

ANALYZING THE INFLUENCE OF ONLINE LEARNING TOWARD LEARNING MOTIVATION DURING POST COVID-19 PANDEMIC

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ARTICLE INFO

Article history

Received June 19, 2022

Revised September 26, 2022

Accepted September 26, 2022

Keywords: *Online learning,
learning motivation, post-pandemic*

Kata Kunci: *Pembelajaran online,
motivasi belajar, pasca pandemi*

ABSTRACT

Currently, learning at school is conducted online or offline. When the implementation of offline learning has been ruled, numerous things have changed, especially for students. This cannot be separated from the habits of students and teachers, who have been involved in the distance learning system for over two years, where students used to follow online learning. This study aims to analyze the influence of offline education on learning motivation post-Covid-19 pandemic. This method in this article is library research which compiles the information through books, notes, magazines, and others. The result shows several changes in student learning motivation post-covid-19 pandemic. Students more easily understand materials they have studied rather than learning conducted online, and students also do productive activities. They seem to be more independent. In addition, other changes are seen in that students comfortably participate in online classes rather than offline classes, which the offline participation less than online participation. This is a chance of student motivation post-covid-19 pandemic.

ABSTRAK

Pembelajaran disekolah dilaksanakan secara luring atau offline. Saat sudah diterapkannya peraturan bahwa sekolah sudah bisa dilaksanakan secara luring banyak hal yang berubah, terutama bagi peserta didik. Hal tersebut tidak terlepas dari kebiasaan peserta didik dan pendidik yang selama 2 tahun belakangan ini melakukan sistem pembelajaran jarak jauh, yang dimana peserta didik sudah terbiasa akan pembelajaran secara online. Tujuan penelitian ini ialah untuk menganalisis pengaruh pembelajaran daring terhadap motivasi belajar pasca pandemi covid 19. Metode yang diterapkan pada artikel ini adalah metode kepustakaan yang dimana metode ini mengumpulkan informasi menggunakan bermacam sumber seperti buku, catatan, majalah, catatan, dan lainnya. Hasil penelitian menunjukkkan bahwa ada perubahan pada motivasi belajar peserta didik pasca pandemi covid 19, yakni peserta didik lebih mudah mengerti dengan pelajaran yang mereka pelajari dibandingkan saat pembelajaran online, selain itu peserta didik juga bisa kembali melakukan kegiatan yang produktif. Peserta didik menjadi lebih mandiri. Selain itu perubahan lain yang tampak yakni peserta didik sudah merasa nyaman akan kelas online daripada kelas offline, dan pada offline hanya sedikit peserta didik yang hadir sedangkan yang lainnya memilih kelas online. Itulah perubahan motivasi peserta didik yang tampak pasca pandemi covid 19.

1. INTRODUCTION

Routine and behavior of education currently change due to covid-19 pandemic. Instruction is also shifted with the end of face-to-face interaction and in-class learning. Students studied with parents and educators separately because education was conducted online. Indeed, not all students and teachers can participate in online learning due to the lack of direct interaction. In there are plenty of problematic issues over the technological aspects, online learning infrastructures, and internal conditions of students and teachers (Sa'ida 2021).

However, as time goes by, covid-19 virus gradually decreases, and the learning process is repeated under the rules of health protocol. In Indonesia, numerous institutional activities and public infrastructure operations have reopened. The Covid health regiment continues to enforce health protocols to stop mass transmission even though it has held events and opened public facilities. Indonesian governments allow only face-to-face interaction at school, where the covid-19 virus has less spread and around 80% have been vaccinated with the recommended vaccines. Educators and education personnel have started to make appropriate learning plans for the learning assessment evaluation approach to be ready for the offline school (E. D. Febrianti, Isdania P, and Maghfiroh 2021). Although parents and schools certainly welcome this condition, learning are not always successful.

Student readiness for learning after the epidemic is educators' primary breakthrough. Furthermore, it requires restarting learning habits at school after long-period education at home. Also, it goes through a complex motivation and adaptation process for both students and educators. Indeed, teachers, schools, and parents must consider and respond to learning conditions and problems post-pandemic. If it is not immediately followed up, it will affect student learning motivation. Minimal learning motivation will affect the outcome of the learning process, and problems of low learning motivation need particular attention (Agustina 2020). Supposedly today's advanced technology can foster motivation to learn, due to conditions while the pandemic remarkably affects motivation in learning, in consequence, learning motivation decreases. Since this situation affects students, they need more encouragement and adaptation to the learning environment at school. Teachers should apply interaction and learning patterns, encouraging them to grow student learning spirit. Considering motivation and stimulus can inspire someone to achieve something (Fadlillah, N. 2021).

Self-study is a way to improve the quality of life of someone. Someone can learn as much as possible knowledge through learning that further can be used to improve life. Learning can take place anywhere and in any format (Ivylentine Datu Palittin 2019). Learning is the main task of the educational process at school, also a deliberate effort to change action and behavior.

Motivation is required to alter someone's behavior. In addition, it is one of the characteristics that stimulate students to be involved in active learning is motivation. Motivation makes one's energy alteration symbolized by emotional form and behavior intending to achieve goals (Santi, 2016; Taufiq et al., 2019). When students are encouraged to learn independently, it is possible to see student learning motivation. If students are involved in the classroom, it also possibly affects students' willingness to learn. Hence, this enthusiasm is called learning interest. According to Slameto, the constant tendency to remember and pay attention to some activities is accompanied by delight and satisfaction, which is called the learning interest (Slameto 2015). Unlike Kristiyani, who states that interest is a tendency to be willing to reach something and can be seen in one's behavior, like the feeling of joy and interest, and also the willingness to participate in the learning (Kristiyani 2019).

The importance of student learning motivation is an understanding of learning position, process, and outcome; provides information on how strong their learning effort compared to their peers; guides learning activities; lifts learning spirit; and includes understanding on a journey of learning followed by working (Mahardika, Serli 2020). Learning motivation is divided into two categories; intrinsic and extrinsic motivation. The last comes from students and can motivate them to behave to learn (situation comes from outside students and stimulates them to learn). The success of students in learning is highly affected by learning motivation. If students are motivated and encouraged to learn, they will be a success in their academic effort (Emda 2017). Thus, teachers must enhance students learning motivation. At the same time, they must be creative in growing student learning motivation to obtain maximal learning outcomes (Suprihatin 2015).

The following article that is relevant to this article was written by Ahmad Idzhar, entitled "The Teacher Role in Improving Student Learning Motivation," which has explained that the function of educators will be more real today if it is associated with the development policies and programs aimed at improving the quality of graduates or educational outcomes. A motive is defined as the power that stimulates someone to do something. Educators must generate students' learning motivation to achieve a specific goal and obtain optimal learning outcomes (Idzhar 2016).

According to Arianti's article entitled "The Teacher Role in Growing Student Learning Motivation," an essential activity in the learning activity is the teacher's role in generating student learning motivation. In addition to transferring and providing knowledge, education also plays a role in motivating students to learn. The learning spirit of each student is inevitably different,

which is why educators must always motivate students; hence students always have a passion for learning and can become students who excel at the same time, can develop optimally. The learning process will be successful if students have the motivation to learn. Educators are required to be creative to foster students' learning motivation (Arianti 2018).

From the explanation mentioned above, this post-covid-19 pandemic influences students' learning motivation which causes learning motivation to decrease, and students are less motivated to participate in offline or face-to-face learning. Hence, as an author, I am interested in discussing this topic to analyze students' learning motivation post-covid-19 pandemic. At the same time, the research statement in this article is how the student's learning motivation after the covid-19 pandemic. This article aims to analyze the influence of offline learning on learning motivation post-covid-19 pandemic.

2. METHOD

This research on the analysis of the influence of post-pandemic learning uses the library method. Library research is beneficial for learning because it can collect data and information faster by compiling documents, news, journals, books, and other references (Mirzaqon, 2018). In addition, library research is a data collection technique by studying notes, literature, and report related to the discussed problem (Nazir, 2003). The method will select, compare, combine, and select various interpretations to determine the appropriate methods (Sabarguna, 2005). To enforce the immutability of the evaluation process, avoid and eliminate false information (a misunderstanding that can arise due to the researcher's ignorance and rereading the literature) (Sutanto, 2005). Library research, secondary data obtained from studying journals and books, discuss the former research result and other significant data. The data collection technique analyzes research journals, scientific articles, books, and other references related to research topics.

3. RESULT AND DISCUSSION

3.1. The Learning Concept during Post- Covid-19 Pandemic

According to Indonesia's constitution of number 20 of 2003 About the National Education System, learning is a process of the interaction between students and teachers and learning resources that take place in the learning environment (Indonesia 2003). Learning is considered a process of interaction covering three main participants, students, teachers, and learning resources, in the learning environment at the national level. Hence, the learning process is a system that is a unified part that relates and interacts with one another to achieve the best results

by the goals (Sanjaya, 2008). The existing educative interaction or interaction awareness of goals methodologically comes from students, while the pedagogic learning activities for students differ from the activity during the learning process. This interaction regularly moves through the design, implementation, and evaluation process. Learning is a stage that is signed with specific characteristics. *Firstly*, involve students' thoughts as much as possible during the learning process. *Secondly*, creating a dialogue-based environment and a continuous question and answer process is directed at increasing and improving students' critical thinking power. It can further assist students in receiving the knowledge they have built (Sagala 2010).

Currently, education has encountered an alteration of the education system due to covid-19 pandemic. This pandemic causes learning to be carried out by anticipating the transmission of this outbreak through health protocols. Many adjustments have been made to how learning is implemented in schools, either through online, offline, or blended learning. Learning outside the classroom, also known as offline learning, is an approach that can be used to complete temporary education; Nevertheless, the teaching material must be engaging, so students do not feel bored or moody. This is caused by the limited scope of offline learning, which make teachers difficult to prepare interesting materials that interest students in the learning (Putri 2020).

The school is currently experiencing the process of transitioning from online to offline learning. It is manifested by students whose attitude and behavior seem unacceptable and who disrespect the authority figures (Iwan Ramadhan, Taufan Jaya Nugraha, Eja Firmansyah, Rio Alkahfy 2021). Online learning lasts for one year, which may have caused the children to be less polite as teachers did not do an excellent job of monitoring student behavior and attitudes during that time. As a result, the shift in learning seems to be very clear. Starting to be respectful to the teacher, collect assignments that students are unaware of, and how well they get along with their friends. Because of that, teachers must go beyond students' expectations, which refers to helping students. Because educating, especially for attitude and behaviors of students, is as important as teaching academic subjects to them (Allessadro Yosafat Massie 2021). The government suggests schools carry out online, offline, or both online learning so students can adjust. Schools that used to integrate online or digital-based learning would not be difficult to apply. This is mainly for teachers skilled in conducting portfolio evaluations followed by various activities. Thus, it would not burden them (Anhusadar 2021).

The running post-pandemic learning process must obey the health protocols, like physical distancing, wearing masks, and regularly washing hands. Physical distancing, by maintaining

distance among students' seats, will decrease the capacity of the classroom. The number of students that previously could occupy classrooms up to maximum standard is limited to half or one-third of the total seats. Consequently, it is essential to decide how students will use the classroom and whether Shifted learning model will be implemented (Students are divided into several shifts to enter the classroom) (Hosaini 2020).

3.2. Changes during Post Covid-19 Pandemic Learning Motivation

The ability to act that someone has is called a motive. A motive is an encouragement of one's action. Another definition of motive is the force that drives someone to act a certain way. Motives can also be interpreted as internal driving forces that motivate someone to participate in certain behaviors to achieve goals. Even the motive can be said as an internal condition (alertness), and motivation can be interpreted as a driving force that has become active. Motives become active at various moments, especially when reaching a goal or a pressing motive becomes active (Sardiman 2004). Motivation is a psychic need that influences and controls human behavior, including learning behavior. Motivation includes expectations, desires, objectives, goals, and rewards. Individual learning attitudes and behaviors are activated, driven, distributed, and directed in this environment (Mudjiono 1994).

Motivation is the force that motivates people to take action to achieve their goals. It is done by many requirements or desires that must be met; a) necessity, b) behavior/drive, and c) purpose are the three essential components of motivation. Students need to make learning happen, and motivation plays an important role, including developing a spirit of learning. In addition, the research by Hau Lin Tam, motivation arises from external and internal factors (Hau-lin Tam 2020). Internal factors are more prominent in forming a learning motivation because they come from each individual. An in-depth investigation reveals that it results from the student's psychology or desire to learn. This internal factor will exist if learning is optimal. Learning motivation arises and lies down depending on the influenced elements (Octavia,2020:8).

Ali states that learning is a process of changing attitudes and the effects of individual interaction with their surrounding environment (Ali, 1983). On the broader meaning, learning can be defined as psychophysical, showing complete personal development. It can be observed that learning is a means of action for the individuals who carry it out. In addition, he also defines learning in a narrow sense; "Learning is intended as an effort to master science material which is an activity towards the formation of a complete personality" (Sardiman 1986). From these explanations, learning can be defined as an effort toward self-development. According to Sahabuddin, the principles of a self-study contain 1) statements with clear objectives, 2)

explanations of the way of studying, 3) the expected actions of students, 4) an Overall overview of the studied materials, 5) the optimization of learning assignments, 6) periodic review, 7) active learning, 8) the reason to learn skills and information, 9) the application of studied materials, 10) intrinsic, extrinsic, and incentive motivation, 11) teaching other people, 12) using systematic lessons well, and 13) using the principles of sustainability and linkage (Sahabuddin, 2007).

It can be concluded that motivation to learn is an overall driving force in students that motivates them to involve in learning activities and make them keep going to achieve goals. In reality, a student only does routine-based learning activities because he has to go to school. They do not have the motivation to learn. Perhaps some subjects are not as popular as others, or some educators are not very imaginative in delivering lessons. During the COVID-19 pandemic, motivation to learn decreased drastically when learning stopped. Most people are laid down at home and do nothing, like supposedly doing productive activities or self-study. Judging from the surrounding circumstances, many students lose interest in learning due to the cessation of learning. Due to too long a study break, motivation and enthusiasm for learning decreased. Even though the re-implementation of learning online learning is not fully able to arouse enthusiasm or motivation to learn, online learning is considered a demanding (E. P. Febrianti, 2021).

The changes in students' learning motivation after the COVID-19 pandemic are that it is easier for students to understand the lessons they learn than online learning participation. Nevertheless, students can also return to productive activities and become more independent. In addition, another visible change is that students feel comfortable with online classes rather than offline classes. While learning offline, only a few students attend, while others choose online courses. This is several changes in student motivation that appears after the COVID-19 pandemic.

4. CONCLUSION

According to the analysis of this research, it can be concluded that several changes are available in students' learning motivation during the post-covid-19 pandemic. Students seem to understand better the lesson they learned offline rather than online. In addition, students can also return to productive activities and become more independent. Another visible change is that students feel comfortable with online classes rather than offline classes. While learning offline, only a few students attend, while others choose online courses. This is several changes in student motivation that appears after the COVID-19 pandemic.

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