



## The Results of Online Learning on Students' Learning Motivation at SMP Negeri 3 Kasihan Bantul Yogyakarta

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### ABSTRACT

The purpose of this study was to determine the effects of distance learning (online) on the learning motivation of class VII A students of SMP Negeri 3 Kasihan in the academic year 2021/2022. The method used in this study is a correlation technique with a quantitative approach. The subjects in this study were grade VII A students at SMP Negeri 3 Kasihan in the 2021/2022 academic year. Sampling in this study used a purposive sampling technique with a population of 158 students and a sample of 34 students of class VII A at SMP Negeri 3 Kasihan was obtained. Collecting data using a distance learning questionnaire and learning motivation. Based on the data analysis performed, the obtained simple linear regression equation model  $Y = 44,192 + 0,483 X$  which means that distance learning has no effect on students' learning motivation. Based on the value of  $F_{count} = 2,969$  with a significance level greater than 5% (sig. 0.05), which is equal to 0.095, it means that there is no effect of distance learning students' learning motivation.

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## 1. INTRODUCTION

The spread of the COVID-19 pandemic throughout the world is no exception to Indonesia, which has to be faced with many cases of contracting the COVID-19 virus which started in Wuhan China and spread to Indonesia, forcing Indonesian people to comply with the applicable protocols. Many sectors have been affected by Covid-19, such as the health, economy and education sectors. Covid 19 was designated by WHO (Kharisma et al. in Dewantara and Nurgiansah, 2020).

This has caused teachers and parents to lose their way because they are not used to it and it was carried out suddenly due to Covid-19 so there was a lack of socialization provided by the government. Schools are starting to implement distance learning. Distance learning is the knowledge that comes from multiple locations and is carried out by the teacher to provide material remotely through electronic media (Basar, 2021; Dini, 2021). In this connection, Distance learning focuses more on education carried out through electronic media so that students are not left behind in learning and can learn under the supervision of each parent, also students can understand learning better because it is not bound by space, time as usual (Kurnia and Lena, 2021; Robandi and Mudjiran, 2020).

In this learning model most of the time students are required to study independently at home using the available facilities. Distance learning requires the support of various mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere (Abidin et al., 2020; Hasfira and Marelda, 2021). The use of technology has a big role in the world of education, including the goals of distance learning. Distance learning has its own challenges, one of which is the availability of internet services (Cerelia et al., 2021; Ghulamudin and Habibi, 2020). In addition to the availability of internet facilities must also be supported. Not all students have electronic learning devices, so the need for cooperation between the school and parents in order to achieve the learning process (Murdiningsih, 2022; Wardhani and Krisnani, 2020).

This will affect student motivation in following the lesson and how The teacher's facts are accessible to the students. After distance learning has been implemented in various schools, there are not a few negative impacts caused by these policies including, students are increasingly staring at computer screens or cellphones which when this is done continuously will have an impact on their vision, students make distance learning far away as an excuse when playing games so that parents only know that what the child is doing is indeed attending class (Harahap et al., 2021; Tantifah et al., 2022; Winata, 2021).

The teacher's information is comprehensible to the students support of parents for their children. However, due to weak supervision from parents and limited knowledge, it causes negative impacts such as, children are lazy and are reluctant to do assignments (Cerelia et al, 2021). Students become unmotivated to learn and can reduce student motivation in learning and participating in learning (Winata, 2021).

Motivation can be a driving force that directs a person's energy into actual work so as to achieve specific goals (Kholidah, 2019). Motivation is important to the learning process due to someone who lacks the desire to learn will find it difficult to give up learning and there is no sense of interest in participating in learning activities (Rumhadi., 2017; Saptono, 2016). According to Kurnia and Lena (2021), states that the application of distance learning is not better because student learning outcomes have decreased. Students are less active in learning and less able to understand learning concepts which make learning material difficult

to understand. Distance learning is carried out continuously at this time, resulting in repeated boredom so that students become bored.

So that the material that students are able to absorb is not optimal, coupled with teachers who have limited abilities in distance learning. An example of motivation that comes from outside is giving gifts to students who successfully answer questions or get perfect scores in a subject (Cahyani et al., 2020; Purwanto and Hadi, 2021). The case at SMP N 3 Kasihan is an example, which shows that student learning motivation is influenced by learning models such as the current implementation of distance learning, which has been carried out for quite a long time causing students to become bored and the lack of interaction with friends will have an impact on relationships with one another. Especially in class VII, where distance learning is directly implemented, many students do not know each other, and there are even students who do not know the names of their friends. Childhood, which must be filled with interaction and socialization, has changed slightly with this distance learning. Childhood, which must be filled with interaction and socialization, has changed slightly with this distance learning.

When the researchers observed at SMPN 3 Kasihan together with PLP II, there were students who complained that distance learning was very burdensome for students, including internet connection, unsupported signals, more school assignments given by the teacher, lack of explanation of the material given to students so that students do not understand the intent and purpose of the task, and the students themselves say that sometimes the teacher only gives assignments and is not accompanied by an explanation or is lacking in giving an explanation.

So that students feel confused, and when the student asks the teacher concerned the answers given are not appropriate and tend not to explain. This makes students lazy to ask questions and reduces student learning motivation. And another finding is that the teacher's relationship with students is cold because they never meet in person. Especially in class VII at SMP N 3 Kasihan who really felt this, where for one year they were registered as students but did not know the teachers at the new school.

Lack of parental supervision is also a factor in the success of students in achieving academic achievement. As a result of the pandemic that has been going on for more than two years, class VII is not very familiar with their classmates and schoolmates. No direct interaction also makes it difficult for students if there are lessons that are difficult to understand or when they have difficulty doing assignments given by the teacher.

## 2. METHODS

In this study using quantitative methods. According to Sugiyono (2019), quantitative research methods can be referred to as positivist-based examines that use research instruments to collect data and then analyze it quantitatively or statistically for the purpose to test pre-existing hypotheses.

According to Arikunto (in Riinawati, 2022), the population is all research subjects. If a person that to look at every aspect of the research issue, then the study is a population study. From the opinion of the experts, it can be concluded that the population is the entire subject to be studied. The population in this study were all students of class VII A SMPN 3 Kasihan, totaling 34 students.

According to Arikunto (in Riinawati, 2022) the sample is part or representative of the population being studied. It is called sample research if we intend to generalize the results of sample research. In this research, the researcher took class VII A as the research sample, which consisted of 34 students.

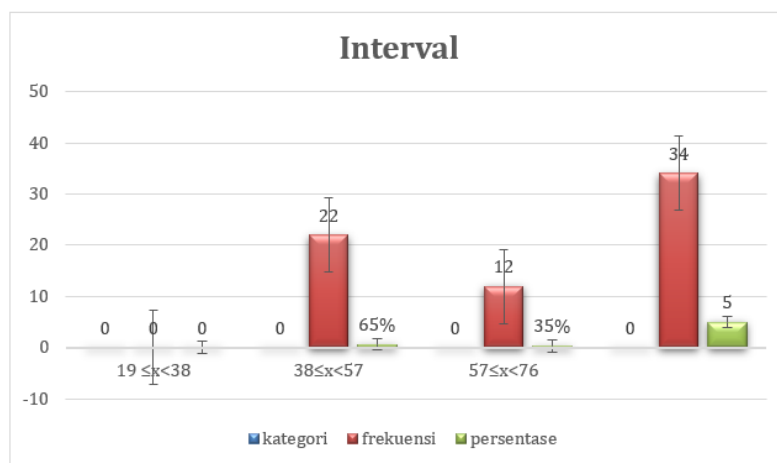
According to Sugiyono (in Agustang et al., 2019), the sampling technique is a sampling technique. To determine the sample to be used in research, in this study using purposive sampling, namely the selection of research subjects based on the characteristics or characteristics of the population that has been known before.

### 3. RESULTS AND DISCUSSION

This data description is carried out from the results of processing the data from the results of the questionnaire scores that have been made with each statement item for each variable. Distance learning variable with a total of 19 items/item and learning motivation variable with a total of 27 items/item. Questionnaires were distributed to 34 class VII A students of SMP Negeri 3 Kasihan, so that scores were tabulated and calculated using a certain formula. Based on the data, each variable is described with the intention of getting a clearer picture of the characteristics of that variable. The description of the data presented includes the mean (M), median (Me), mode (Mo), and standard deviation or standard deviation (SD) of each research variable that the researcher presents with a frequency distribution:

**Table 1.** Distance learning frequency distribution

Interval	Category	Frekquency	Percentage %
$19 \leq x < 38$	Low	0	0
$38 \leq x < 57$	Moderate	22	65%
$57 \leq x < 76$	High	12	35%
	Total	34	100%



**Picture 1.** Distance learning frequency distribution.

Based on the table above, it can be stated that the data on student learning motivation includes 3% in the low category with 1 student, while 97% are in the medium category with 33 students. Thus the ideal mean of 67.5 is at an interval of  $54 \leq x < 81$ . So it can be concluded that the learning motivation of class VII A students at SMP Negeri 3 Kasihan Bantul for the 2021/2022 academic year is included in the medium category.

#### 3.1. Normality Test

The normality test is used to test whether the data presented for further analysis is normally distributed or not. Conclusion The significance level of the tested data can be used

to find out whether or not it is often distributed. The variable is regularly distributed if the significance value is higher than 0.05, and vice versa if the significance value is less than 0.05. According to [Bungsu et al. \(2019\)](#), the Normality Test was used to determine whether or not the researcher's data were drawn from a community with a normally distributed population. When using non-parametric statistics for the test, this is done as a condition. The results of the calculation may be seen in the normalcy test table of distance learning scores in the One-Sample Kolmogrov-Smirnov Test based on the output of the normality test calculation column below:

**Table 2.** Distance learning and motivation questionnaire normality test results study.

<b>N</b>		<b>34</b>
<b>Normal Parameters<sup>a,b</sup></b>	Mean	.0000000
	Std. Deviation	7.49727014
<b>Most Extreme Differences</b>	Absolute	.129
	Positive	.059
	Negative	-.129
<b>Test Statistic</b>		.129
<b>Asymp. Sig. (2-tailed)</b>		.165

a. Test distribution is normal.

b. Calculated from data.

c. Lilliefors significance correction.

Based on the table above, it is known that the significance value is  $0.165 > 0.05$ . So, it can be concluded that distance learning data and learning motivation are normally distributed.

### 3.2 Linearity Test

The linearity test was used by researchers to find out whether the variable data in this study had a linear relationship or not significantly. Two variables are said to have a linear relationship if the significance value is  $> 0.05$  and vice versa if the significance value is  $< 0.05$ , the two variables do not have a linear relationship. The hypothesis testing in this study was carried out with the help of the IBM SPSS Statistics Version 24 For Windows program and the significance level used was 0.05. Based on the output of the linearity test, the calculation results can be seen in the ANOVA Table at the source "Deviation from linearity", details can be seen in the following **Table 3**.

**Table 3.** Linearity test results.

			<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>f</b>	<b>Sig.</b>
<b>Learning Motivation</b>	Between Groups	Combined	1144.771	15	76.318	1.557	.184
		Linearity	172.072	1	172.072	3.511	.077
		Deviation from Linearity	972.699	14	69.478	1.418	.240
<b>Influence Learning Long Distance</b>	Within Groups		882.200	18	49.011		
	Total		2026.971	33			

Based on the table of linearity test results above, it is known that the significance value of the deviation from linearity is  $0.240 > 0.05$ . This means that  $H_0$  is accepted, so it can be concluded that there is a linear relationship between Distance Learning and Student Learning Motivation.

### 3.3 Simple Linear Regression Analysis Test

Researchers used basic regression analysis and simple linear regression analysis to look into the impact of the independent variable and the dependent variable by manipulating their values. The results of the simple regression analysis test are as follows:

**Table 4.** Simple regression analysis test results.

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
Constant	44.192	15.631		2.827	.008
Influence Learning Long Distance	.483	.280	.291	1.723	.095

Based on the coefficients table above, it is known that distance learning has no effect on student learning motivation with a significance of 0.095 which means greater than 0.005. It is known that the constant value (a) is 44,192 while the value of the distance learning variable is 0.483.

**Table 5.** Anova.

Model	Sum of Squares	df	Mean Square	F	Sig
1 Regression	172.072	1	172.072	2.969	.095 <sup>b</sup>
Residual	1854.899	32	57.966		
Total	2026.971	33			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Long Distance Learning

ANOVA or analysis of variance, namely the regression coefficient test together (Test F) to test the significance of the effect of the independent variables on the dependent variable. In this case to test the effect of distance learning on student motivation. The test uses a significance level of 0.05. Based on the ANOVA table above, it is known that the F count = 2,969 with a significance level of  $0.095 > 0.05$ , which means that there is no influence between the distance learning variable (X) on the learning motivation variable (Y). The coefficient of determination test ( $R^2$ ) was carried out by researchers to state the size of the influence of distance learning variables on student learning motivation. In this analysis, the researcher uses the SPSS for Windows 24 product moment correlation technique. The results of the coefficient of determination test are as follows in **Table 6**.

**Table 6.** Model Summary<sup>b</sup>.

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.291 <sup>a</sup>	.085	.056	7.61351

The results of the analysis test above show that the effect of distance learning on student motivation is 0.291. From this output, the coefficient of determination (R Square) is 0.085, which means that the effect of the independent variable (distance learning) on the dependent variable (learning motivation) is 8.5% (100% - 8.5%), which is 91.5% by other variables outside of this study. This means that the hypothesis put forward by the researcher is correct.

#### 4. CONCLUSION AND RECOMMENDATION

Based on the results of testing the hypothesis above, it was found that there was no effect between distance learning and the learning motivation of class VII Adi SMP Negeri 3 Kasihan Bantul in the 2021/2022 academic year. This implies that the existence of distance learning does not affect student learning motivation. In other words, the application of distance learning to class VIIA students at SMP Negeri 3 Kasihan Bantul Yogyakarta Indonesia does not affect student motivation in learning.

Therefore, there are suggestions for counselling teachers to provide students with enthusiasm for learning, provide students with learning facilities as a support for learning motivation, and also as students, they should be able to make good use of learning media.

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