Research Article

Student Motivation and Effectiveness of Online Learning: A Qualitative Perspective

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Abstract.

Even though the COVID-19 era has passed 4 years ago, online learning is still implemented as a hybrid or a necessity, especially in high-level health education. Online learning has many positive sides, such as being able to learn anywhere, cost-effective, and being more time flexible, making online learning considered an efficient learning method compared to face-to-face. As a result, in the current situation (post-pandemic) online learning is still valid even though it is sometimes interspersed with offline learning. This research aims to determine the obstacles faced by students in conducting online learning and their impact on learning motivation through interviews. Apart from that, it also aims to study the effectiveness of online learning through observation. Based on the research objectives, observations and interviews are needed to provide a deeper understanding, and provide an idea of whether there is and how much effectiveness and motivation to learn in online learning. It is expected that this research can also provide updated data that can be useful not only for researchers but also for readers. In addition, it is envisaged that this study would deepen the understanding of the efficiency of online learning and will motivate students.

Keywords: student motivation, learning effectiveness online learning

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1. Introduction

The existence of Covid-19 means that people are advised to keep their distance as well limit face-to-face activities as often as possible. This is not only implemented in the social sector, but also the education sector, which is followed up by Ministry of Education and Culture (Kemendikbud) through Circular Letter no.4 2020 which requires learning to be carried out at home remotely or online. Learning from home is carried out using the Distance Learning (PJJ) system. As in Law No. 20 of 2003 concerning the National Education System article 1 paragraph 15 which states that PJJ is education where students are separated from educators and learning uses various learning resources through communication technology. In its implementation, PJJ is divided into two approaches, namely distance learning online, and or distance learning outside the network [1].

Even though the Covid era has passed 4 years later, online learning is still implemented as a hybrid or a necessity, especially in high level health education. Online learning has many positive sides, such as being able to learn anywhere, being cost effective, and being more time flexible, making online learning considered an efficient learning method compared to face-to-face. As a result, in the current situation (post-pandemic) online learning is still valid even though it is sometimes interspersed with offline learning. This research aims to determine the obstacles faced by students in conducting online learning and their impact on learning motivation through interviews. Apart from that, it also aims to study the effectiveness of online learning through observation. Based on the research objectives, observations and interviews are needed to provide a deeper understanding, test validity, and provide an idea of whether there is and how much effectiveness and motivation to learn in online learning. It is hoped that this research, apart from being able to answer questions from the research objectives that have been formulated, can also provide updated data that can be useful not only for researchers but also for readers. Apart from that, it is hoped that this research will increase knowledge and insight.

2. Literature Review

2.1. Learning Motivation

Motivation to learn is an important key in the online learning process. Learners or students have to adapt to a learning system that was initially conducted face-to-face to long distance. So that students have to change their face-to-face learning habits into new habits. According to Bandura's Learning Theory, learning motivation is one of the processes that regulates learning. Students who are motivated to carry out modeled behavior will get effective learning [2].

Meanwhile, according to Winkel, learning motivation is the total psychological movement within an individual that makes the individual learn, ensures the continuity of learning activities and provides direction to learning activities in order to achieve a goal [1]. According to Clifford T. Morgan [1], motivation consists of three aspects. The first is the circumstances that encourage the formation of behavior (motivating states), the behavior that is encouraged by these circumstances (motivated behavior), and the goals of such behavior (goals or ends of such behavior). Motivation has several types, one

of which is intrinsic motivation and extrinsic motivation. These two types of motivation have a significant role in forming learning motivation.

Intrinsic motivation is motivation that originates from within the individual as an encouragement to carry out behavior in the form of learning behavior. Intrinsic motivation drives individuals from within themselves without any external stimulation. Intrinsic motivation can be formed apart from without external stimulation, but also based on the individual's own will and awareness. In the learning process, students who are intrinsically motivated are when the individual is diligent in carrying out assignments, and is diligent in studying because the individual really needs and wants to achieve the real learning goal, not because he wants to receive praise or rewards from the teacher.

In contrast to intrinsic motivation which originates from the individual himself, extrinsic motivation originates and arises from the influence of the individual's external environment. Individuals can be said to have extrinsic learning motivation when they place their learning goals outside of the factors of the learning situation [1]. Extrinsic motivation is needed so that individuals have the desire to learn and show learning behavior. Intrinsic and extrinsic motivation can be said to have a reciprocal relationship. Because if an individual has strong intrinsic motivation but does not have balancing extrinsic motivation, then the individual cannot maximize their learning behavior.

2.2. Learning Effectiveness

Effectiveness is an assessment made in connection with individual, group and organizational achievements. The closer an individual's achievement is to the expected achievement, the more effective learning will be [5]. Learning effectiveness refers to the extent to which a learning goal can be achieved by individuals and by teachers. Learning effectiveness can be reflected in aspects such as achieving individual learning goals, learning occurrence, work improvement, and achievement of results [3]. The characteristics of learning effectiveness are success in achieving goals that has been determined, provides a pleasant learning experience, actively involves students, thus supporting the achievement of learning goals [6].

Predictive factors that can determine the effectiveness of learning are (1) Support from the University (2) Dialogue between students and students (3) Dialogue between teachers and students [3].

3. Method

This research uses a qualitative method by collecting data through direct observation of behavior and direct interaction with the subject through structured questions. Interview and observation guidelines are based on theoretical studies. The analysis process then involves information that has been collected from both data sources, and this allows researchers to identify behavior to understand the research phenomenon. The participants are two Nursing students who were still studying online in the Medical-Surgical Nursing course.

4. Result and Discussion

4.1. Result

Learning motivation is a process that motivates individuals to carry out modeled behavior. Both subjects were seen to have learning motivation from the beginning of the observation process [2]. Subjects one and two are already willing to participate in online learning by following Zoom. Both subjects had preparations before teaching began, such as washing their faces, preparing stationery, and charging their device batteries even though they were not dressed neatly as if they were studying face to face. In learning motivation, two motivational factors can form learning motivation, namely intrinsic motivation and extrinsic motivation [1]. Subject 1 has a reasonably low intrinsic motivation, that, shown verbatim below.

"*So it's like online lectures are more lazy to pay attention, you know, because we feel like we're not being watched, right? Some of the lecturers who didn't tell me to do on-cam, so I didn't go on-cam. So I just fell asleep.*" (L.5.a)

Intrinsic motivation encourages individuals to learn without external stimulation, and also based on their own will. Subject one said that he himself did not like online learning, which caused the subject to be lazy about paying attention, not turning on the camera and considering online learning to be something trivial. In the observations made by the observer, it was seen that one subject had another device that he played with when online learning took place. Meanwhile, in subject two,, his intrinsic motivation was also low. From the results of the observations made, subject two was seen playing with her phone several times during the online learning process.

"Usually my eyes get tired because I keep looking at the screen so I can't focus." (A.5.a)

Subject one pays more attention to the material explained in online learning when the lecturer uses media in the form of PPT and Video. Where learning media is a form of extrinsic motivation that can build motivation to learn subject one. Subject two also said that extrinsic motivation helped the subject not get bored during the online learning process. From the two subjects' statements regarding extrinsic motivation, there were several forms of extrinsic motivation which also made the subjects feel that their motivation to learn had decreased. Learning media in the form of PPT is an extrinsic motivation that makes the two subjects lack passion and motivation to learn during online learning.

Then, apart from intrinsic and extrinsic motivation, environmental conditions and the teacher's way of teaching also influence the formation of learning motivation. Subjects one and two have slight differences in ecological conditions in motivating the subject.

Furthermore, the way teachers teach can also shape individual learning motivation. In interviews with subjects one and two, it was stated that the way the lecturer teaches is very influential on how much attention the subject pays in the online learning process.

"There are several lecturers who teach really well, well, and that turns out to have an effect. So there are lecturers who have a very flat approach, so it's like explaining... and usually there's a lecturer pointing out the students, that makes me pay more attention to this so that if I ask, I can. So it's very influential, from the way the lecture presents it." (L.15.a)

Both subjects are still carrying out online learning using various advanced technologies and the internet. As seen in the observation process, subject one and subject two both carried out online learning in the Medical Surgical Nursing course. Both subjects also use technology such as Zoom in implementing online learning. Apart from using Zoom, the subject also uses the YouTube application to help with the learning process.

"...but there are also several lecturers who use PPTs and YouTube videos. So it's like there's an example of how the heart works, you need a video, that's with the lecturer presented the video." (L.9.a)

In this course, online learning is still carried out due to the distance between the main campus and the second campus. Where subject departments one and two conduct learning on campus two. The lecturer who teaches this course cannot be present at campus two, requiring subjects one and two to carry out online learning.

Learning effectiveness refers to the extent to which a learning goal can be achieved by individuals and by teachers. Learning effectiveness can be reflected from aspects such as achieving individual learning goals, the occurrence of learning, work improvement, and achievement of results [3]. Based on the results of learning achievement as evidenced by the results of the midterm exam scores, both subjects were dissatisfied with the results obtained.

Taking the initiative to resolve obstacles in the learning process is also a behavior that can reflect learning effectiveness. For subject one who had internal obstacles felt that the role of the environment was very helpful in overcoming obstacles.

"I motivate myself by seeing active children. So there are some of my friends who are joining me and seem to be really smart and active like that. Well, when I see them I get jealous, right? That's what makes me motivated so I have to pay attention so I can be like them. So it's like going back to the original goal of college to do something like that, so it makes you self-motivated..." (L.16.a)

Meanwhile, subject two, who had obstacles from outside herself, did not feel the big role of the environment in overcoming obstacles.

"Hmm... usually it's just like if there's a bad signal, I chat in PJ for the course to let me know if there's any disturbance, because when the material itself is usually finished after the class, it will be distributed so it can be studied again." (A.16.a)

Apart from that, three factors that can predict learning effectiveness are also visible in interviews and observations of subjects one and two. In the first point, there is university support regarding online learning which is still being implemented. From the results of subject one's interview, the university still provides academic experiences for students, namely by dividing the course classes into two, online and face-to-face. Online classes are conducted when the lecturer provides material in the form of theory, and face-to-face classes are conducted when the lecturer provides material in the form of practice.

Next there is a dialogue between students and students. From the results of interviews and observations of subject one, it was seen that subject one was less active in interacting with friends during online learning. Meanwhile, from the results of observations made on subject one, it can also be seen that the subject was only on cam at the start of attendance and then off cam until the end of online learning.

This is different from the explanation from subject two which states that in online learning, lecturers sometimes form groups to do assignments in the form of solving case studies. Where the formation of the group means that subject two will interact with

friends in the same group and form subjects to develop problem solving abilities and critical thinking abilities.

The third factor is dialogue between teachers and students. Subjects one and two seemed less active in interacting with the lecturer. Subject one said that he would ask questions when he did not know the material being explained. In the interview and observation of subject one, it was not

There is a two-way interaction between the subject and the lecturer. However, in explaining the subject during the interview, he said that the lecturer was still explaining the material that had been given, apart from that there were also lecturers who asked questions to students by pointing randomly. In observing subject one, the subject only interacted with the lecturer when attending and responding to greetings from the lecturer.

Subject two was also less active in interacting with lecturers during online learning. From the results of the observations that have been made, it can be seen that the subject was not on cam from the beginning to the end of online learning. Apart from that, the subject did not answer the greetings or questions thrown by the lecturer at the students during the lesson.

Then the results of the interview with subject one confirmed the results of research conducted which stated that the interaction between teachers and students regarding the material was drastically reduced when compared to offline learning. This can happen because almost all material can be accessed online [3].

5. Discussion

Online learning does not provide learning effectiveness because there are various obstacles, starting from the subject's motivation and the environment which makes the subject unable to receive and understand the material given optimally. Interaction with friends and lecturers has also decreased due to online learning.

The learning motivation formed during online learning is also not as high as during offline learning. Subject motivation will decrease when online learning occurs because various factors influence and are interrelated, such as intrinsic and extrinsic motivation, which greatly influence the subject's level of motivation.

It is hoped that teachers and education managers can use the results of this research in the learning system to increase student learning effectiveness and motivation in the

learning process. Some suggestions that researchers can give to follow up on this research are that the course use an offline system rather than an online one. For the reasons explained in the discussion, education managers can ensure that learning takes place offline to increase students' effectiveness and motivation in learning. Besides, learning uses interactive media such as YouTube videos or other applications such as quiziz, etc.

Acknowledge, Funding & Ethics Policies

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