

**An Analysis of Online Learning and Student Motivation during The Covid-19 Pandemic
(Study Case from Students at D3 Administration Business Study Program, State
Polytechnic of Bengkalis year class of 2019 and 2020)**

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Abstract

The learning process in an institution during the Covid-19 Pandemic has many matters to face. The Covid-19 Pandemic has put the world into the worst situation, including Indonesia. The learning process during the Covid-19 Pandemic had many things to do to take action in preventing wider transmission, particularly in the education sector. Regarding this research, the Ministry of Education, Culture, Research, and Technology of Indonesia has taken a firm stance through a few circular letters relating to the education policies in the emergency period of the spread of Covid-19. This paper, further, identifies the implementation of education policies during the Covid-19 Pandemic in terms of the distance learning policies. The distance learning process is a kind of a solution that is not achieved yet its full implementation due to few things that have to consider. The purpose of writing this article is to find and study the problems in learning activities during a pandemic toward 120 students from D3 Administration Business Study Program, State Polytechnic of Bengkalis year class of 2019 and 2020 through the questionnaire, interview, documentation, and observation to find maximal result and to find another way of students learning process thus they can study interestingly and actively. This research, moreover, uses a Descriptive approach that affects various responses and changes to the learning system that effects the learning and understanding development to respond to material presented.

Keywords: Online Learning, Student Motivation, Covid-19 Pandemic.

1. INTRODUCTION

The World Health Organization (WHO) Director remarks on the attack of Corona Virus disease or abbreviates as Covid-19 Pandemic on 11 March 2020 (WHO, 2020). Nearly almost all the countries in the world are affected by this Virus, as the data show the increase of the death of Corona Virus climb even higher. Data from WHO (2021) on August, 6, confirmed cases including 4,265,903 deaths reported, and thousands more are fighting for their lives in hospitals.

Indonesia as one of the highest number of countries infected, with around 3,607,863 cases, 104,010 deaths, and 2,996,478 recovered (Worldmeter, 2021), is overwhelmed in setting its policies, particularly in the education sector. The Government of Indonesia Republic through the Ministry of Research, Technology, and Higher Education, brings the online-teaching-way as the solution to depress the Covid-19 Pandemic by executing physical distancing from one to another, either among students or lecturers.

In the most addition, the death rate due to Covid-19 in a few Hospitals in Bengkalis is at 25 percent, this is deemed necessary to be a vigilance for the region, to maximize their services (Public Info, 2021). In detail, the distribution of positive confirmed cases of Covid-19 until

April 18 from Bengkalis Health Department (2021) reached 2,495 cases, the highest number of cases was occupied by Mandau with 1,190 cases or 47.70 percent, Bahtin Solapan with 437 cases (17.52 percent), and Bengkalis with 397 cases (15.91 percent). Meanwhile, the number of patients who died from Covid-19 until April 18 (2021) in Bengkalis was 75 people.

Considering the increasing those few cases, the Regulation then applied from the Ministry of Education, Culture, Research, and Technology No. 19 (2003) which is describing education distance as a teaching and learning process that has been done remotely through the use of various media, where educators deliver material in an online way as well as students can study. The online learning regulation then applying in every education sector, from School to University.

The learning process undertaken is taken to prevent transmission which is in traditionally face-to-face approaches to remotely digital platforms. This sudden transformation then turns into debatable things due to the quality of acceptance of the student while they struggling to understand the subject in different ways, or the network can be also an obstacle to solve.

This major change in the learning system was then also applied to the State Polytechnic of Bengkalis according to the Regulation applied from the Ministry of Education, Culture, Research, and Technology Number 4 (2020) about its implementation of Education in the Coronavirus Disease (Covid-19) Emergency. In the circular, it is stated that the purpose of implementing Learning from Home or *Belajar dari Rumah* (BDR) is to ensure the fulfillment of the rights of students to obtain educational services to protect education unit residents from the adverse effects of Covid-19, prevent the spread and transmission of Covid-19 in Indonesia education units. Eventhough the supporting network facilities in Bengkalis still cannot cover the entire area of the region thus students and lecturers have to conquer these technical factors including placing a study position in a place with a stable and good internet network.

Previous studies, moreover, revealed that the online learning study during the Covid-19 Pandemic has caused advantages while others are disadvantages. On one side, online-learning-process is reported as a useful thing for a student since they have higher interaction to rich learning materials regardless of time and places as well as the higher opportunity to experience digital learning programs (Friman, et al, 2020). Further, as the online learning and teaching process utilize higher technological capabilities, it increases enthusiasm both lecturers and students to participate, in which, enhance their technical skill either (Dasrun, eta al, 2020).

Conversely, the online learning process is also identified as challenging nor disadvantages things. Students claimed that online learning has caused them some health problems such as fatigue, headache, and fever because they accepted many assignments to solve in a very short time. Some, also declared that they had impairment eyesight due to the long duration of using Phone or Computer screens. Moreover, Students also faced some hardship regarding their financial issues, in order to buy a quota (Simamora, 2020).

Either its advantages or its disadvantages then influenced students' motivation. Online learning has caused a lack of motivation for some students to study whereas others were highly motivated. Cahyani, et al (2020), Rachmat (2020), and Simamora (2020) in their research study describe that students with a lack of motivation are greatly affected by external factors like environment, time, and instrumental supports which turn into the way they get the achievement.

The less motivation the Students' impact the physical and psychological issues. Therefore, positive-thinking things, creative and innovative ways can help students or lecturers to overcome these various problems in order to make the distance-learning process funnier, thus it produces good quality of the learning process (Jaelani et al, 2020).

This study, moreover, intended to find the analysis of online learning and student motivation in a vocational institution, particularly students from the D3 Business Administration Department at State Polytechnic of Bengkalis occurring in the Covid-19 Pandemic era.

2. LITERATURE REVIEW

Motivation

Motivation is described by Brophy (2010) as a conceptual construct to enumerate the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. It is associated with person cognitive and affective processes on situated and interactive interaction between lecturers and their learning surrounding regarding the contextual and social factors as barriers faced (Schuck et al., 2014).

Motivation is also explained to be an engine of learning' that impacted to in what, how, and when of student learning (Schunk, and Usher, 2012). Moreover, Ryan and Deci (2000a, 2000b) researched that motivated student is able to do challenging learning activities which engage them actively in finding out appropriate strategies to facilitate their learning, enjoying them and indicating better, persistence, and creative learning.

There are a few primary types of motivation from Ryan and Deci (2000a) and described as below:

Intrinsic Motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction while it is influenced by interest, ambition, aspiration, awareness, competency, physical and psychological conditions. This intrinsic motivation, moreover, encourages them into (1) motivation to learn and gain new knowledge (happiness in learning new things), and (2) motivation to experience the encouragement and physical joy like enjoyment in learning interesting learning materials; and (3) motivation to undertake challenging learning activity, for instance accomplishing the challenging assignment.

Extrinsic Motivation

Extrinsic motivation is described as a concept that pertains whenever an activity is done in order to attain some separable outcome, and influenced by studying condition, social condition, family condition, and supporting facilities (Ryan, and Deci, 2000a). The external factor is expecting things such as rewards, bonuses, or recognition from others (Hartnett, 2016).

Extrinsic motivation is associated with few things such as (1) motivation to get rewarded or prevent punished, like to have good score in finishing a difficult project; (2) motivation to avoid a poor situation or being guilty (introjected regulation), such as to prove its capability in performing tough tasks; and (3) motivation to gain merit and necessity after completing a learning activity (identified regulation), for instance learning a specific subject would be beneficial for a certain job in the future (Erten, 2014).

Amotivation

The absence of both intrinsic and extrinsic motivation is called amotivation. It defines when students have unwillingness or lack motivation in learning. Amotivation tends to have low self-efficacy and feel incapable since the study process will result from no desired outcome and doing the assignment have no value as well (Harnet, 2016).

Online Learning

A few researchers made explanations for online learning. Bates (2005) explained that online learning is the use of the web and the internet in learning. Ally (2008) in his research defines online learning as the use of the internet to access materials to interact with the content, instructor, and other students; and to obtain support during the learning process, in order to enhance knowledge, to build personal meaning, and to grow from the learning experience. Nevertheless, another conceptual from Hartnett (2016) resumed out the term of online learning as the combination of Bates and Ally's terminology. She defined it as distance education

mediated by technological tools where students are geographically separated from the lecturers and the institution.

Khalil, et al (2020) explained online learning is somehow carried out via various digital conference media like Zoom Meeting, Google Meet, Cisco WebEx, and Mikogo. Students have online learning materials, textbooks, and modules with supplement learning materials given in the forms of audio or videos of lecturing. The assignments, exercise, assessment, or examination are implemented by a computer-based system

Online learning, moreover, based on Wick (2010) can be characterized into its two main points: (1) the content of online course greatly enhances the student learning outcome. It put students remotely based on technology through the internet with various interactive content like audio, video, animation, and simulation. The content can be adaptable and customized based on student requirements to reveal their competency to conceive the learning material and be ready to continue to the new one, (2) the instructions are conducting over the internet in which students can have a comment about their assignment directly. Similar to the content in which it can be flexible and individualized, the instructions can also be adjusted on the pedagogy demands, interaction rules, and gadgets' availability based on the hosting education institution's policy.

3. RESEARCH METHOD

Research Method

This research method is qualitative research, research that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed (Tanzeh, 2011). Researchers as key instruments to emphasize meaning rather than generalization. Researchers take this type of research by reasons for describing and presenting data about learning problems distance during the Covid-19 Pandemic from D3 Administration Business Study Program student from State Polytechnic of Bengkalis year class of 2019 and 2020, from around 120 students.

Data Collection Techniques

Data collection techniques in this study are expected to provide data more accurate and specific. The data collection techniques used in this study are divided into three things including (a) documentation, (b) interview, (c) observation. Those three things technique is used through a list of statements regarding matters related to variables researched related to the problems of distance learning during the Covid-19 Pandemic. The researcher extends the observation to examine problems in distance learning in order to obtain valid and reliable data reliable.

4. RESULT AND DISCUSSION

The data is smoothly distributed to 120 students from the D3 Administration Business Study Program from State Polytechnic of Bengkalis, and the majority of them from around 80% are women, while on the other hand, 20% of them are the man who did a study in online learning during the Covid-19 Pandemic. The round chart is drawing below:

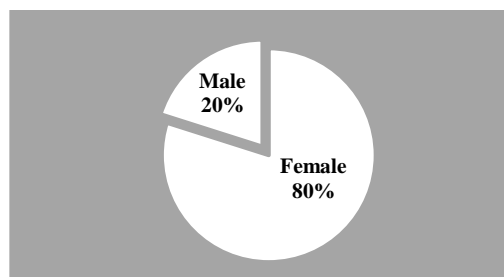


Figure 1: Gender Percentages

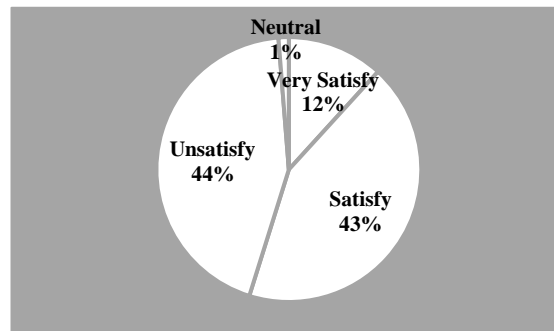


Figure 2: Student responses to Their Interest in Learning Online

Regarding Figure 2 above states that student interest in following distance learning results is slightly different. Around 44% are unsatisfied with doing online study rather than study like they used to, inside the class. The findings obtained from this study are students who are less able to understand the content of the material that has been presented through online media by lecturers, networks, and/or the internet which is sometimes unstable, the lack of use of learning media online thus the subject matter that requires tools and/or media certain learning cannot be conveyed by the teacher optimally.

A statement from student said that:

“In online lectures, when we submit the assignments, the over-time-deadlines can still be collected and accepted, because sometimes network is not adequate, particularly from a house that are far from the connection Internet. Please make it easier or confirm to students for assignments that have been entered or not. Because often assignments have been sent, but have not been received or have not been received by the lecturer, because disturbances can occur.”

“Doing online learning is good, but from me personally sometimes it is a bit difficult to understand the handout-sentences which is usually explained from face to face. Especially the practical courses thus it takes more time to understand by myself. I also cannot discuss freely with friends because the limited access we had, and sometimes disruption to the network that occurs due to certain things, such as a power outage.”

Moreover, another supported data from United Nations Sustainable Development Group (2020) that although online learning has been a part of the learning system in the higher education, a few institutions still meet barriers to applying fully online learning systems due to inadequate infrastructure in information technology for lecturers and students. Particularly, education institutions in such developing countries. The massive sudden shift of this learning system brings unplanned curriculum changes. Students are exposed to various learning applications in digital platforms.

In Indonesia, particularly, online learning, under the Ministry of Education and Culture supervision, reported that many institutions have barriers to transfer their curriculum into online versions due to a lack of supporting information technology infrastructure (Azzahra, 2020). Lecturers sometimes face difficulties in switching the face-to-face ways into online ones due to a lack of knowledge for online teaching. They did not have information and knowledge regarding online mastering during in-service training, in which, they lacked the necessary computer savvy.

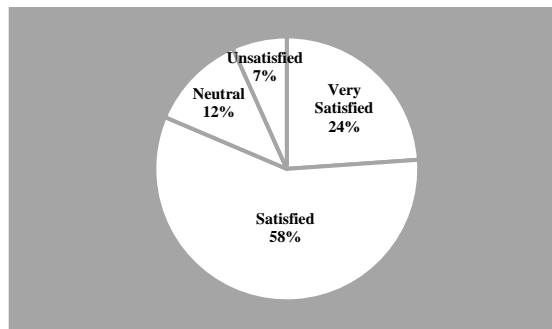


Figure 3: Lecturer and Student Interaction Responses in Online Learning

The diagram from Figure 3 is explaining about how much the students interestingly interacted with the lecturer during the learning process and the results are merely satisfied from around 58 percent. The findings from the students from D3 Administration Business Study Program have discovered that students' motivation is highly motivated by internal factors. This is in line with research identified by Artino (2008), Keller (2008), Wighting et al. (2008), and Yukselturk and Bulut (2007) in which they explained that successful online learners have constant personalities to drive their learning activities. Knowles, and Kerkman (2007) explain online learning requires student self-awareness, with their interest, belief, ambition in form of intrinsic motivation. Their energized feelings to experience and learn new technological distance integrated learning was associated with situational enthusiasm.

Further, the presence of punishment or bad remarks for being absent from the online class and proper learning facilities are identified as external regulation in form of extrinsic motivation for the students in the D3 Administration Business Study Program at State Polytechnic of Bengkalis. The student is also passively participated in the online learning as they took the learning only as an obligation regardless of necessity. Due to the punishment they will face, the student's goals in online learning are separated from the learning activities themselves (Ryan, and Deci, 2000a; 2000b).

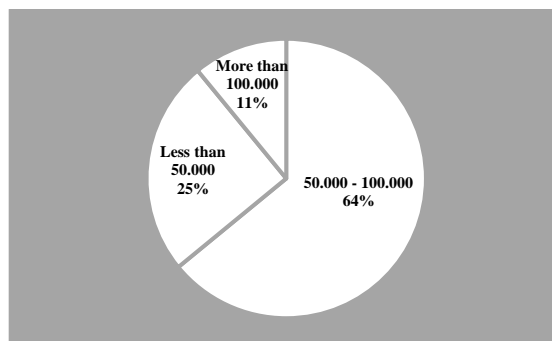


Figure 4: Student Internet Quota Allocation for 1 Month Online Learning (in Rupiah)

Lastly, in terms of the allocation of funds for purchasing internet quotas, the 120 students from the D3 Administration Business Study Program from State Polytechnic of Bengkalis, the majority of them, around 64% are spent approximately Rp.50.000 – Rp.100.000 per month. While others are less than 50.000 and followed by more than Rp.100.000.

In addition, it is explained inasmuch as the policies of the Director-General of Higher Education number 821.E.E1/SP (2020) in terms of the Internet Quota Provision Program for Students and Lecturers, the government through the Ministry of Education, Culture, Research, and Technology provides a free program to students and lecturers. This program aims to support the implementation of distance learning during the Covid-19 Pandemic. The form of assistance provided is in the form of an internet quota (data package).

5. CONCLUSION AND SUGGESTION

The process of online-learning-process can be drawn into three elements: (1) students' put less or minim attention in order to follow a distance or online learning process, it happens because of few reasons such as the weaker internet network that they faced, and the lack of knowledge in term of how to use of online-media tools and/or certain media that cannot be conveyed by the teacher optimally, (2) lecturer and students interaction during online learning are quite good, due to self-awareness of each student, either the attendance value that is identified as a form of extrinsic motivation, (3) students, allocated their money around Rp.50.000 until Rp.100.000 for buying a quota, moreover, there is a free internet quota from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia toward the lecturer and student to build the better way to study through a few online instruments such as Zoom Meeting, Google Meet, WhatsApp, Google Drive, and other.

Therefore, in terms of institution matters, a lecturer needs to know and follow few principles of lecturing in order to carry out their duties in a professional way, such as (1) the lecturer shall arise the attention of students on the subject matter given and use a variety of media and various learning resources, (2) the teacher need to enhance the interest of students to find their solutions to the problems they face, (3) the teacher must develop the attitude of students in fostering social relationships, both with each other friends and the community, and (4) the teacher should investigate and explore the differences of individual participants thus they can serve students according to their abilities.

Moreover, this reality is also supported by PERMENDIKBUD No. 65 (2013) related to preliminary activities, that lecturers must prepare things as follows: (1) students condition that is ready to participate in the learning process, (2) provide a learning motivation to the students contextually according to the benefits in their daily life, (3) ask questions that link to the previous knowledge with the material to be studied, (4) lead students to a problem that will be done to and find them to explain the learning objectives to be achieved, and lastly, (5) describe a complete outline material and give an explanation of the activities to solve problems or assignments.

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