievement of students at the Yogyakarta Public Elementary School [12][13].

Zoom cloud meeting application as one form of learning management system application is chosen the most by Madrasah Diniyah Teacher Education students (PGMI) because it is felt to be easy to use. The purpose of this study is to find out 1) understanding of the material in learning by using the zoom meeting, 2) the effectiveness of online learning using the zoom meeting application 3) Motivation and interest of students by online learning using the zoom meeting application in the middle of the co-pandemic COVID -19.

Based on the description above, the focus of the study is to find out the Effectiveness of Online Learning in Increasing Student Motivation and Learning Interest in the Middle of the COVID-19 Pandemic.

2. Literature Review

2.1. Online Learning

Waller explained that online learning had begun in the 1970s [14]. But in Indonesia, the use of online learning models is still new. Online learning is the same as e-learning, e-learning from the word "e" which stands for electronic and learning means learning. So that it can be concluded that e-learning or online learning is a learning model assisted by electronic devices. Rosenberg explained that online learning is a learning model whose use refers to internet technology to provide various solutions to students [15]. Following the opinion [16] states that online learning is an internet application that can connect between educators and students. Welsh (2003) explains that online learning is a learning model that uses computer network technology, especially through the internet to send information [18] and instructions to individuals. Online learning (online) is a learning model that gives us access to resources that provide learning wherever and whenever [19].

Online learning is one of the learning models that have been widely used by academics because it has advantages compared to other learning models. The use of online learning models has been widely studied by academics, such as research conducted by [20] titled e-learning as energetic learning, with the results of research that e-learning learning models can provide enthusiasm and excitement for students during the learning process. Research conducted by [21] with the title The Model for Introduction of Gamification into E-learning in Higher Education, to present a model for the introduction of gamification into the field of e-learning in the concept of education in higher education. The results showed that e-learning in higher education had a positive impact on achieving learning objectives, higher levels of satisfaction were obtained, greater student involvement, and was able to increase motivation to learn.

Online Learning is a program of organizing learning classes in the network to reach massive and broad target groups [22]. Through networking, learning can be held on a massive scale with unlimited participants. Online learning can be organized and followed for free or paid [23].

Waryanto said that the benefits of the learning model online (in networks), which can be used in delivering learning material without being limited by space and time, and can use various sources of teaching materials that are already available on the internet and can increase student motivation and interest in learning [24]. Chandrawati's research results show that teachers are expected to be able to present material through online learning that is interesting and attractive, serving guidance, communication, and other skills needed in online learning [25].

The concept of online learning (online) has two types, namely: (1). Synchronous is a learning process that takes place at the same time between educators and students, the implementation of online learning that requires educators and students to access the internet at the same time, where educators explain the material to be discussed in the form of papers or slide presentations and at the same time students listen directly through the Internet. (2). Asynchronous is a learning process that is not the same time, its implementation where students can take part in learning in a different time from the time when educators deliver the subject matter, this is because students can access the material anytime and anywhere.

2.2. *Motivation to Learn*

Agus Muji Santoso explained, "Motivation has an important role to encourage someone to actively do something" [26]. Learning motivation is one of the factors that also determine effectiveness in learning. A student will learn well if there is a driving factor, namely Learning Motivation. Students will study seriously if they have high Learning Motivation. According to Ramli Bakar "motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time"[27].

According to Hamzah B. Uno "Learning Motivation is internal and external encouragement to students who are learning to conduct behavior, in general with several indicators or supporting elements [28]. These indicators include: the desire and desire to succeed, encouragement and needs in learning, hopes and aspirations for the future, appreciation in learning, and a conducive learning environment. " which gives rise to learning activities that ensure the continuity of learning activities that give direction to learning activities so that the desired goals of the learning subject can be achieved. "By the opinion [29] Reported that learners' motivation is closely related to (1) what are the needs of learners? and (2) how learners get what they need?.

Student motivation can arise from within the individual (intrinsic motivation) and can from outside the student's self / extrinsic motivation [30]. Intrinsic motivation is a motivation a result of the individual without coercion and encouragement from others, for example, children want to learn because they want to gain knowledge or want to get skills, he will be diligent in learning without being instructed by others. Instead, extrinsic motivation arises as a result of influences from outside the individual, whether due to invitations, orders, or coercion from others so that with such conditions he finally wants to learn. Activities to foster student learning motivation are not easy things to do. The low concern of parents and teachers is one of the causes of the difficulty in growing children's learning motivation. The facts that occur so far show that when there are problems with the low motivation to learn students, teachers and parents seem not to care about it, the teacher lets participants lazy students learn and even parents do not care about the child's learning conditions. So to foster student learning motivation parents and teachers need to know the causes of low student motivation and the factors that influence it.

According to [31], motivation to learn is influenced by three components, namely (1). Cognitive impulse, namely the need to recognize, understand, and solve problems. This encouragement arises in the process of interaction between students and assignments/problems. (2). Self-esteem, namely certain students who are diligent in learning and carrying out tasks not only to gain knowledge or skills but to obtain status and self-esteem. (3) Affiliated needs, namely the need to master learning material/learning to get justification from others/friends. This needs to separate from self-esteem.

The factors that cause low motivation to learn among students are as follows [32]; 1) Teacher teaching methods. Methods and ways of teaching teachers who are permanent and unpleasant will affect students' learning motivation. 2) Unclear curriculum and teaching objectives. 3) There is no relevance of the curriculum to the needs and interests of students. 4) Economic and socio-cultural background of students, most students with weak economies does not have a strong motivation to learn and continue their education to a higher level. For example, students who come from the coast, for example, prefer to work directly to the sea rather than go to school. 5) Advances in technology and information. Students only utilize technology and information products to satisfy their pleasure needs. 6) Feeling unable to certain subjects, such as mathematics, and English. 7) Personal problems of students both with parents, friends, and the surrounding environment.

Based on the description above, it can be concluded that learning motivation is the entire psychic driving force that exists in individual students who can encourage to learn to achieve the objectives of learning.

2.3. *Interest to learn*

Learning interest is one of the internal factors of psychological aspects which is very influential and plays an important role in the process of learning activities and the development of student learning and student success. Interest learning is a psychological aspect as one of the drivers in the learning process does not arise by itself, but many factors that cause interest in learning in students. According to Bernard, Interest does not suddenly / spontaneously, but rather as a result of participation, experience, habits during study or work ". Broadly speaking these factors are divided into two, namely internal factors and external factors [32]

Interest in learning can be interpreted as joy, passion, or pleasure in something. According to [33], interest is a condition that occurs when someone sees the characteristics or meanings of a situation that is associated with their own desires or needs. Therefore, whatever is seen by a person will certainly arouse his interest to the extent that what is seen as a relationship with his own interests. This shows that interest is the tendency of one's soul towards an object, usually accompanied by feelings of pleasure because it feels there is an interest in something[34].

Hilgard gave the formulation of interests is as follows: "Interest is the persisting tendency to pay attention to and enjoy some activity or content" [31]. Interest learning is the tendency to keep paying attention and feeling happy doing certain activities. Activities that are of interest to someone, are constantly being watched along with pleasure. Interest learning is a feeling of preference and a sense of attachment to a thing or activity, without anyone touching it. Interest is the acceptance of a relationship between oneself and an outside self. The stronger or closer the relationship, the greater the interest learning. Students who have an interest in a particular subject tend to pay attention to that subject [31].

The statement [35] "Interest is a form of intrinsic motivation. Students who teach a task that interests them experience significant positive effects such as fun, excitement, and liking. " Interest in learning can be interpreted as a feeling of preferability and a sense of interest to pay attention and be fully involved or participate to obtain a change in the form of mastery of knowledge and skills.

According to [31] a great interest in its influence on learning, because if the learning material learned does not match the interests of students, students will not learn as well as possible, because there is no attraction for him. Students who are interested in a particular topic pay more attention to that topic and become more cognitively involved in it. Students who are interested in what they learn show higher academic achievement and are more likely to remember the subject matter in the long run [35].

According to Hurlock stated that interest has three aspects, namely: Cognitive Aspects, Affective Aspects, and Psychomotor Aspects. Alisuf Sabri also expressed his opinion on aspects of interest, namely: first, Cognitive in the form of object information, gave birth to an interest in the object being studied. Second, Emotion is in the form of feelings of pleasure in the third object, Konasi is in the form of a desire or ability to pay attention to learning and doing learning activities[36].

3. Research Method

The research method used was descriptive qualitative research [37] using survey techniques. The research instruments used were observation, questionnaires, and online interviews. The sample taken

was 6th-semester PGMI students (40 students). The questionnaire was given to students doing online learning. The questionnaire provided consisted of 9 statements with answers yes and no. The questionnaire consists of four indicators, namely as follows; 1) understanding of the material in learning using zoom meeting, 2) effectiveness of online learning using the zoom meeting application 3) Motivation and interest of students with online learning using the zoom meeting application during the epidemic COVID -19.

4. Result and Discussion

The results of research on the Effectiveness of Online Learning Using the Zoom Cloud Meeting Application in Improving Student Motivation and Learning Interest in the Education of Madrasah Ibtidaiyah Teachers (PGMI) in the Middle of the COVID-19 Pandemic, can be described as follows:

a. Questionnaire results about the Effectiveness of Online Learning Using the Zoom Cloud Meeting Application to Increase Student Learning Motivation and Interest 1) understanding the material in learning by using zoom meetings;

1) Understanding the material in learning by using zoom meetings,

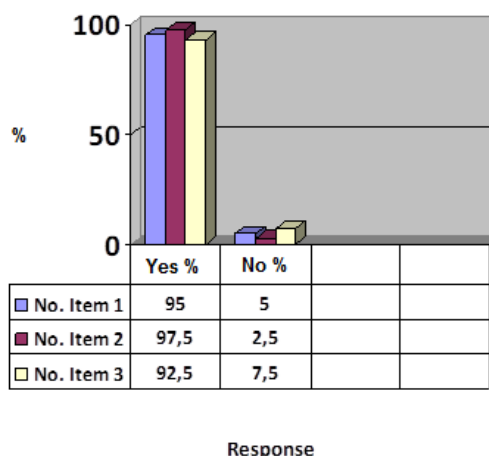


Fig. 1. Understanding the material in learning by using zoom meetings

Based on figure 1, it can be explained that:

- The learning material delivered by using Zoom Cloud Meeting was very clearly obtained responses of 38 students answering yes and 2 students not, with a percentage of 95% answers, yes and 5% answers no.
- Students are quick to understand group discussions through Zoom Cloud Meeting compared to discussions through other applications, obtained 39 responses students answered yes and 1 student no, with a percentage of 97.5% answers, yes and 2.5% answers no.
- Learning by using Zoom Cloud Meeting makes me understand more about the material. 37 responses were obtained by students answering yes and 3 students not, with a percentage of 92.5% answering yes and 7.5% answering no.
- The average percentage of the three items above is 95%, so it can be concluded that the use of the Zoom Cloud Meeting can help students understand the material well.

2) The effectiveness of online learning by using the zoom meeting application

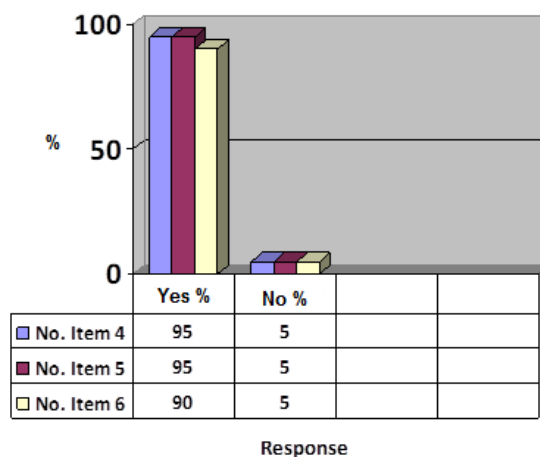


Fig. 2. The effectiveness of online learning by using the zoom meeting application

Based on figure 2, it can be explained that:

- The Zoom Cloud Meeting application is easy to operate with 38 students answering yes and 2 students not responding, with 95% answering yes and 5% answering no.
- During the COVID-19 epidemic like this, having the Zoom Cloud Meeting application was more efficient and effective in learning, 38 students answered yes and 2 students did not answer, with a percentage of 95% yes answers and 5% no answers.
- Online learning using Zoom Cloud Meeting is easier compared to other applications, obtained 36 responses of students answering yes and 4 students not, with a percentage of 90% yes answers and 10% answers no.
- The average percentage of the three items above is 93.75%, so it can be concluded the effectiveness of online learning by using the zoom meeting application can improve the effectiveness of student learning.

3) Student motivation and interest in online learning using the zoom meeting application when the pandemic COVID-19.

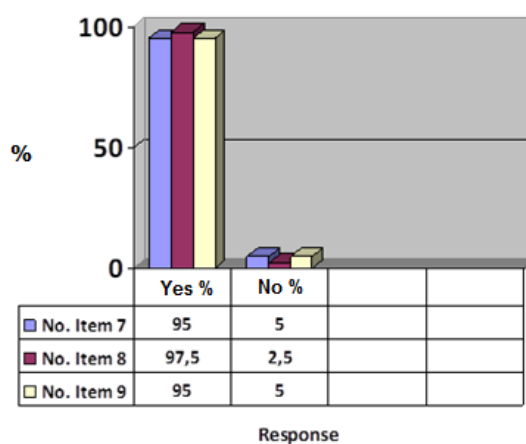


Fig. 3. Student motivation and interest in online learning using the zoom meeting application when the COVID-19 pandemic.

Based on figure 3, it can be explained that:

- Students like learning using Zoom Cloud Meeting, there were 38 responses from students who answered yes and 2 students did not, with a percentage of 95% answers, yes and 5% answers no.
- I am very interested in participating in online recovery using Zoom Cloud Meeting, obtained 39 responses from students who answered yes and 1 student no, with a percentage of 97.5% answers, yes and 2.5% answers no.
- Using the Zoom Cloud Meeting application motivated me to take part in more active online learning, with 38 students answering yes and 2 students not getting responses, with a percentage of 95% yes answers and 5% no answers.
- The average percentage of the three items above is 95.83%, so it can be concluded that the use of the zoom meeting application can increase student motivation and learning interest.

Based on the results of a questionnaire consisting of 9 items above, an average percentage of 94.86% was obtained that the Effectiveness of Online Learning Using the Zoom Cloud Meeting Application can Increase Student Motivation and Learning Interest in Teacher Education in Madrasah Ibtidaiyah (PGMI) in the Middle of Pandemic COVID-19

- b. Interview results about the Effectiveness of Online Learning Using the Zoom Cloud Meeting Application to Increase Student Motivation and Learning Interest.

Interviews were taken randomly to 20 PGMI students at Nurul Jadid University. That is;

- (1) The average student responses in participating in learning using the Zoom Cloud Meeting Application feel like and happy because students feel lectures are not limited by time and space, which is still following face to face.
- (2) The average student responses about the material delivered in learning are clear, although sometimes there are obstacles because the network is less supportive.
- (3) The average student responses about the material delivered in learning are easily understood because learning is face to face between lecturers and students.
- (4) Student responses about the material delivered following the learning objectives, because before the lecture was held there was a college contract and RPS was distributed by the lecturer.
- (5) Student responses about the material submitted are following the specified time allocation, which is following the schedule and RPS that have been agreed upon by lecturers and students.
- (6) Students feel satisfied following the learning using the Zoom Cloud Meeting Application because students can still attend lectures without being limited by space and time, although sometimes the implementation of lectures is often disrupted by the network.

Based on the results of the interview above, it can be concluded that the Effectiveness of Online Learning Using the Zoom Cloud Meeting Application can Increase Student Motivation and Learning Interest in Ibtidaiyah Madrasah Teacher Education (PGMI) in the Middle of the COVID-19 Pandemic.

- c. Observation results about the Effectiveness of Online Learning Using the Zoom Cloud Meeting Application to Increase Student Motivation and Learning Interest.

Based on the results of observations on the lectures of PGMI Universitas Nurul Jadid students, all components were carried out and could run well and smoothly. So it can be concluded that the Effectiveness of Online Learning Using the Zoom Cloud Meeting Application Increases Student Learning Motivation and Interest in the Education of Madrasah Ibtidaiyah Teachers (PGMI) in the Middle of the COVID-19 Pandemic.

5. Conclusion

Based on the results of research that has been carried out. Namely the results of the effectiveness of online learning questionnaire using the zoom cloud meeting application reached 93.75% followed by the results of interviews and observations can increase student motivation and learning interest.

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